



BRANDON UNIVERSITY

GRADUATE CALENDAR 2025-26

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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."

STATEMENT OF RESPONSIBILITY

Brandon University makes every endeavor to ensure that registration and course information contained in this calendar is accurate at the time of publication, but it is possible that errors may occur. Students are advised to verify the accuracy of all information that pertains to their situation.

Brandon University reserves the right to change, without prior notice, any information contained in this calendar, including admission regulations, course information, as well as program and degree requirements. Any such changes will be posted to the Course Calendar section of the Brandon University website. Not all courses (or programs) listed in this calendar may be offered in the academic year governed by this calendar.

No liability shall be occurred by Brandon University for the loss or damage suffered by any student or third party as a result of delays in or termination of services, courses or classes by reason of: acts of God, fire, flood, riots, war, strikes, lock-outs, damage to University property, financial exigency, or happenings or occurrences beyond reasonable control of the University. The University hereby disclaims liability to any person who may suffer loss as a result of reliance upon any information contained in this calendar.

STATISTICS CANADA - PRIVACY STATEMENT

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 enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct 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, and enrolment information.

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

Students may contact Statistics Canada via e-mail if they have any questions: statcan.PSIS-SIEP.statcan@canada.ca.

It is with the goodwill and collaboration of postsecondary institutions that we will reach our goal of providing reliable postsecondary education information required to plan for our future.

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SECTION 1. IMPORTANT DATES

2025-2026 ACADEMIC YEAR

2025 FALL TERM

September 1 – Monday

- UNIVERSITY CLOSED: Labour Day

September 2 – Tuesday

- Fall Orientation: new students

September 3 – Wednesday

- Classes begin: Fall and full-year (both-term) courses (except *MEd*)
- Tuition deadline: Fall fees payable in full

September 8 – Monday

- Classes begin: *MEd* Fall courses

September 17 – Wednesday

- Add/drop deadline: Fall and full-year (both-term) courses (except *MEd*)
- Refund deadline (100%): Fall and full-year (both-term) courses (except *MEd*)

September 22 – Monday

- Add/drop deadline: *MEd* Fall courses
- Refund deadline (100%): *MEd* Fall courses

September 30 – Tuesday

- UNIVERSITY CLOSED: National Day for Truth and Reconciliation

October 13 – Monday

- UNIVERSITY CLOSED: Thanksgiving Day

October 14 – Tuesday

- Graduation: no ceremony

November 10 – Monday

- Fall study break begins: no classes scheduled (except *MEd* and *MPN*)

November 11 – Tuesday

- UNIVERSITY CLOSED: Remembrance Day

November 14 – Friday

- Fall study break ends: no classes scheduled (except *MEd* and *MPN*)

November 17 – Monday

- Classes resume: Fall and full-year (both-term) courses

November 19 – Wednesday

- Voluntary Withdrawal (VW) deadline: Fall courses (except *MEd*)
- Refund deadline (50%): full-year (both term) courses

December 1 – Monday

- Voluntary Withdrawal (VW) deadline: *MEd* Fall courses

*December 5 – Friday

- ***Dec 5 follows the Tuesday slot schedule (except *MEd*)

December 8 – Monday

- Classes end: Fall courses (except *MEd*)

December 9 – Tuesday

- School of Music examinations begin: Applied Music (except *BMus/BEd* Yr 5)

December 10 – Wednesday

- School of Music examinations end: Applied Music (except *BMus/BEd (AD)* Yr 5)

December 11 – Thursday

- Final examinations begin: Fall courses
- Examinations begin: full-year (both-term) courses
- Classes end: *MEd* Fall courses

December 19 – Friday

- Application deadline: February 2026 Graduation

December 22 – Monday

- Final examinations end: Fall courses
- Examinations end: full-year (both-term) courses

December 24 – Wednesday through January 2 – Friday

- UNIVERSITY CLOSED: winter holiday break

2026 WINTER TERM

January 5 – Monday

- Winter Orientation: new students
- Classes begin: *MEd* Winter courses

January 6 – Tuesday

- Classes begin: Winter courses (except *MEd*)
- Classes resume: full-year (both-term) courses
- Tuition deadline: Winter fees payable in full

January 20 – Tuesday

- Add/drop deadline: Winter courses
- Refund deadline (100%): Winter courses

February 16 – Monday

- UNIVERSITY CLOSED: Louis Riel Day

February 17 – Tuesday

- Winter study break begins: no classes scheduled (except *MEd* and *MPN*)

February 20 – Friday

- Winter study break ends: no classes scheduled (except *MEd* and *MPN*)

February 23 – Monday

- Voluntary Withdrawal (VW) deadline: full-year (both-term) courses

February 24 – Tuesday

- Graduation: no ceremony

March 20 – Friday

- Application deadline: May 2026 Convocation

March 23 – Monday

- Voluntary Withdrawal (VW) deadline: Winter courses

April 3 – Friday

- UNIVERSITY CLOSED: Good Friday

April 10 – Friday

- Classes end: Winter and full-year (both-term) courses

April 13 – Monday

- School of Music examinations begin: Applied Music (except *BMus/BEd* Yr 4 and Yr 5)

April 14 – Tuesday

- School of Music examinations end: Applied Music (except *BMus/BEd* Yr 4 and Yr 5)

April 15 – Wednesday

- Final examinations begin: Winter and full-year (both-term) courses

April 25 – Saturday

- Final examinations end: Winter and full-year (both-term) courses

2026 SPRING/SUMMER TERM

SPRING 1

May 4 – Monday

- Classes begin: Spring 1 and Spring 1-2 (both-term) courses
- Tuition deadline: Spring 1 fees payable in full

May 5 – Tuesday

- Add/drop deadline: Spring 1 and Spring 1-2 (both-term) courses
- Refund deadline (100%): Spring 1 and Spring 1-2 (both-term) courses

May 18 – Monday

- UNIVERSITY CLOSED: Victoria Day

May 20 – Wednesday

- Voluntary Withdrawal (VW) deadline: Spring 1 courses
- Refund deadline (50%): Spring 1-2 (both-term) courses

IMPORTANT DATES

May 25 – Monday

- Classes end: Spring 1 courses

May 27 – Wednesday

- Final examinations: Spring 1 courses
- No lectures or labs scheduled: Spring 1 courses

May 28 – Thursday

- Convocation: Faculty of Science, School of Music (including *BMus/BEd Concurrent*), Faculty of Education (including *BA/BEd Integrated*)

May 29 – Friday

- Convocation: Faculty of Arts, Faculty of Health Studies

SPRING 2

June 1 – Monday

- Classes begin: Spring 2 courses
- Classes resume: Spring 1-2 (both-term) courses
- Tuition deadline: Spring 2 fees payable in full

June 2 – Tuesday

- Add/drop deadline: Spring 2 courses
- Refund deadline (100%): Spring 2 courses

June 11 – Thursday

- Voluntary Withdrawal (VW) deadline: Spring 1-2 (both-term) courses

June 16 – Tuesday

- Voluntary Withdrawal (VW) deadline: Spring 2 courses

June 18 – Thursday

- Classes end: Spring 2 and Spring 1-2 (both-term) courses

June 22 – Monday

- Final examinations begin: Spring 2 and Spring 1-2 (both-term) courses

June 23 – Tuesday

- Final examinations end: Spring 2 and Spring 1-2 (both-term) courses

SUMMER 1

June 29 – Monday

- Classes begin: Summer 1 and Summer 1-2 (both-term) courses
- Tuition deadline: Summer 1 fees payable in full

June 30 – Thursday

- Add/drop deadline: Summer 1 and Summer 1-2 (both-term) courses

2026-2027 ACADEMIC YEAR

2026 FALL TERM

September 7 – Monday

- UNIVERSITY CLOSED: Labour Day

September 8 – Tuesday

- Fall Orientation: new students

September 9 – Wednesday

- Classes begin: Fall and full-year (both-term) courses (except *MEd*)
- Tuition deadline: Fall fees payable in full

September 14 – Monday

- Classes begin: *MEd* Fall courses

September 23 – Wednesday

- Add/drop deadline: Fall and full-year (both-term) courses (except *MEd*)
- Refund deadline (100%): Fall and full-year (both-term) courses (except *MEd*)

September 28 – Monday

- Add/drop deadline: *MEd* Fall courses
- Refund deadline (100%): *MEd* Fall courses

September 30 – Wednesday

- UNIVERSITY CLOSED: National Day for Truth and Reconciliation

October 12 – Monday

- UNIVERSITY CLOSED: Thanksgiving Day

- Refund deadline (100%): Summer 1 and Summer 1-2 (both-term) courses

July 1 – Wednesday

- UNIVERSITY CLOSED: Canada Day

July 15 – Wednesday

- Voluntary Withdrawal (VW) deadline: Summer 1 courses
- Refund deadline (50%): Summer 1-2 (both-term) courses

July 20 – Monday

- Classes end: Summer 1 courses

July 22 – Wednesday

- Final examinations: Summer 1 courses
- No lectures or labs scheduled: Summer 1-2 (both-term) courses

SUMMER 2

July 27 – Monday

- Classes begin: Summer 2 courses
- Classes resume: Summer 1-2 (both-term) courses
- Tuition deadline: Summer 2 fees payable in full

July 28 – Tuesday

- Add/drop deadline: Summer 2 courses
- Refund deadline (100%): Summer 2 courses

August 3 – Monday

- UNIVERSITY CLOSED: Civic Holiday

August 10 – Monday

- Voluntary Withdrawal (VW) deadline: Summer 1-2 (both-term) courses

August 12 – Wednesday

- Voluntary Withdrawal (VW) deadline: Summer 2 courses

August 17 – Monday

- Classes end: Summer 2 and Summer 1-2 (both-term) courses

August 19 – Wednesday

- Final examinations begin: Summer 2 and Summer 1-2 (both-term) courses

August 20 – Thursday

- Final examinations end: Summer 2 and Summer 1-2 (both-term) courses

August 21 – Friday

- Application deadline: October 2026 graduation

October 13 – Tuesday

- Graduation: no ceremony

November 9 – Monday

- Fall study break begins: no classes scheduled (except *MEd* and *MPN*)

November 11 – Wednesday

- UNIVERSITY CLOSED: Remembrance Day

November 13 – Friday

- Fall study break ends: no classes scheduled (except *MEd* and *MPN*)

November 16 – Monday

- Classes resume: Fall and full-year (both-term) courses

November 23 – Monday

- Voluntary Withdrawal (VW) deadline: Fall courses
- Refund deadline (50%): full-year (both-term) courses

*December 10 – Thursday

- ***Dec 10 follows the Monday slot schedule (except *MEd*)

December 11 – Friday

- Classes end: Fall courses (except *MEd*)

December 12 – Saturday

- School of Music examinations begin: Applied Music

December 13 – Sunday

- School of Music examinations end: Applied Music

December 14 – Monday

- Final examinations begin: Fall courses
- Examinations begin: full-year (both-term) courses
- Classes end: *MEd* Fall courses

December 18 – Friday

- Application deadline: February 2027 graduation

December 23 – Wednesday

- Final examinations end: Fall courses
- Examinations end: full-year (both-term) courses

December 24 – Thursday through **January 1** – Friday

- UNIVERSITY CLOSED: winter holiday break

2027 WINTER TERM

January 4 – Monday

- Winter Orientation: new students
- Classes begin: *MEd* Winter courses

January 5 – Tuesday

- Classes begin: Winter courses (except *MEd*)
- Classes resume: full-year (both-term) courses
- Tuition deadline: Winter fees payable in full

January 19 – Tuesday

- Add/drop deadline: Winter courses
- Refund deadline (100%): Winter courses

February 15 – Monday

- UNIVERSITY CLOSED: Louis Riel Day

February 16 – Tuesday

- Winter study break begins: no classes scheduled (except *MEd* and *MPN*)

February 19 – Friday

- Winter study break ends: no classes scheduled (except *MEd* and *MPN*)

February 23 – Tuesday

- Voluntary Withdrawal (VW) deadline: full-year (both-term) courses Graduation: no ceremony

March 1 – Monday

- Voluntary Withdrawal (VW) deadline: full-year (both-term) courses

March 25 – Thursday

- Application deadline: May 2027 Convocation

March 26 – Friday

- UNIVERSITY CLOSED: Good Friday

March 29 – Monday

- Voluntary Withdrawal (VW) deadline: Winter courses

April 9 – Friday

- Classes end: Winter and full-year (both-term) courses

April 12 – Monday

- School of Music examinations begin: Applied Music

April 13 – Tuesday

- School of Music examinations end: Applied Music

April 14 – Wednesday

- Final examinations begin: Winter and full-year (both-term) courses

April 26 – Monday

- Final examinations end: Winter and full-year (both-term) courses

2027 SPRING/SUMMER TERM

SPRING 1

May 3 – Monday

- Classes begin: Spring 1 and Spring 1-2 (both-term) courses
- Tuition deadline: Spring 1 fees payable in full

May 4 – Tuesday

- Add/drop deadline: Spring 1 and Spring 1-2 (both-term) courses

- Refund deadline (100%): Spring 1 and Spring 1-2 (both-term) courses

May 17 – Monday

- Voluntary Withdrawal (VW) deadline: Spring 1 and Spring 1-2 (both term) courses
- Refund deadline (50%) Spring 1 and Spring 1-2 (both term) courses

May 20 – Thursday

- Classes end: Spring 1 courses

May 24 – Monday

- UNIVERSITY CLOSED: Victoria Day

May 25 – Tuesday

- Final examinations: Spring 1 courses
- No lectures or labs scheduled: Spring 1 courses

SPRING 2

May 31 – Monday

- Classes begin: Spring 2 courses
- Classes resume: Spring 1-2 (both-term) courses
- Tuition deadline: Spring 2 fees payable in full

June 1 – Tuesday

- Add/drop deadline: Spring 2 courses
- Refund deadline (100%): Spring 2 courses

June 3 – Thursday

- Convocation: Faculty of Science, School of Music (including *BMus/BEd Concurrent*), Faculty of Education (including *BA/BEd Integrated*)

June 4 – Friday

- Convocation: Faculty of Arts, Faculty of Health Studies

June 10 – Thursday

- Voluntary Withdrawal (VW) deadline: Spring 1-2 (both-term) courses

June 15 – Tuesday

- Voluntary Withdrawal (VW) deadline: Spring 2 courses

June 17 – Thursday

- Classes end: Spring 2 and Spring 1-2 (both-term) courses

June 21 – Monday

- Final examinations begin: Spring 2 and Spring 1-2 (both-term) courses

June 22 – Tuesday

- Final examinations end: Spring 2 and Spring 1-2 (both-term) courses

SUMMER 1

July 1 – Thursday

- UNIVERSITY CLOSED: Canada Day

July 5 – Monday

- Classes begin: Summer 1 and Summer 1-2 (both-term) courses
- Tuition deadline: Summer 1 fees payable in full

July 6 – Tuesday

- Add/drop deadline: Summer 1 and Summer 1-2 (both-term) courses
- Refund deadline (100%): Summer 1 and Summer 1-2 (both-term) courses

July 20 – Tuesday

- Voluntary Withdrawal (VW) deadline: Summer 1 courses
- Refund deadline (50%): Summer 1-2 (both-term) courses

July 22 – Thursday

- Classes end: Summer 1 courses

July 26 – Monday

- Final examinations: Summer 1 courses
- No lectures or labs scheduled: Summer 1-2 (both-term) courses

SUMMER 2**August 2 – Monday**

- UNIVERSITY CLOSED: Civic Holiday

August 3 – Tuesday

- Classes begin: Summer 2 courses
- Classes resume: Summer 1-2 (both-term) courses
- Tuition deadline: Summer 2 fees payable in full

August 4 – Wednesday

- Add/drop deadline: Summer 2 courses
- Refund deadline (100%): Summer 2 courses

August 16 – Monday

- Voluntary Withdrawal (VW) deadline: Summer 1-2 (both-term) courses

August 18 – Wednesday

- Voluntary Withdrawal (VW) deadline: Summer 2 courses

August 20 – Friday

- Application deadline: October 2027 graduation

August 23 – Monday

- Classes end: Summer 2 and Summer 1-2 (both-term) courses

August 26 – Thursday

- Final examinations begin: Summer 2 and Summer 1-2 (both-term) courses

August 27 – Friday

- Final examinations end: Summer 2 and Summer 1-2 (both-term) courses

SECTION 2. ADMISSION REGULATIONS

2.1 ADMISSION APPLICATION AND DEADLINES

Individuals in any of the following categories who wish to register as full-time or part-time students of the University must submit an application for admission, pay the non-refundable application fee, and submit all required supporting documents in accordance with published deadlines.

- Individuals not previously enrolled at Brandon University;
- Individuals who have been admitted to Brandon University but who wish to defer their admission after having already deferred once;
- Individuals who were admitted to Brandon University for one session but who neither registered for the session for which they were initially admitted nor deferred their admission to a future session within the specified time frame;
- Individuals who were not admitted for one session but who want to be considered for admission in a future session;
- Current or former Brandon University students whose active degree at the time of last registration was NIL (such as Special graduate students) and who want to pursue a regular BU credential;
- Students who are graduating or have graduated with one Brandon University degree who want to continue in another Brandon University program (BED, 2nd degree, Master's, etc.) or take courses for general interest.

Find details here on [applying and application deadlines](#).

Inquiries regarding admission should be directed to admissions@brandonu.ca.

2.2 ADMISSION CATEGORIES

Admission to Brandon University Graduate programs may be obtained in the following ways: Regular, Special or Conditional.

Note: Please refer to the appropriate program requirements for specific programs admissions requirements. For graduate admission requirements for Education see section [SECTION 5](#), for Music see section [SECTION 6](#), for Psychiatric Nursing see section [SECTION 7](#), for Rural Development see section [SECTION 8](#), and for Environmental & Life Sciences see section [SECTION 9](#).

2.2.1. GRADUATE ADMISSION, SPECIAL

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

2.2.2. GRADUATE ADMISSION, REGULAR

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

2.2.3. GRADUATE ADMISSION, CONDITIONAL

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

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

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

of studies will not be counted in the time allowed to complete the Master's degree.

2.3 ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

English is the primary language of instruction at Brandon University. For students to be successful in programs at the university, an acceptable level of academic English is required. All applicants regardless of citizenship status or country of origin are required to demonstrate English language proficiency to be considered for admission. Applicants must meet Brandon University's approved English language proficiency requirement through one of the criteria below:

1. Successful completion of a recognized three-year secondary school program at a school where English is the language of instruction;
2. Successful completion of three consecutive years of full-time post-secondary study at a recognized institution where English is the language of instruction (overall post-secondary CGPA must be 2.0);
3. Any combination of three consecutive years of full-time study in secondary and post-secondary education at recognized institutions where English is the language of instruction (overall post-secondary CGPA must be 2.0);
4. Graduation from a Manitoba high school with at least one Grade 12 English 40S credit with a minimum grade of 70%;
5. Graduation from a Canadian high school (outside Manitoba) with at least one Grade 12 English credit equivalent to Manitoba 40S with a minimum grade of 70%;
6. Completion of the International Baccalaureate (IB) Higher Level (HL) English course with a score of four (4) or greater;
7. Completion of Advanced Placement (AP) English Literature and Composition or Language and Composition with a score of four (4) or greater;
8. Completion of a recognized secondary school completion exam with minimum final grade in English subject as specified below:

Secondary School Completion Exam	Minimum Score Requirement
Bahamas General Certificate of Secondary Education (BGCSE)	C minimum on English Language
Caribbean Advanced Proficiency Examination (CAPE)	C minimum on English Literatures or Communication Studies
General Certificate of Education (GCE)	C minimum on A level English
Kenya Certificate of Secondary Education (KCSE)	B minimum on English
West African Senior School Certificate (WASSCE – results reported through WAEC)	C4 or higher on English Language

Other senior/secondary school completion exams will be assessed on an individual basis;

9. Completion of an accredited undergraduate degree from a recognized post-secondary institution where English is the language of instruction (overall post-secondary CGPA must be 2.00);
10. Completion of an accredited graduate degree (minimum two-year program) from a recognized post-secondary institution where English is the language of instruction (overall post-secondary CGPA must be 2.00);
11. Successful completion of Brandon University's English for Academic Purposes (EAP) Tier 4;
12. Completion of a recognized English Language Assessment Test with the appropriate minimum score:

Examination	Minimum Score Required
C2 Proficiency (Cambridge Certificate of Proficiency in English)	176; Minimum 170 on each component
CAEL (Canadian Academic English Language Assessment)	60
CanTEST (Canadian Test for English for Scholars and Trainees)	4.5 Reading/Listening; 4.0 Speaking/Writing
Duolingo English Test	120; minimum 105 on all component scores
IELTS (International English Language Testing System (Academic))	6.5 overall; Minimum 6.0 on each section
PTEA (Pearson Test of English Academic)	58
TOEFL iBT (Test of English as a Foreign Language)	86 overall; Minimum 20 on each section
TOEFL Revised Paper-delivered Test (Test of English as a Foreign Language)	Minimum 20 on each section

Examination results must be no more than **two years old**. Individual graduate programs may require minimum scores higher than those indicated consult individual program sections of the graduate calendar for detailed information.

Notes:

- Applicants may be required to submit proof of meeting the English language proficiency requirement.
- Applicants who meet academic admission requirements, but who present an English language proficiency test score below the minimum required for direct entry to a degree program may be considered for conditional admission to a degree program upon acceptance to Brandon University's EAP program.

- Applicants under consideration for Mature Admission who cannot demonstrate proficiency through any of the 12 criteria will be assessed on an individual basis in consultation with the Registrar and Dean of the faculty to which they are seeking admission.
- Applicants who have attended accredited schools in Canada only, where the language of instruction and assessment is French, may meet the above requirements for secondary and/or post-secondary education, provided they otherwise satisfy the requirement (i.e. duration of study, GPA, etc.).
- Where high school English courses are referenced in the list of English language proficiency options above, courses with an “E” designation or any equivalent designation are not acceptable. Canadian high school graduates who have completed English courses with an ‘E’ designation or equivalent will be required to meet another English proficiency requirement listed above.
- Any “EAP” “EAL”, “ESL”, or equivalent courses or programs completed at another post-secondary institution are not acceptable for the purpose of meeting Brandon University’s English language proficiency requirement.

SECTION 3. GENERAL REGULATIONS

3.1 STUDENT NUMBERS

A number is assigned to each student upon application for admission to Brandon University. If admitted, the student number is included on the Letter of Acceptance, Identification Card, in the student's file at Financial & Registration Services and on all correspondence issued by Brandon University.

3.2 BRANDON UNIVERSITY IDENTIFICATION CARDS

Each student registering for an academic session will be issued a Brandon University Identification Card, which must be presented when accessing many university facilities and services. Cards are issued by Ancillary Services on the Main Floor of the McMaster Complex.

3.3 STUDENTS' TRANSCRIPTS

A transcript is an official document that contains the complete record of a student’s academic history at Brandon University. Since it contains personal information, it is considered confidential, and it will be issued only upon [formal written request](#) of the student.

3.4 REGISTRATION

3.4.1 REGISTRATION PROCESS

Registration consists of all of the following steps:

1. Seeking academic advising, if required;
2. Selecting courses for a particular academic session;
3. Completing and submitting a registration form;

Online Registration: Registration is only complete once the student has received both a tracking number and a confirmation to their Brandon University email account.

Paper Registration: If registering on a paper form, the department, course number, course title, section number and term must be correct to ensure successful registration. If required, the form must include approval signature of the Dean, Chair, or Advisor (or designate) of the Faculty/School in which the student’s program resides.

4. Making payment to Financial & Registration Services on fees assessed.

Students are responsible for all of the following:

- Accurate completion of the initial registration process and any subsequent registration changes;
- Ensuring that courses registered for meet the requirements of the degree sought, seeking academic advising as required; and
- Informing Financial & Registration Services of all changes to personal information (e.g. address, name, etc.).

The University reserves the right to cancel any course in which there is insufficient enrolment.

Form Completion: If registering on a paper form, the department, course number, course title, section number and term must be correctly stated. Failure to do so may result in omission of the student’s name from appropriate class lists.

Online Registration: Registration may be submitted [online](#). Registration is only complete once the student has received both a tracking number and a confirmation to their Brandon University email account.

3.4.2 DEFINITION OF 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).

3.4.3 WAITING LISTS

When a student attempts to register for a course that has reached its enrolment limit, they may join the waiting list, provided they meet prerequisites for the course. Students who do not meet the prerequisites for the course may only join a waiting list by submitting a completed Prerequisite Waiver Form to Financial & Registration Services. Should the student's name be first on the waiting list when a spot in the course becomes available, the student will be notified via Brandon University email and invited to register in the course within a specified time period or to remove their name from the waiting list. If the student does not register within the specified time period, the spot is forfeited, and the student's name is removed from the waiting list. Students can view or remove themselves from waiting lists at any time through the [Student Information portal](#). Students who do not have internet access should contact Financial & Registration Services to obtain instructions.

3.4.4 COURSE AUDIT

A Regular Student who is registered in courses for credit may wish to audit a course. This is different from Auditor Status in that Auditor Status students are not taking any courses for credit. All students, however, who wish to audit a course, must have the written approval of the Instructor, and where necessary, the additional approval of the Department Chair and the Dean of the Faculty or School that teaches the course.

Approval to register for a course as an Auditor is given on the understanding that the audited course is for personal interest only, is not assigned a grade, is not for degree credit, has no examination, test or coursework assignment privileges, does not count for prerequisite standing in other courses and is assessed a fee equal to one-half of the course fee.

With the permission of the Instructor, a student may change from Credit to Audit or Audit to Credit provided the change is made before the Voluntary Withdrawal deadline (last date for withdrawal without academic penalty). The appropriate fee adjustment will be made against the student's account by Financial & Registration Services.

To withdraw from a course or all courses, students must use the [online registration system](#) or submit a Registration Change form to Financial & Registration Services in respect of published deadlines.

3.4.5 COURSE WITHDRAWAL

To withdraw from a course or all courses, students must use the [online registration system](#) or submit a Registration Change form to Financial & Registration Services in respect of published deadlines.

3.4.6 COURSE DROPS

If a student drops a course up to and including the course add/drop date (the last date for registration in that course), the course will not appear on the transcript.

3.4.7 VOLUNTARY WITHDRAWAL (VW)

If a student withdraws from a course after the course add/drop date (last date for registration in that course) up to and including the Voluntary Withdrawal deadline (last date for withdrawal without academic penalty), the course will remain on the transcript with the notation of **VW** (voluntary withdrawal). Failure to officially withdraw from a course prior to the Voluntary Withdrawal deadline may result in a grade of "F" (failure) for the course.

The Voluntary Withdrawal deadline dates for single-term and both-term courses represent 80% of the total contact hours in the course.

3.4.8 AUTHORIZED WITHDRAWAL (AW)

Students may be permitted to withdraw from a course or courses after the Voluntary Withdrawal deadline and prior to the date of the final exam for the course(s) only for reasons of illness, disability or domestic affliction, supported by a certificate from a qualified professional. The Instructor and the Dean of the Faculty or School in which the course is located will make a discretionary decision. Students who are permitted to withdraw from a course will be assigned the notation **AW** (Authorized Withdrawal) for the course(s).

3.4.9 DEGREE REQUIREMENT SUBSTITUTIONS AND WAIVERS

In rare and exceptional circumstances, a student may obtain a waiver or substitution for a required course or degree component. Any waiver or substitution must be submitted to the Registrar's Office using the [Degree Requirement Waiver/Substitution Form](#). A waiver/substitution is considered valid and becomes part of the student's academic record only once the form has been completed in full and signed in accordance with the instructions on the form.

3.4.10 NON-PAYMENT OF FEES

Students who neglect to pay fees as required will be deregistered from all future-term courses and removed from all future-term waiting lists. Additionally, a block will be added to the accounts of all such students. The block prevents all of the following:

- registration in courses (though course withdrawals are permitted);
- access to grade information in the online Student Information Portal; and

- release of transcripts, verifications of enrolment, and any other official documentation related to the student’s record or registration status at the University.

Once students have paid their accounts in full or made the appropriate payment arrangements with Financial & Registration Services, the electronic block will be removed.

3.5 COURSE INFORMATION

3.5.1 COURSE NUMBERS

Course numbers are made up of two parts: a two digit prefix that designates the Department, School or Faculty under whose jurisdiction the course is offered and a three digit suffix that indicates the level of the course.

Example: 88:551

Course Prefix = 88 (Department of Rural Development)

Course Suffix = 551 (graduate level course number)

Two Digit Course Prefixes

Leadership & Educational Administration	01	Music	63
Curriculum & Pedagogy	02/03	Psychiatric Nursing	75
Educational Psychology & Student Services	04	Rural Development	88
Physical Education	05	Environmental & Life Sciences	15/18/38/40/42/48
Graduate Studies & Field Research	07		

Three Digit Course Suffixes

Graduate Level 500-599 600-699 700-799

3.5.2 COURSE PREREQUISITES

A prerequisite is a specific requirement a student must normally meet before being permitted to register for a course. Prerequisites are listed in individual course descriptions within this calendar.

Students who do not meet all stated prerequisites (whether by failing or withdrawing from a prerequisite course in which they were registered or by other means) will, in the absence of a [formal prerequisite waiver](#), be deregistered from the course for which they are lacking prerequisites. Deregistration notification will be sent to such students and the associated course instructors via their Brandon University email accounts.

3.6 CREDIT FROM OTHER SOURCES

3.6.1 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 the Registrar’s Office **before** applying to the visiting institution or registering for the course.

Letter of Permission Application

Students must submit Letter of Permission request forms and the non-refundable application fee to the Registrar’s Office as soon as possible prior to the deadline dates established by the visiting institution. Applications submitted within two weeks of the deadline will be considered on a case-by-case basis. An approved Letter of Permission will be sent to the student’s BU email. If a Letter of Permission request is denied, the Registrar’s Office will communicate the decision, including rationale, to the student by BU email.

Eligibility

To apply for a Letter of Permission, a student must meet all of the following criteria:

1. Have an active, degree-seeking student record open at Brandon University.
2. Have established residency at Brandon University, normally through successful completion of at least 15 credit hours at Brandon University. An exception is made for students in the Bachelor of Science (Pre-Psychiatric Nursing) program at the Winnipeg campus. Other requests for exception must be approved by the appropriate Dean.
3. Be in good academic standing. Students on probation must have their request approved by the appropriate Dean.
4. Have no outstanding fees owing to the University.

Course Selection & Approval

Students can request Letters of Permission for courses that meet the following criteria:

1. The course at the other institution has a Brandon University equivalency. Established course equivalencies are listed in the online Course Transfer Database. If a student’s desired course is not in the database or requires re-evaluation, the student will be required to provide a detailed outline/syllabus for the course. Not all courses listed in the transfer database will necessarily be current offerings at that institution.
2. The equivalent course is not being offered at Brandon University in the term for which the Letter of Permission is requested.

An exception will be made if the Brandon University course is full or if there is an insurmountable schedule conflict between courses required in the student's degree/major/minor. Other requests for exception require submission of a detailed rationale and approval by the appropriate Dean.

Requests for Letters of Permission should be received by the Registrar's Office **at least one month prior** to the deadline dates established by the visiting institution to allow sufficient processing time. 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 or Program Coordinator 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 or the Program Coordinator.

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, prerequisites, or major/minor requirements have been waived.

PLAR credit counts against residence (*i.e.*, does not count as credit taken at BU) for the purposes of degree residence requirements. If PLAR credit is granted, it will be recognized as specific Brandon University course equivalent(s) or as Unallocated credit in the appropriate department or Faculty/School. Should PLAR credit be granted, a grade of CR for "Credit" will be assigned.

3.6.2 TRANSFER OF CREDIT

Only courses on which a minimum grade of "C" (or equivalent) is obtained will be transferred to Brandon University. Transferred courses will be recorded on the student's transcript with a "P" grade. Transfer courses are not calculated in cumulative or degree GPAs. Certain courses may require a grade higher than "C" for transfer.

Exception: Courses taken on a Letter of Permission that are required as part of a Senate approved partnership program between Brandon University and another post-secondary institution (such as the Pre-Psychiatric Nursing – Winnipeg Site program), all final letter grades received at the partner institution will be transferred to the student's academic record at Brandon University upon receipt of the official transcript. Grades received on such courses appear on the student's transcript and are calculated in the cumulative and Degree GPAs.

The student must request an official transcript be sent to the Registrar's Office directly from the institution where the course was taken as soon as possible upon completion of the course and within the timeframe specified on the Letter of Permission. 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, prerequisites, or major/minor requirements have been waived.

The maximum Transfer of Credit allowed will be 6 credit hours for all faculties.

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

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

3.6.3 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

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

Only individuals who have been admitted to Brandon University are eligible to seek PLAR credit. Students may not apply for an assessment of prior learning while on academic probation, suspension, or academic withdrawal. Applicants are to be aware that certain Brandon University Faculties or Schools may determine additional requirements for eligibility. Application for PLAR credit shall normally be initiated within the first 30 credit hours of registration in a new degree program at Brandon University.

Agreement to undertake a PLAR assessment is the prerogative of the faculty member serving as PLAR assessor. A range of evaluation methods may be used in PLAR, including, but not limited to, examinations, demonstrations, interviews, portfolio-assisted assessments, as well as an evaluation of non-accredited credentials. The method or methods of assessment shall be determined by the faculty member serving as PLAR assessor or established by the academic department or program. Students may not apply for an assessment of a Brandon University course previously completed (passed or failed) or courses completed at an accredited postsecondary institution but denied transfer credit. Students may not apply for an assessment of prior learning for Brandon University Co-op, Field Experience, Practicum, Thesis, or Topics course equivalents, or for courses attempted under a Letter of Permission.

The PLAR assessment fee is non-refundable and must be paid in full before an assessment will be conducted. Contact PLAR@Brandonu.ca for further information.

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

3.6.4 CANADIAN ARMED FORCES --- RESIDENCE REQUIREMENTS

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

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

3.7 COURSEWORK AND GRADING

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

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

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

3.7.1 ATTENDANCE AT LECTURES AND PRACTICAL WORK

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered assessing the final grade, it should be noted that in courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three contact hours 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.

3.8 LETTER GRADE SYSTEM

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

Letter Grade	Grade Points	Full Course	Half Course
A+	4.30	25.80	12.90
A	4.00	24.00	12.00
A-	3.70	22.20	11.10
B+	3.30	19.80	9.90
B	3.00	18.00	9.00
B-	2.70	16.20	8.10
C+	2.30	13.80	6.90
C	2.00	12.00	6.00
C-	1.70	10.20	5.10
D	1.00	6.00	3.00
F	0.00	0.00	0.00

* 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.

3.8.1 GRADE POINT AVERAGE (GPA)

Brandon University uses several different Grade Point Average (GPA) calculations, as outlined below.

3.8.1.1 CUMULATIVE GPA

The cumulative GPA includes all courses taken for credit at Brandon University. It is calculated as follows:

$$\frac{\text{Sum of all weighted grade points}}{\text{Sum of all credit hours attempted on which letter grades (A – F) have been obtained}}$$

The cumulative GPA is used primarily to assess students' academic performance (see section [3.10](#)).

3.8.1.2 DEGREE GPA

The degree GPA includes only those courses that count towards fulfillment of degree requirements. It is calculated as follows:

$$\frac{\text{Sum of weighted grade points on courses that apply to the degree}}{\text{Sum of credit hours earned for courses that apply to the degree and on which passing letter grades (A – D)* have been obtained}}$$

The degree GPA is used primarily to assess students' eligibility to graduate with a given degree.

* Some programs may require a grade higher than D in order for a course to count towards fulfillment of degree requirements.

3.8.1.3 SESSIONAL GPA

The sessional GPA includes all courses taken within a single academic session (Regular, Spring, or Summer). It is calculated as follows:

$$\frac{\text{Sum of weighted grade points on all courses taken in the session}}{\text{Sum of credit hours attempted for courses taken in the session and on which letter grades (A – F) have been obtained}}$$

The sessional GPA is used primarily for award purposes and for assessing the academic performance of students on probation.

3.8.2 INCOMPLETE TERM WORK

Where a student has failed to complete one or more course requirements, the instructor, at his or her discretion, may assign a grade of INC (Incomplete) for the course. The instructor will set a date by which the required term work is to be completed, such date to be a maximum of three months from the last date of examinations for the term in which the course was offered.

Subsequent extensions to the original date may be granted by the instructor with the approval of the Dean of the Faculty/School offering the course, up to a further three-month maximum. In exceptional circumstances, students with documented health concerns may, at the discretion of the Dean, be granted a further extension beyond the normal six-month maximum. Following the expiration of the specified period of time for completion of the course, the instructor shall submit a grade.

These regulations do not apply to graduate thesis courses or their functional equivalents in the School of Music (63:613; 63:614; 63:615; 63:618; and 63:619) whose registrations remain active until a grade has been submitted or until the time limit for the graduate program in which the student is registered, whichever occurs first. Requests for extension of a graduate thesis or functional equivalent in the School of Music must follow the program extension request process outlined in Section [3.13](#).

3.8.3 REPEATED COURSES

All course attempts, including the grade earned, will remain on the transcript. However, only the grade and any associated credits earned on the most recent attempt will be used for calculating grade point averages and credit hours completed, determining prerequisite satisfaction, and verifying completion of degree/program requirement.

The previous attempt(s) will have the designation RPT "(repeat)" placed beside them on the transcript.

3.9 EXAMINATIONS**3.9.1 FINAL EXAMINATION PERIOD**

The complete policy governing examinations can be found at [Senate Policies | Senate Office \(brandonu.ca\)](#).

Each term has a Senate-approved final examination period as published in the Important Dates section of the Undergraduate and Graduate Calendars. A Final Examination Schedule indicating examination dates and times will be produced by the Registrar's Office and published to the Registrar's Office website at the same time that the Registration Guide is published. Examination locations will be finalized and published to the Registrar's Office website a minimum of one month before the final examination period. Final examinations will be written at the time and location fixed for individual examinations as published in the Final Examination Schedule.

Final examinations will be scheduled to ensure a minimum break of two hours between the end of one examination and the beginning of another.

No test/examination or series of tests/examinations worth cumulatively more than the value indicated in the chart below shall be held in the seven calendar

days preceding the final day of classes for the term as published in the appropriate academic calendar:

Faculty	Maximum Test/Exam Value
Arts	10
Education	50
Health Studies	30
Music	25
Science	20

Any request for exemption from this regulation must be submitted to and approved by the Faculty/School Dean whose decision shall be final. Tests/examinations held in class outside of the final examination period may not extend beyond the normal timetable slot in which the course is scheduled.

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.

Take-home examinations must be submitted to the instructor within the final examination period, on the date indicated in the Final Examination Schedule.

3.9.2 EXAMINATION LOCATIONS

For security and academic integrity reasons, examinations will normally be scheduled in the Healthy Living Centre (HLC) and the largest classrooms on campus. Upon instructor request and if space permits, examinations may be scheduled in the classroom in which the course was normally held. Instructors who require a specific examination location due to particular technological or physical requirements (such as sound systems, artifact displays, etc.) must make such a request to the Registrar's Office not later than 10 days after the add/drop deadline for the term in which the course is offered.

3.9.3 ATTENDANCE AT FINAL EXAMINATIONS

All students are responsible for consulting the Final Examination Schedule and ensuring they are available and present for each of their scheduled examinations.

Students are expected to write final examinations in every course in which they are registered for which a final examination has been scheduled. In situations where medical, compassionate, or other circumstances beyond their control make it impossible for a student to write the final examination as scheduled without undue hardship, the student may request a deferred examination according to the regulations outlined in section 3.9.8 of this policy.

3.9.4 EXAMINATION CONFLICTS & SCHEDULING HARDSHIPS

While the Registrar's Office will prepare an examination schedule that is as conflict-free as possible, occasions may arise where examination conflicts (two or more examinations scheduled at the same time for the same student) or scheduling hardships (examinations in three or more consecutive exam slots for the same student) are inevitable.

In the case of an examination conflict or scheduling hardship, the student must inform the Registrar's Office as soon as they become aware of the conflict/hardship and not later than 10 days following the term's course add/drop deadline. The Registrar's Office will work with the student and the course instructor(s), consulting with Department Chairs/Program Coordinators and/or Deans as appropriate, to reschedule one or more of the examinations in order to alleviate the conflict/hardship. The Registrar's Office will communicate the alternate arrangements to the student within two weeks of the student submitting notice of conflict/hardship. Should the student not find the proposed resolution satisfactory, the student may submit an appeal to the Student Appeals Committee (SAC) no later than two weeks after receiving notification of the proposed resolution from the Registrar's Office. The decision of the SAC is final.

3.9.5 RELIGIOUS/SPIRITUAL ACCOMMODATIONS

Where a student is unable to attend a scheduled examination due to religious/spiritual observance, the student must inform the Registrar's Office and provide appropriate supporting documentation as soon as they become aware of the conflict and not later than 10 days after the term's course add/drop deadline. The Registrar's office will work with the student and the course instructor(s), consulting with Department Chairs/Program Coordinators and/or Deans as appropriate, to reschedule the affected examination(s). The Registrar's Office will communicate the alternate arrangements to the student within two weeks of the student submitting notice of conflict/hardship. Should the student not find the proposed resolution satisfactory, the student may submit an appeal to the Student Appeals Committee (SAC) no later than two weeks after receiving notification of the proposed resolution from the Registrar's Office. The decision of the SAC is final.

3.9.6 EXAMINATIONS SCHEDULED THROUGH ACCESSIBILITY SERVICES

Students who are registered with Student Accessibility Services and who receive examination accommodations will schedule their final examinations according to Student Accessibility Services test and examination procedures. All regulations related to examination attendance apply (section 3.9.3).

3.9.7 UNIVERSITY CLOSURE & INCLEMENT WEATHER

In the rare event that the University is closed during the final examination period for any reason, the Registrar's Office will determine alternate scheduling for the affected examinations. Normally, the rescheduled examinations will take place on the next available day upon which no exam is scheduled (Sunday

included). The revised examination schedule will be published on the Registrar's Office website.

Students are expected to be aware of weather conditions and make every reasonable effort to attend all scheduled examinations. However, should inclement weather create conditions that preclude a student from attending an examination (such as closed highways, travel advisories, etc.), the student must formally request a deferred examination as described in section 3.9.8.

3.9.8 DEFERRED EXAMINATIONS

A student who is unable to attend a final examination as a result of medical, compassionate, or other circumstances beyond their control that make it impossible to write the final examination as scheduled without undue hardship may request a deferred examination.

No later than 48 hours after the start of the exam, the student must contact the instructor to request a deferred examination. Submission of appropriate documentation may be required. If the instructor denies the request, the student may appeal to the Dean of the Faculty/School offering the course. If the Dean denies the request, the student may appeal to the Student Appeals Committee (SAC). The decisions of SAC are final.

A deferred examination must be written within three months from the last day of the examination period in which the original examination was held. In the case of irregularly scheduled courses, a deferred examination must be written within three months from the last day of class in the course. It is the instructor's responsibility to determine and communicate to the student the date, time, and location of the deferred examination. Only deferred examinations for students registered with Student Accessibility Services may be scheduled in the Student Accessibility Services office.

When a request for deferred examination is granted, the instructor will indicate on the electronic grade form both the date by which the final course grade will be entered following the deferred examination and the course grade that will be applied if the course grade is not submitted by that date.

In cases where medical, compassionate, or other circumstances beyond the student's control make it impossible to write the deferred examination as scheduled without undue hardship, the Dean of the Faculty/School offering the course may, in consultation with the instructor, grant an extension of up to three months. The student must submit any further extension request, along with a letter of support from the instructor, to the Student Appeals Committee (SAC). The decisions of SAC are final.

3.9.9 SUPPLEMENTAL EXAMINATIONS

In rare circumstances where, due to medical, compassionate, or other circumstances beyond their control, 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, the instructor, Department Chair/Program Coordinator, and Dean may provide written authorization for the student to write a supplemental examination.

A Supplemental Examination Form must be submitted to the Registrar's Office within 21 days of the official publication of final grades for the course. All supplemental examinations must be written within 14 days of form submission, except in cases where enforcement of this timeframe would create undue hardship for the student.

3.10 ACADEMIC PERFORMANCE REQUIREMENTS

Individual graduate programs may impose additional and/or stricter regulations than those outlined in this section. In such cases, the additional and/or stricter regulations will be indicated in the relevant program section of this calendar.

3.10.1 MINIMUM GPA AND COURSE GRADES

3.10.1.1 GRADUATE DIPLOMA PROGRAMS

Students registered in a graduate diploma program must obtain a minimum degree GPA of 2.70 and obtain a minimum grade of B- (2.70) on each course counting towards the degree. With permission of the Graduate Program Chair/Coordinator or designate, a student may repeat, once, a course on which a grade lower than B- was obtained.

3.10.1.2 MASTER'S DEGREE PROGRAMS

Students registered in a Master's degree program obtain a minimum degree GPA and achieve a minimum grade on each course counting towards the degree as specified in the table below.

Graduate Program	Minimum Degree GPA	Minimum Course Grade
Master of Education	3.00	B
Master of Music	3.00	B-
Master of Psychiatric Nursing	3.00	B
Master of Arts in Rural Development	3.00	B
Master of Science in Environmental & Life Sciences	3.30	B-

With permission of the Graduate Program Chair/Coordinator or designate, a student may repeat, once, a course on which a grade lower than the minimum specified grade was obtained.

3.10.2 ANNUAL PROGRESS REPORTS

Submission of an annual progress report signed by the student, the thesis supervisor, and program Chair or supervisor, is mandatory for all students registered in a thesis, and continuation in the graduate program is contingent upon satisfactory progress reports. Individual graduate programs will complete annual progress reports on a schedule determined by the program, and progress reports will be maintained as part of the student's record.

Individual programs may impose additional progress report requirements, as outlined in the appropriate individual program section of this calendar.

3.10.3 ACADEMIC WITHDRAWAL

A student in one of the following situations will be withdrawn from the University:

1. Failed to obtain the minimum required course grade on a repeated course;
2. Failed to obtain the minimum required course grade on three separate courses;
3. Obtained one unsatisfactory progress report with a Graduate Program Committee recommendation that the student be required to withdraw;
4. Obtained two unsatisfactory progress reports (not necessarily consecutively).

In such cases, the student's transcript will reflect that the student was withdrawn from the graduate program due to failure to meet minimum academic performance requirements.

A student withdrawn due to failure to meet minimum academic performance requirements is not eligible to reapply to the graduate program from which they were withdrawn.

3.11 ACADEMIC INTEGRITY

The Brandon University [Academic Integrity Policy](#) underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICA, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.

Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at [Senate Policies | Senate Office \(brandonu.ca\)](#).

3.12 STUDENT APPEAL PROCESS

3.12.1 GRADE APPEALS

Where a student wishes to appeal the final grade received in a course (excluding Music courses culminating in a jury, concert or thesis exhibition), the student should first consult with the course instructor. After this discussion, if the student still believes the grade is inappropriate and wishes to appeal it, the student may do so by submitting a written request to the Dean of the Faculty/School in which the course is offered. This request must be submitted within 30 days of the date on which the final course grade was issued. The Dean will consult with the Instructor concerned and otherwise investigate the matter. If the Dean believes it is warranted, the student will ask one or two other members of the department concerned to review the course grade and provide a recommendation. The Dean will then make a decision and so inform the student, submitting a change of grade if such action is applicable.

If the student is dissatisfied with the action taken by the Dean, the student may submit a [Grade Appeal Form](#) to the Registrar's Office. Normally, this must be done within 14 days of receiving the Dean's decision. The student will submit written reasons why the student believes a change of grade is warranted. The appeal will be heard by the Student Appeals Committee, following such procedures as the Committee may from time to time establish for hearing appeals. The Committee will request a written statement from the Dean as to his/her reasons for rejecting the appeal, and will subsequently review both this statement and the statement provided by the student. The Committee will render a decision which shall be final.

3.12.2 ACADEMIC PERFORMANCE AND REGULATION APPEALS

Where a student wishes to appeal the application of any academic regulation (with the exception of grade appeals which are dealt with separately), the student will submit an [Academic Regulation Appeal Form](#) to the Registrar's Office and pay the required fee unless this fee is waived by the Registrar or designate (fees payable at Financial & Registration Services). The appeal form will be accompanied by a written statement as to the regulation being appealed, the reasons for the appeal, and the remedy sought. The appeal will be heard by the Student Appeals Committee, following such procedures as the Committee may from time to time establish for hearing appeals. The Committee's decision shall be final.

3.12.3 STUDENT GRIEVANCE PROCEDURES

The following procedure shall be followed in the event that a student has a valid, well considered academic type of grievance against a faculty or staff member. This policy does not apply to grade appeals and appeals of academic regulations which follow their own procedures described in this section of the calendar. Examples of academic types of grievances to which this appeal process would apply include, but are not limited to, professors requiring student attendance at class outside of times published in the Registration Guide or submission of coursework not outlined in the course syllabus.

1. The student shall first approach the faculty or staff member in order to discuss the issue and to work out the problem between themselves.
2. If the student is not satisfied with the outcome of discussion with the faculty or staff member or feels uncomfortable approaching that individual, the student may seek advice and support from a representative of the Brandon University Students' Union (BUSU). A second attempt should then be made to solve the problem directly with the faculty or staff member in question.
3. If further action is needed, either party may approach the Chair (or designate) of the department to which the faculty or staff member belongs. The Chair shall hear the student(s) and the faculty or staff member separately or jointly (if necessary) before reaching a decision. A BUSU representative may advise and represent the student.
4. If a mutually agreeable outcome cannot be reached through this process, the matter should be referred to the Dean of the Faculty/School in which the course is offered or, where the grievance is not associated with a specific course, the Dean of the Faculty/School in which the student's graduate program is offered. The Dean to whom the situation has been referred will confer with the Dean of Graduate Studies in order to assist the parties in arriving at a resolution. A BUSU representative may advise and represent the student. The faculty or staff member may also seek support from a colleague or their union representative.
5. The final step of appeal is to the Student Appeals Committee. The decision of this Senate Committee is final.

3.13 REQUEST FOR PROGRAM EXTENSION

Students who find themselves unable to complete their graduate programs within the maximum time period specified may submit a request for program extension. More than one request for extension may be submitted, but the total time for all extensions granted will not normally exceed two years.

A complete request for extension consists of the [Graduate Program Extension Request Form](#) accompanied by an explanation of the reasons for which the program has not been completed in the normal timeframe and a detailed, realistic program completion timeline. Normally, requests for extension will be submitted at least two months prior to the expiration of the program time limit. Requests for program extensions will be decided by the student's home Department/Program Advisory Committee. If the extension request is granted, the program will provide a copy of the approved Graduate Program Extension Request form to the Registrar's Office for processing to the student's official record. If the extension request is denied, the student may appeal to the Student Appeals Committee, the decision of which is final. A student who wishes to request a further program extension beyond the two year maximum extension limit must submit an appeal for special consideration to the Student Appeals Committee. A student who has exceeded the maximum program extension period or whose request for program extension has been denied may apply for readmission to the graduate program. If readmitted, the student's entire program will be reviewed, and a revised program and completion timeline will be developed.

3.14 GRADUATION

3.14.1 APPLICATION FOR GRADUATION

Every candidate for a degree shall make formal [application for graduation](#) online through the Student Information portal. There is no graduation fee. To be eligible to graduate at any Convocation, all courses must be successfully completed by the conclusion of the preceding term.

See the Important Dates section (see [0](#)) for graduation application deadlines. Applications received after these dates will be deferred to the next Convocation.

Students deemed ineligible to graduate after having applied must re-apply to graduate when they meet the requirements. October graduands will be approved annually at the October meeting of Senate and February graduands will be approved at the February meeting of Senate. Although there is no formal graduation ceremony at these times, invitations will be extended to October and February graduands to attend the following Spring Convocation.

3.14.2 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. It is the students' responsibility to ensure that all graduation requirements have been met. Students are advised to check their degree, major, and course prerequisite requirements as early as possible before applying to graduate to ensure graduation eligibility. Questions regarding graduation regulations should be directed to the Department Chair, the appropriate Dean or the Senate Office.

3.14.3 ACADEMIC DRESS

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

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

Hoods: Royal Blue in color. Cowls are edged with gold braid and lined in faculty colour, as follows:

Degree	Colour
Master of Education (M. Ed.)	scarlet, bound (2") in light blue

Master of Psychiatric Nursing (M.P.N.)	scarlet, bound (2") in emerald green
Master of Music (M.Mus.)	scarlet, bound (2") in pink
Graduate Diploma in Rural Development (G.D. R.D.)	light blue, bound (2") in white
Master in Rural Development (M.R.D.)	scarlet, bound (2") in white
Master of Science (Environment & Life Sciences) (M.E.L.S.)	scarlet, bound (2") in light green

SECTION 4. FEE REGULATIONS

4.1 GENERAL INFORMATION

All fees listed are subject to change.

Information on tuition and fees may be obtained by contacting Financial & Registration Services by phone (204) 727-9724, by email finreg@brandonu.ca or by [website](#).

4.2 REQUIRED FEES

4.2.1 APPLICATION FEE

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

4.2.2 TUITION AND RELATED FEES

Information on [tuition and fees](#) may be obtained by contacting Financial & Registration Services by phone (204) 727-9724, or by email finreg@brandonu.ca.

4.2.3 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 charged 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, the Canadian Federation of Students fee (CFS), the Quill levy, the World University Service of Canada fee (WUSC), the BUSU Health and Dental Plan, UPASS and SUDS fee.

4.2.4 GRADUATE CONTINUING REGISTRATION FEE

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

4.2.5 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.

4.3 PAYMENT OF FEES

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

Sessions	Payment Deadline	Minimum Payment
Spring/Summer	Ten days prior to start of session	Total Fees
Fall	September 6, 2023	Term 1 Total Fees
Winter	January 3, 2024	All remaining fees

Fees can be mailed to Financial & Registration Services, 270 18th Street, Brandon University, Brandon, Manitoba R7A 6A9. Cheques or money orders issued for the payment of fees should be made payable to Brandon University. In person payments can be made at Financial & Registration Services, located on the 2nd floor of the Clark Hall Building via cash, cheque, money order or debit card. There will be a surcharge when cheques are returned as unable to be cleared by the bank. Students are assessed fees according to the approved tuition fee schedule. Fees can also be paid [online](#) through the Brandon University web site with the TelPay link, or with the link to most major financial institutions. Payment may also be made online through PLASTIQ, a third party independent service provider of credit card payments. PlastiQ charges a transaction fee which goes directly to PlastiQ and NOT to the University.

4.3.1 NON-PAYMENT OF FEES

Students who neglect to pay fees as required will be deregistered from all future-term courses and removed from all future-term waiting lists. Additionally, a block will be added to the accounts of all such students. The block prevents all of the following:

- registration in courses (though course withdrawals are permitted);
- access to grade information in the online Student Information Portal; and

- release of transcripts, verifications of enrolment, and any other official documentation related to the student's record or registration status at the University.

Once students have paid their accounts in full or made the appropriate payment arrangements with Financial & Registration Services, the electronic block will be removed.

4.3.2 INCOME TAX RECEIPTS

Official Tuition Fee Receipts and Education Deduction Certificates (T2202A) to support claims for income tax exemptions will be available to print from the [Student Information Portal](#) on the BU website by February 28 each year. Duplicates may be issued for a fee upon request.

4.3.3 REFUNDABLE FEES

Tuition and some fees may be refundable upon completion of course withdrawal within the period identified in the [refund schedule](#). It is the student's responsibility to withdraw from any course(s) by submitting a Registration Change form or by using the [BU Online Registration System](#).

Students should note that refund dates differ from registration dates. Any refundable portion of tuition and fees will be calculated only from the date on which Financial & Registration Services has been notified of course withdrawal.

4.4 MISCELLANEOUS FEES

For information on additional fees that may apply, consult the [Miscellaneous Fee Schedule](#) for the academic year in which you are trying to register.

4.4.1 LOCKERS

Lockers, other than in the Healthy Living Centre and the Education Building, may be rented at Financial & Registration Services. A partial refund will be made when lockers are vacated by the assigned date and locks returned in good order. Lockers must be vacated. The University will dispose of all items found in lockers after this date.

All [fee schedules](#) for yearly lockers, equipment rentals, memberships and or Campus recreation fitness classes and club programs are posted in the facility.

4.4.2 PARKING FEES

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

4.4.3 RESIDENCE FEES

For students living in one of the Brandon University Residences, residence fees will be charged to the student account. Fees must be paid in accordance with the deadlines published (see section [4.3](#)). Please refer to detailed information pertaining to [residence application and policies](#).

SECTION 5. FACULTY OF EDUCATION

[Graduate Programs | Graduate Studies \(brandonu.ca\)](#)
[Contacts – Graduate Studies | Graduate Studies \(brandonu.ca\)](#)

5.1 ADMISSIONS REQUIREMENTS

General Admission Regulations for entry to Brandon University please see [0](#). Applicants to the Master of Education must meet both General Admission Regulations and Master of Education Admission Requirements.

Students entering the Master of Education Program in Education are admitted into a course route based on their Specialization. Once 15 credit hours (including the 2 core courses: 07.714 and 07.752) have been successfully completed, the student, in consultation with the department chair, may submit an application to move forward into the thesis route for the Master of Education program, following the procedures outlined in the [M.Ed. Thesis Protocol](#).

Students who request a change of specialization will be asked to submit additional information for consideration by the appropriate department.

5.1.1 ADMISSION, MASTER OF EDUCATION

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

Admission Requirements

1. A B.Ed. degree, *
2. A valid teaching certificate,
3. A minimum of two years teaching experience is normally required,
4. Two letters of reference, attesting to candidate's ability to pursue graduate studies (one academic reference, one supervisor reference). Candidates should provide the names of referees who can provide descriptive comments regarding the candidate's suitability for the selected Program Stream.
5. A minimum grade point average of 3.0, (*proviso: cumulative, as well as last degree GPA(s) where available, compensatory experience may also be considered*)
6. Competence in spoken and written English. Written English competence will be measured by a sample of written work and a statement of interest,
7. Applicants who are accepted to the Master of Education program may also be required to take 07:780 Graduate Scholarly Writing a part of their program.
8. Resumé or Curriculum Vitae (CV)
9. Video/podcast presentation (optional)

Notes:

- * 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.
- In considering applications to the Master of Education Program at BU, we consider academic, experiential and personal qualities that indicate potential students are eager, capable and prepared to engage in graduate studies.
- Applicants are strongly advised to consult the Faculty of Education Graduate Studies Program or the Brandon University Graduate website for curriculum changes.
- The [Professional Standards Policy](#) also applies to nil students, applicants, and applications. Violations of the policy may result in the student's application being denied.

How to Apply

Students applying to enter the Master of Education program must first apply to Brandon University through the online application found here: [Admissions | Future Students \(brandonu.ca\)](#). The Master of Education application and supplemental information can be found on the Faculty of Education Graduate website here: [Admission and Application Procedures | Master of Education Program \(brandonu.ca\)](#).

5.2 MASTER OF EDUCATION DEGREE PROGRAMS**5.2.1 PROGRAM REGULATIONS**

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

Students entering the Master of Education Program in Education are admitted into a course route based on their Specialization. Once 15 credit hours (including the 2 core courses: 07.714 and 07.752) have been successfully completed, the student, in consultation with the department chair, may submit an application to move forward into the thesis route for the Master of Education program, following the procedures outlined in the [M.Ed. Thesis Protocol](#).

The current areas of specialization for studies include: Curriculum & Pedagogy, Educational Administration, Guidance and Counselling, and Inclusive Education. All components of a student's program must be approved by the Chair of the Graduate Studies Program, Faculty of Education in accordance with the University Calendar, unless approved by the Graduate Education Committee.

Students who request a change of specialization will be asked to submit additional information for consideration by the appropriate department.

Time Limitation of Program

Students must complete all program requirements within six (6) years of first registration in a course that counts towards the degree. Information on program extensions is found in section [3.13](#).

5.2.2 TRANSFER CREDIT

Other than those arranged through inter-institutional agreement, a maximum of 6 credit hours of graduate level course work (that is not attached to another degree) may be eligible for transfer into a student's program. Such courses must be approved by the Chair of Graduate Studies Program.

5.2.3 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section [3.10](#) of this calendar. For students enrolled in a thesis, the annual progress report must be submitted to the Chair of the Graduate Education Committee by May 1 of each year.

5.2.4 RESIDENCE REQUIREMENT

Normally a minimum of 24 credit hours awarded by Brandon University is required to satisfy the program requirement. Students may utilize a maximum of 12 credit hours from other institutions in this program.

Note: These 12 possible credit hours would comprise of 6 credit hours on a Letter of Permission and 6 credit hours as transfer of credit.

5.2.5 PROFESSIONAL CONDUCT

Students in the Faculty of Education Master of Education program are expected to conduct themselves in a professional, safe and ethical manner in all program-related situations. Failure to adhere to expected professional standards will result in disciplinary consequences. The Faculty of Education Graduate Studies Professional Standards Committee will recommend disciplinary action consistent with Brandon University policies.

5.2.6 STUDENT PROGRAM ADVISOR

All program advising will normally be done by the Chair of Graduate Studies Program, Faculty of Education to ensure that the student's program meets the requirements of the Department and the University Calendar.

5.2.7 THESIS REQUIREMENTS AND PROCEDURES

A student's thesis supervisor will normally be selected and approved by the student, by the Department and reported to the Graduate Education Committee. Before preparing their thesis proposals, students should consult the [Thesis Protocol Guidelines](#) prepared by the Graduate Studies program, Faculty of Education. Master of Education students in the research track are required to submit an electronic version of their thesis for inclusion in the online Canada Thesis Portal research repository.

5.2.8 STUDENT APPEALS

When a student disagrees with the academic decision(s) of the Chair of Graduate Studies Program, Faculty of Education the student may appeal to the Student Appeals Committee whose decision is final.

5.3 PROGRAM REQUIREMENTS

Students admitted to the Master of Education degree program will be required to complete a minimum of 36 credit hours. The current areas of specialization for studies include: Curriculum & Pedagogy, Educational Administration, Guidance and Counselling, and Inclusive Education. All components of a student's program must be approved by the Chair of Graduate Studies Program, Faculty of Education in accordance with the University Calendar, unless approved by the Graduate Education Committee.

The general structures of the programs are specified as follows:

5.3.1 SPECIALIZATION IN CURRICULUM AND PEDAGOGY

This graduate stream is comprised of a flexible program of study that will enable educators to examine and enhance their understandings of curriculum and pedagogy. It invites educators to deepen and enrich their knowledge of curriculum as it is broadly conceived. The stream also supports areas of specialization through the process of critical inquiry or inquiry-based learning. The stream particularly addresses a community-based perspective on curriculum advancement and pedagogy. Educators' capacity to theorize about existing curriculum is a scholarly aspect of a reflective teaching praxis, and is compatible with the expectations for continual professional development amongst practicing teachers. This stream is particularly suited to those educators who wish to become instructional leaders and learning specialists. The two possible routes – course or thesis – provide great latitude for students to investigate their areas of interest, as well as to develop skills as educational researchers, under the guidance of Faculty supervisors.

Required:	Core Courses across all specializations in M.Ed.	6
Required:	Curriculum & Pedagogy Core Courses	12
Coursework or Thesis Routes:	Completion Courses	18
	Total:	36

Core Courses

Required:		6
07:714	Introduction to Educational Research Methodologies	3
07:752	Overview of Educational Issues	3

Curriculum & Pedagogy Core

Required:		12
02:780	Curriculum Foundations	3
02:781	Innovative Pedagogies	3

02:782	Curriculum Planning & Implementation	3
02:783	Contemporary Approaches to Curriculum Studies	3

Completion Route

Coursework Route:		18
07:750	Graduate Summative Seminar	3
Plus:	15 credit hours of elective courses at the 700 level (approved by Graduate Chair)	15
OR		
Thesis Route:		18
07:770	Thesis	9
Plus:	3 credit hours "Research" course at the 700 level (Approved by Graduate Chair)	3
Plus:	6 credit hours of elective courses at the 700 level (Approved by Graduate Chair)	6

Electives

Electives		
02:701	Inquiry into English Language Arts, Social Studies and Arts-Based Education	
02:740	Trends in the Teaching of Early/Middle Years Language Arts	
02:784	Curriculum Development in Rural, Indigenous and Northern Schools	
02:792	Practicum in Curriculum & Pedagogy	
02:793	Graduate Explorations in Education	
02:776	Developments in the Teaching of Middle/Senior Years Social Studies	
02:790	Language and Literacy Education of Linguistically Diverse Students	
03:701	Conceptualizations of Science and Mathematics Education	
03:762	Trends and Development in Teaching Middle/Senior Years Mathematics	
03:764	Wild Pedagogies	
03:765	Introduction to Educational Technology: Theory & Practice	
07:754	Practicum in Education (max 6 cr. hrs. in program)	
07:755	Practicum in Community-Based Research	
07:766	Action Research	
07:780	Graduate Scholarly Writing	
07:798	Selected Topics in Education	
	other graduate courses from Dept. 02/03 Curriculum and Pedagogy	

Note: For assistance in choosing electives for your program, please contact the Graduate Studies Office in the Faculty of Education at: facultyedgrad@brandonu.ca

5.3.2 SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Leadership and Educational Administration graduate program enables current and aspiring educational leaders to enhance their leadership capacity. Students will critically engage in contemporary educational issues related to leadership praxis, school change, mentorship, case law, policy, supervision, and social inclusion. This stream is particularly suited to educators who wish to become instructional leaders, school administrators or leaders in school systems. The program aligns with the requirements for the MB Certificate in School Leadership.

Required:	Core Courses across all specializations in M.Ed.	6
Required:	Educational Administration Courses	15
Course or Thesis Routes:	Completion Courses	15
	Total:	36

Core Courses

Required:		6
07:714	Introduction to Educational Research Methodologies	3
07:752	Overview of Educational Issues	3

Specialization Courses

Required:	15
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01:752	Introduction to Educational Administration	3
01:755	Educational Leadership	3
01:757	Supervisory Policy and Practice	3
01:758	School Administration and the Law	3
02:780	Curriculum Foundations	3

Completion Routes

Coursework Route:		15
07:750	Graduate Summative Seminar	3
Plus:	12 credit hours of elective courses at the 700 level (approved by Graduate Chair)	12

OR

Thesis Route:		15
07:770	Thesis	9
Plus:	3 credit hours "Research" course at the 700 level (approved by Graduate Chair)	3
Plus:	3 credit hours elective course at the 700 level (approved by Graduate Chair)	3

Electives

01:759	Introduction to Educational Planning
01:760	Change Leadership in Education
01:762	The Economic Context of Educational Administration
01:765	Introduction to the Politics of Education
01:768	Current Issues in Indigenous Education
01:769	Practicum in Educational Administration
01:770	Issues and Trends in Leadership and Educational Administration
01:775	Introduction to Adult Education
01:790	Graduate Research Seminar in Educational Administration
02:784	Curriculum Development in Rural, Indigenous, and Northern Schools
02:792	Practicum in Curriculum & Pedagogy
02:799	Graduate Research Seminar in Education
03:764	Wild Pedagogies
03:765	Introduction to Educational Technology: Theory & Practice
04:700	Educational Process: Developmental Stages
04:704	Counselling Interventions
04:705	Guidance and the Classroom Teacher
04:730	Current Issues in Counselling
04:748	Autism and Education
04:749	Advanced Disability Studies in Education
04:754	Education of Children with Learning Disabilities I
04:776	Social Ecological Resilience
07:753	Seminar in Education: Rural, Indigenous & Northern Educational Issues
07:754	Practicum in Education
07:755	Practicum in Community-Based Research
07:765	Qualitative Research Methods
07:766	Action Research
07:789	Advanced Research Methods
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education
	other graduate courses from Dept. 01 Leadership and Educational Administration

Note: For assistance in choosing electives for your program, please contact the Graduate Studies Office in the Faculty of Education at:

facultyedgrad@brandonu.ca

5.3.3 SPECIALIZATION IN INCLUSIVE EDUCATION

The Inclusive Education specialization prepares educators to be school leaders in the practice of inclusive education and resource implementation. The program emphasizes a disability lens to understand and undo difference, stigma, and to support current positive inclusive practices. This specialization was formerly titled Special Education and, in addition to a Master of Education degree, this program aligns with the requirements for the Manitoba Inclusive Education Certificate.

Required:	Core Courses across all specializations in M.Ed.	6
Required:	Inclusive Education Courses	18
Choose Electives:	Completion Courses	12
	Total:	36

Core Courses

Required:		6
07:714	Introduction to Educational Research Methodologies	3
07:752	Overview of Educational Issues	3

Specialization Courses

Required:		18
04:706	Theory & Practice in Standardized Assessment	3
04:750	Theories of Inclusive Education	3
04:751	Practices of Inclusive Education	3
04:756	Education of Children with Behavioural Disorders I	3
04:757	Education of Children with Behavioural Disorders II	3
04:761	Assessment in Inclusive Education	3

Completion Route

Coursework Route:		12
07:750	Graduate Summative Seminar	3
Plus:	9 credit hours elective courses at the 700 level (approved by Graduate Chair)	9
OR		
Thesis Route:		12
07:770	Thesis	9
Plus:	3 credit hours "Research" course at the 700 level (approved by Graduate Chair)	3

Electives

01:722	Early Childhood Curriculum & Instruction
01:723	Designing Curriculum For Early Childhood
01:724	Children's Play and Learning
02:740	Trends in Teaching Early/Middle Years Language Arts
02:742	Trends in Teaching Early/Middle Years Developmental Readings
02:744	Diagnostic & Remedial Reading
02:755	Teaching, Thinking Strategies
02:774	Curriculum Adaptation for Multicultural Settings
02:780	Curriculum Foundations
02:782	Curriculum Planning & Implementation
02:786	Trends & Issues in Literacy Difficulties
02:787	Trends & Issues in Literary Theories
02:788	Trends & Issues in Literary Development
03:760	Trends & Developments in the Teaching of Early/Middle Years Math
03:762	Trends & Developments in the Teaching of Early/Senior Years Math
04:700	Educational Process: Developmental Stages

04:701	Educational Process: Adolescent
04:702	Educational Psychology: Foundations of Education
04:703	Educational Psychology: Human Learning, Intelligence & Instruction
04:704	Counselling Interventions
04:705	Guidance and the Classroom Teacher
04:707	Theory & Practice of Assessment in the Classroom
04:708	Introduction to Counselling: Helping Relationships
04:709	Theories of Counselling
04:710	Career-Life Development & Counselling
04:711	Nature Based Learning: Supporting Inclusion, Good Health & Human Learning
04:714	Motivation in Education
04:722	Sociology of Education I
04:723	Sociology of Education II
04:730	Current Issues in Counselling
04:733	Theory and Practice of Group Process & Counselling
04:735	Individualized Testing
04:748	Autism and Education
04:749	Advanced Disability Studies in Education
04:752	Education of Children with Intellectual Disabilities I
04:753	Education of Children with Intellectual Disabilities II
04:754	Education of Children with Learning Disabilities I
04:755	Education of Children with Learning Disabilities II
04:758	Curriculum for Children with Intellectual Disabilities
04:759	Readings & Research in Educational Psychology
04:760	Education of Children who are Gifted, Talented and Creative
04:762	Including Children with Disabilities
04:763	Practicum in Inclusive Education I
04:764	Practicum in Inclusive Education II
04:766	Gender and Education
04:767	Assessment for Counsellors
04:768	Ethical & Legal Issues for Counsellors
04:773	Language Acquisition & Communication Disorders
04:774	Expressive Therapies
04:776	Social Ecological Resilience
04:799	Topics in Educational Psychology
07:755	Practicum in Community-Based Research
07:766	Action Research
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education

Notes:

- For those seeking the MB Inclusive Education or MB School Counsellor Certificates, please refer to the respective provincial certificate guidelines for eligible electives for each certificate at: [Professional Certification | Manitoba Education and Early Childhood Learning \(gov.mb.ca\)](https://www.gov.mb.ca/education/professional-certification/)
- For assistance in choosing electives for your program, please contact the Graduate Studies Office in the Faculty of Education at: facultyedgrad@brandonu.ca

5.3.4 SPECIALIZATION IN GUIDANCE AND COUNSELLING

The Guidance and Counselling specialization prepares educators and community mental health practitioners to be counsellors. Students in the program will acquire knowledge and skills to provide ethical individual and group counselling interventions, mental health wellness and prevention programming,

and guidance education. In addition to a Master of Education degree, this program aligns with the requirements for the MB School Counsellor Certificate.

Required:	Core Courses across all specializations in M.Ed.	6
Required:	Guidance & Counselling Courses	21
Choose Electives:	Completion Courses	9
	Total:	36

Core Courses

Required:		6
07:714	Introduction to Educational Research Methodologies	3
07:752	Overview of Educational Issues	3

Specialization Courses

Required:		21
04:704	Counselling Interventions	3
04:708	Introduction to Counselling: Helping Relationships	3
04:709	Theories of Counselling	3
04:733	Theory and Practice of Group Process & Counselling	3
04:768	Ethical & Legal Issues for Counsellors	3
04:772	Practicum in Counselling I	3
04:774	Expressive Therapies	3

Completion Routes

Coursework Route:		9
07:750	Graduate Summative Seminar	3
Plus:	6 credit hours elective courses from the list below (approved for School Counsellor Certificate)	6

OR

Thesis Route:		12
Guidance and Counselling students completing a thesis require 39 credit hours to satisfy all program requirements.		
07:770	Thesis	9
Plus:	3 credit hours "Research" course at the 700 level (approved by Graduate Chair)	3

Electives

02:780	Curriculum Foundations	
04:700	Educational Process: Developmental Stages	
04:701	Educational Process: Adolescent	
04:703	Educational Psychology: Human Learning, Intelligence & Instruction	
04:705	Guidance & the Classroom Teacher	
04:706	Theory & Practice of Standardized Assessment	
04:710	Career-Life Development & Counselling	
04:730	Current Issues in Counselling	
04:749	Advanced Disability Studies in Education	
04:750	Theories of Inclusive Education	
04:751	Practices of Inclusive Education	
04:754	Education of Children with Learning Disabilities I	
04:755	Education of Children with Learning Disabilities II	
04:756	Education of Children with Behavioural Disorders I	
04:757	Education of Children with Behavioural Disorders II	
04:758	Curriculum for Children with Intellectual Disabilities	
04:760	Education of Children Who Are Gifted, Talented, Creative	
04:761	Assessment in Inclusive Education	

04:766	Gender and Education
04:767	Assessment for Counsellors
04:769	Indigenous Counselling Theory and Practice
04:770	Intercultural Counselling
04:776	Social Ecological Resilience
04:782	Practicum in Counselling II
04:799	Topics in Educational Psychology
07:715	Advanced Quantitative Research Methods
07:755	Practicum in Community-Based Research
07:765	Qualitative Research Methods
07:766	Action Research
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education

Notes:

- For those seeking the MB School Counsellor Certificate, one additional elective course is required (approved by the Graduate Chair).
- For those seeking the MB Inclusive Education or MB School Counsellor Certificates, please refer to the respective provincial certificate guidelines for eligible electives for each certificate at: [Professional Certification | Manitoba Education and Early Childhood Learning \(gov.mb.ca\)](#)
- For assistance in choosing electives for your program, please contact the Graduate Studies Office in the Faculty of Education at: facultyedgrad@brandonu.ca

5.3.5 PROGRAM REQUIREMENTS FOR A SECOND OR THIRD MASTER OF EDUCATION DEGREE

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

- 15 - 18 credit hours of coursework in a new specialization; and
- in addition to the core courses, students with a 36 credit hour M.Ed. will include 6 - 9 credit hours of approved electives, and/or research;
- in addition to the core courses, students with a 54 credit hour M.Ed. (program removed from calendar as of 2016/2017) will include Educational core courses in their second M.Ed., (e.g., 07:714 Introduction to Educational Research Methodologies and 07:752 Overview of Educational Issues unless their first degree contained equivalent coursework. In that case, approved electives may be substituted;
- of the minimum 24 credit hours required for the degree, at least 18 credit hours must be completed at Brandon University.

5.4 COURSE DESCRIPTIONS

Note: Students are reminded that the courses as listed below may or may not be offered in any given year. Please check the [Registration Guide](#) for current listings.

LEADERSHIP AND EDUCATIONAL ADMINISTRATION (01)**01:720 ADVANCED PRE-SCHOOL EDUCATION (3)**

Prerequisite: Admission to M.Ed. program.

Students will be part of observation-participation teams. Coursework 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.

01:722 EARLY CHILDHOOD CURRICULUM AND INSTRUCTION (3)

Prerequisite: Admission to M.Ed. program.

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.

01:723 DESIGNING CURRICULUM FOR EARLY CHILDHOOD (3)

Prerequisite: Admission to M.Ed. program.

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.

01:724 CHILDREN'S PLAY AND LEARNING (3)

Prerequisite: Admission to M.Ed. program.

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.

01:752 INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

01:754 HISTORY AND DEVELOPMENT OF ORGANIZATION THEORY (3)

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

01:755 EDUCATIONAL LEADERSHIP (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

01:757 SUPERVISORY POLICY AND PRACTICE (3)

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

01:758 SCHOOL ADMINISTRATION AND THE LAW (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

01:759 INTRODUCTION TO EDUCATIONAL PLANNING (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

01:760 CHANGE LEADERSHIP IN EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

This course will introduce students to the dynamics of education politics, including the examination of the negotiations that result in the definitional, institutional, and curricular direction of education. It will focus on key elements of political analysis, including central issues to education decision-makers, the decision-making process, and outcomes of those decisions, emphasizing the development of pertinent policy. Such a focus will allow students to analyze the structures 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.

3 lecture hours per week, one term.

01:767 DEVELOPMENT AND ADMINISTRATION OF INDIGENOUS EDUCATION IN CANADA (3)

Prerequisite: Admission to M.Ed. program.

This course provides a critical examination of the current developments in Indigenous 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 Indigenous education rural and urban public settings, as well as the role and responsibilities of various levels of government with reference to Indigenous education, will be examined.

3 lecture hours per week, one term.

01:768 CURRENT ISSUES IN INDIGENOUS EDUCATION (3)

Prerequisite: Admissions to M.Ed. program.

This course will help the student understand current educational issues, both general and specific, related to Indigenous 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.

3 lecture hours per week, one term.

01:769 PRACTICUM IN EDUCATIONAL ADMINISTRATION (3)

Prerequisite: 6 credit hours at the 700 level in Leadership & Educational Administration (Dept 01).

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.

3 lecture hours per week, one term.

01:770 ISSUES AND TRENDS IN LEADERSHIP AND EDUCATIONAL ADMINISTRATION (3)

Prerequisite: Admission to M.Ed. program

The course topic and content may vary frequently, based on the needs and interests of professionals in the field of Educational Administration. The intent of this course is to include special topic areas within the study of Leadership and Educational Administration.

3 lecture hours per week, one term.

This course may be taken for credit more than once with separate topics.

01:775 INTRODUCTION TO ADULT EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

CURRICULUM AND PEDAGOGY (02/03)

02:701 INQUIRY INTO ENGLISH LANGUAGE ARTS, SOCIAL STUDIES AND ARTS-BASED EDUCATION (3)

Prerequisite: 02:780

This is an inquiry-based course that offers an opportunity to explore and examine critical questions regarding curriculum and pedagogy in humanities and arts teaching subjects (Language, Literacy, Social Studies, Indigenous Studies, Drama, Visual Arts, Dance, etc.). This course will draw on students' personal and professional experiences to explore the history of ideas that inform current theory, policy, and practice in humanities and arts education. Directed by individual goals as educators, students will be supported in the design and completion of an inquiry project on a topic of their own choosing. In this way, students are invited to bring particular disciplines and teaching subject concerns and questions into focus.

3 lecture hours per week, one term.

02:730 DEVELOPMENTS IN THE TEACHING OF SECOND LANGUAGES I (3)

Prerequisite: Admission to M.Ed. program.

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

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

Prerequisite: 02:730.

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

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

Prerequisite: Admission to M.Ed. program.

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.

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

Prerequisite: Admission to M.Ed. program.

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.

02:744 DIAGNOSTIC AND REMEDIAL READING (3)

Prerequisite: 02:742 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.

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

Prerequisite: Admission to M.Ed. program.

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.

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

Prerequisite: Admission to M.Ed. program.

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.

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

Prerequisite: 02:780 and 07:714.

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.

02:753 READINGS IN CURRICULUM AND INSTRUCTION (3)

Prerequisite: 02:780 and 07:752.

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.

02:755 TEACHING THINKING STRATEGIES (3)

Prerequisite: Admission to M.Ed. program.

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

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

Prerequisite: Admission to M.Ed. program.

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.

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

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

02:774 CURRICULUM ADAPTATION FOR MULTICULTURAL SETTINGS (3)

Prerequisite: 02:780.

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

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

02:780 CURRICULUM FOUNDATIONS (3)

Prerequisite: 07:752 or permission of Instructor.

This course explores the philosophical, political, and sociological foundations of curricula. The foundation will lead students to critically examine 21st century curriculum models in relation to their ability to meet the needs of diverse learners.

3 lecture hours per week, one term.

02:781 INNOVATIVE PEDAGOGIES (3)

Prerequisite: 02:780.

This course examines trends and developments in teaching and provides students with the opportunity to explore innovative pedagogies and theories in education. Through critical inquiry, students will explore theoretical and empirical literature as well as examples from practice to explore classroom pedagogies in the various curriculum areas. The primary focus of this course is to critically appraise pedagogical practices and to develop strategies for innovation.

3 lecture hours per week, one term.

02:782 CURRICULUM PLANNING AND IMPLEMENTATION (3)

Prerequisite: 02:780.

This course is focused on developing an understanding of the curriculum planning cycle including assessment of needs, philosophical orientations to curriculum design, implementation and evaluation of curriculum in order to meet the diverse learning needs of 21st century students.

3 lecture hours per week, one term.

02:783 CONTEMPORARY APPROACHES TO CURRICULUM STUDIES (3)

Prerequisite: 02:780.

This course explores contemporary theoretical and pedagogical approaches to curriculum. Students will also design and adapt curricula with particular attention to learner needs, community contexts, identity and diversity in contemporary rural and urban schools.

3 lecture hours per week, one term.

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

Prerequisite: 02:780.

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

3 lecture hours per week, one term.

02:785 INDIGENOUS LANGUAGE AND CULTURE (3)

Prerequisite: Admission to M.Ed. program.

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 Indigenous education.

3 lecture hours per week, one term.

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

Prerequisite: Admission to M.Ed. program.

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.

02:787 TRENDS AND ISSUES IN LITERACY THEORIES (3)

Prerequisite: 02:786 or permission of Instructor.

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

3 lecture hours per week, one term.

02:788 TRENDS AND ISSUES IN LITERACY DEVELOPMENT (3)

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

This course examines the theoretical perspectives, fundamental concepts, and teaching and learning contexts for literacy learning during infancy, preschool, and the early years. It is designed around critical readings and joint discussions of research and theory in children's literacy development and the development of expertise within family and community settings. Areas of study include development in language, literacy, cognition and problem solving. The usual formats of

lectures will involve an introduction to a section of text relating to a particular topic, followed by a discussion of these readings. In addition to developing skills in critical reading and discussions of studies in child development, the course also aims to provide some experience in literacy development research.

3 lecture hours per week, one term.

02:789 TEACHING IN THE MULTIAGE/MULTILEVEL CLASSROOM (3)

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

02:790 LANGUAGE AND LITERACY EDUCATION OF LINGUISTICALLY DIVERSE STUDENTS (3)

Prerequisite: Admission to M.Ed. program.

The course will provide a survey and analysis of fundamental issues, concepts, theories and pedagogies related to EAL education. We will discuss how local communities/ schools/teachers can be supported to expand capacity to provide EAL programs, incorporate best pedagogical practices in mainstream classrooms, and change policies to address the educational needs of English language learners. This course is designed as a collaborative inquiry into the fields of second/additional language education and literacy education. Each week, we will look at theoretical and empirical literature as well as examples from practice to explore classroom pedagogies, educational policies and language policies to better support English language learners in K-12 classrooms.

3 lecture hours per week, one term.

02:792 PRACTICUM IN CURRICULUM AND PEDAGOGY (3)

Prerequisite: 02:780, 02:781, 02:782, 02:783 or permission of the chair, and availability of a faculty advisor.

This course will provide an opportunity for a graduate student in the Curriculum and Pedagogy stream to inquire deeply into an area of curriculum and/or pedagogy. The course will involve application of practical skills, curriculum theory, and research, gained in the core courses in the Curriculum and Pedagogy stream. The practicum will usually take place within a school or school system. The student will work with a faculty advisor, and if appropriate, a field supervisor, to develop, enact, and assess the practicum.

3 lecture hours per week, one term.

02:793 GRADUATE EXPLORATIONS IN EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

The study of recent research and educational innovations relevant to curriculum and pedagogy. Skill in reviewing and critically examining research will be developed.

3 lecture hours per week, one term.

This course may be taken for credit more than once with separate topics.

02:799 GRADUATE RESEARCH SEMINAR IN EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

This course is designed to guide the advanced student through a

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

03:701 CONCEPTUALIZATIONS OF SCIENCE AND MATHEMATICS EDUCATION (3)

Prerequisite: 02:780.

This is an inquiry-based course that offers an opportunity to explore and examine critical questions regarding curriculum and pedagogy in humanities and arts teaching subjects (Languages, Literacy, Social Studies, Indigenous Studies, Drama, Visual Arts, Dance, etc.). This course will draw on students' personal and professional experiences to explore the history of ideas that inform current theory, policy, and practice in humanities and arts education. Directed by individual goals as educators, students will be supported in the design and completion of an inquiry project on a topic of their own choosing. In this way, students are invited to bring particular disciplines and teaching subject concerns and questions into focus.

3 lecture hours per week, one term.

03:750 TRENDS & DEVELOPMENT IN THE TEACHING OF EARLY/MIDDLE YEARS SCIENCE (3)

Prerequisite: 02:780.

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

3 lecture hours per week, one term.

03:752 TRENDS & DEVELOPMENTS IN THE TEACHING OF MIDDLE/SENIOR YEARS SCIENCE (3)

Prerequisite: 02:780.

This course focuses upon recent developments in middle and senior year 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.

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

Prerequisite: 02:780.

This course focuses upon recent curriculum developments in early and middle year 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.

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

Prerequisite: 02:780.

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

3 lecture hours per week, one term.

03:764 WILD PEDAGOGIES (3)

Prerequisite: 07:752 or permission of Instructor.

Current findings in educational research suggest that we ought to value more highly learning in natural settings. To think and teach in such environments or with this ethos, we need to become conscious of our own interdependence with the world, and we have to work on this relationship. Theoretically and practically, this graduate course explicitly situates students in relationship with the natural world as participants and learners. There is an expectation that the course will include both epistemological ('knowing related') and ontological ('being related')

challenges. These challenges will be met by the course participants' own practice of building a relationship with wilder places in explicit opportunities for reflection and growth, in the weekend outdoor meeting, and in future choices participants make that relate to the development of their own teaching strategies and pedagogies of place. 3 fieldwork hours per week, one term.

03:765 INTRODUCTION TO EDUCATIONAL TECHNOLOGY: THEORY AND PRACTICE (3)

Prerequisite: Admission to M.Ed. program.

This course will examine the emerging impact of Information and Communication Technology (ICT) on current teaching and learning practices and the curriculum implementation process. The course is intended to combine both a theoretical examination of educational technology and a practical, hands-on exploration of web-based software applications in teaching and learning. A critical approach to analyzing ICT applications will be adopted in order to explore its impact and possibilities.

3 lecture hours per week, one term.

EDUCATIONAL PSYCHOLOGY & STUDENT SERVICES (04)

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

Prerequisite: Admission to M.Ed. program.

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.

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

Prerequisite: 04:700.

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.

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

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

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

Prerequisite: 04:702.

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.

04:704 COUNSELLING INTERVENTIONS (3)

Prerequisite: 04:708, 04:709 and 04:768 or permission of Instructor.

This course will integrate the application of counselling theory, ethical decision-making, and fundamental counselling skills to applied counselling interventions. Students will develop skills to implement empirically supported counselling therapies (e.g., cognitive behavioural therapy, dialectical behavioural therapy, acceptance and commitment therapy, mindfulness-based stress reduction) used in the helping profession. Specific focus will include the impact and treatment of trauma-informed approaches to foster resilience. In learning about the

treatment and care for those with mental health concerns, students will develop skills to promote mental health literacy and positive youth development.

3 seminar hours per week, one term.

04:705 GUIDANCE AND THE CLASSROOM TEACHER (3)

Prerequisite: Admission to M.Ed. program.

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.

04:706 THEORY AND PRACTICE OF STANDARDIZED ASSESSMENT (3)

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

04:707 THEORY AND PRACTICE OF ASSESSMENT IN THE CLASSROOM (3)

Prerequisite: Admission to M.Ed. program.

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.

04:708 INTRODUCTION TO COUNSELLING: HELPING RELATIONSHIPS (3)

Prerequisite: Admission to M.Ed. program.

The purpose of this course is to examine the role of the school counsellor, develop effective counselling skills, and acquire basic competency in mental health literacy in community and educational settings. This course will have a strong experiential component.

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

04:709 THEORIES OF COUNSELLING (3)

Prerequisite: Admission to M.Ed. program.

Major contemporary theories and approaches to counselling and psychotherapy will be explored. This includes evaluating philosophical assumptions, key concepts, applications, and processes of change.

04:710 CAREER-LIFE DEVELOPMENT AND COUNSELLING (3)

Prerequisite: Admission to M.Ed. program.

This course will provide in-depth examinations of theory, research, and practice related to career-life development and counselling across the lifespan. Understanding the psychology of career-life development as a dynamic and holistic process, with attention on the practice of career counselling for diverse populations in educational settings, will be a central focus.

04:711 NATURE BASED LEARNING: SUPPORTING INCLUSION, GOOD HEALTH & HUMAN DEVELOPMENT (3)

Prerequisite: 04:750 or permission of instructor.

Teaching in nature can advance many educational objectives and enable students to form connections with the natural world that promote the preservation of a livable and biodiverse planet. This course explores intersectionality with Indigenous perspectives nature-based approaches, and inclusive philosophy across various curricula. The philosophy of inclusion, as it relates to disability studies and education, will be emphasized in this course. A large portion of this course will be delivered outdoors.

3 lecture hours per week, one term.

04:712 EDUCATIONAL STATISTICS I (3)

Prerequisite: Admission to M.Ed. program.

A study of the presentation, analysis, and interpretation of quantitative

data in the field of education.

04:713 EDUCATIONAL STATISTICS II (3)

Prerequisite: 04:712.

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

04:714 MOTIVATION IN EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

This course will examine motivation and its influence on learning and achievement with a focus on inclusive learning contexts for all learners. It will critically explore the major theoretical perspectives and constructs, as well as contextual and social influences on motivation. It will consider how educators can apply research and motivational theories to develop inclusive instructional practices.

3 lecture hours per week, one term.

04:722 SOCIOLOGY OF EDUCATION I (3)

Prerequisite: Admission to M.Ed. program.

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.

04:723 SOCIOLOGY OF EDUCATION II (3)

Prerequisite: Admission to M.Ed. program.

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.

04:730 CURRENT ISSUES IN COUNSELLING (3)

Prerequisite: Admission to M.Ed. program.

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.

04:733 THEORY AND PRACTICE OF GROUP PROCESS AND COUNSELLING (3)

Prerequisite: 04:708; 04:709 and 04:768 or permission of Instructor.

This course will focus on the conceptualization and practice of group counselling. Facilitating the group process will be examined. Particular attention is given to leading therapeutic groups and exploring the application of experiential learning in groups.

04:735 INDIVIDUALIZED TESTING (3)

Prerequisite: 04:706 or 04:707.

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.

04:748 AUTISM AND EDUCATION (3)

Prerequisite: 04:750 and 04:751 or permission of Instructor.

This course introduces the student to autism and education from a disability studies perspective. Emphasis will be on critically examining a wide range of practice-oriented approaches and philosophical questions in autism and education including histories of autism, etiologies, diagnostic criteria and assessments, program planning and placement options, early intervention, behavioural, visual and environmental supports, social justice perspectives, family, neurodiversity and autistic self-advocacy approaches. The ways in which mental health, race, class,

disability, gender and sexuality intersect with autism in educational contexts will also be examined. Learning from the voices and perspectives of persons who identify as or who have been labelled as autistic in educational contexts will be another important focus of the course.

3 seminar hours per week, one term.

04:749 ADVANCED DISABILITY STUDIES IN EDUCATION (3)

Prerequisite: 04:748 or 04:750 or permission of Instructor.

This course will cover advanced approaches in disability studies in education and key debates and tensions in the field including intersectionality, academic ableism, Indigeneity and disability, disability Arts, disability pride, disability culture, impairment and disability, cultural models of disability, interpretive approaches and more. Students will be challenged to trouble the idea of the 'normal' student and forge new approaches, practices and classroom, school and system interventions to address systemic ableism and move to disability justice. 3 lecture hours per week, one term.

04:750 THEORIES OF INCLUSIVE EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

How have students with disabilities and difference, often referred to as students with exceptionalities, been understood and responded to within educational systems? This overview course introduces the student to current theories and approaches in inclusive education. Emphasis will include a critical examination of the history of special and inclusive education in Canada, as well as current categorizations and system responses to 'exceptionality' (both disability and giftedness) within formal institutions of schooling. Critical approaches such as disability studies, equity studies, intersectionality and human rights will be included. The ways in which race, class, gender and sexuality intersect with disability and in the lives of children and families in and beyond schools will be examined. An essential question of the course is: How can public schools respond to difference and disability not as a problem that needs to be solved, but as a matter of social justice and fundamental part of human variety?

3 lecture hours per week, one term.

04:751 PRACTICES OF INCLUSIVE EDUCATION (3)

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

How can inclusive education practice and disability studies in education open access to education for all students in a system formed through deficit perspectives about human difference? Beginning from this essential question, students will learn to critically assess inclusive education and disability studies in education perspectives on prevention, early intervention and supports for students with disabilities. The course will also introduce disability and inclusive pedagogy and practice, universal design for learning and differentiated instruction as practices that work to challenge ableism in education systems. Students will learn to critically assess the "fit" of inclusive education practice for diverse students including Indigenous, queer, working-class, rural and racialized students. Co-teaching with paraeducators and centering input from students and families into what makes education accessible will also be emphasized.

3 lecture hours per week, one term.

04:752 EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES I (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

04:753 EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES II (3)

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

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.

04:754 EDUCATION OF CHILDREN WITH LEARNING DISABILITIES I (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

04:755 EDUCATION OF CHILDREN WITH LEARNING DISABILITIES II (3)

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

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

3 lecture hours per week, one term.

04:756 EDUCATION OF CHILDREN WITH BEHAVIOURAL DISORDERS I (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

04:757 EDUCATION OF CHILDREN WITH BEHAVIOURAL DISORDERS II (3)

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

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

3 lecture hours per week, one term.

04:758 CURRICULUM FOR CHILDREN WITH INTELLECTUAL DISABILITIES (3)

Prerequisite: Admission to M.Ed. program.

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. 3 lecture hours per week, one term.

04:759 READINGS AND RESEARCH IN EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: Admission to M.Ed. program.

The study of recent research and educational innovations relevant to the field of educational psychology. Skill in reviewing and critically examining research will be developed.

3 lecture hours per week, one term.

04:760 EDUCATION OF CHILDREN WHO ARE GIFTED, TALENTED AND CREATIVE (3)

Prerequisite: Admission to M.Ed. program.

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.

3 lecture hours per week, one term.

04:761 ASSESSMENT IN INCLUSIVE EDUCATION (3)

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

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

3 lecture hours per week, one term.

04:762 INCLUDING CHILDREN WITH DISABILITIES (3)

Prerequisite: Admission to M.Ed. program.

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.

04:763 PRACTICUM IN INCLUSIVE EDUCATION I (3)

Prerequisite: 6 cr. hrs. at the 700 level in Inclusive Education (Dept. 04), or approval of Chair of Graduate Studies Program, Faculty of Education.

This practicum requires a minimum of 72 contact hours in field placement to be agreed upon by your supervisor. The practicum will give students the opportunity to apply inclusive education theory and methods that they have studied. The practicum is recommended for students who are majoring in Inclusive Education in the graduate program. The practicum is strongly recommended for students who have limited teaching experience. This course will be graded on a pass/fail basis.

3 lecture hours per week, one term.

04:764 PRACTICUM IN INCLUSIVE EDUCATION II (3)

Prerequisite: 6 cr. hrs. at the 700 level in Inclusive Education (Dept. 04) and approval of Chair of Graduate Studies Program, Faculty of Education.

This practicum requires a minimum of 72 contact hours in field placement to be agreed upon by your supervisor. The practicum will give students the opportunity to apply inclusive education theory and methods that they have studied. The practicum is recommended for students who are majoring in Inclusive Education in the graduate program. The practicum is strongly recommended for students who have limited teaching experience. This course will be graded on a pass/fail basis.

3 lecture hours per week, one term.

04:766 GENDER AND EDUCATION (3)

Prerequisite: Admission to M.Ed. program.

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.

04:767 ASSESSMENT FOR COUNSELLORS (3)

Prerequisite: Admission to M.Ed. program.

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.

04:768 ETHICAL & LEGAL ISSUES FOR COUNSELLORS (3)

Prerequisite: Admission to M.Ed. program.

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.

04:769 INDIGENOUS COUNSELLING THEORY AND PRACTICE (3)

Prerequisite: Admission to M.Ed. program.

The work of Western counselling theorists will be compared and contrasted with Indigenous processes of traditional healing. The counsellor's role in Indigenous 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.

04:770 INTERCULTURAL COUNSELLING (3)

Prerequisite: Admission to M.Ed. Program.

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.

04:771 INDIGENOUS WORLD VIEWS AND ORAL TRADITIONS (3)

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

04:772 PRACTICUM IN COUNSELLING I (3)

Prerequisite: 30 credit hours of counselling coursework.

This course comprises supervised counselling practice in a community-based setting such as a school, and a complementary professional seminar. Throughout this course students will complete 75 hours of supervised counselling practice which includes direct client contact under the supervision of a qualified professional. The course format will

assist students to develop an in-depth understanding of professional counselling practices through the practicum component as well as faculty group supervision to help advance knowledge of counselling issues and case conceptualization through the seminar component of the course. Students must be enrolled in the graduate counselling program at BU.

3 lecture hours per week and 75 practicum hours, one term.

04:773 LANGUAGE ACQUISITION AND COMMUNICATION DISORDERS (3)

Prerequisite: Admission to M.Ed. program.

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

3 lecture hours per week, one term.

04:774 EXPRESSIVE THERAPIES (3)

Prerequisite: 04:708, 04:709 and 04:768.

Students will acquire knowledge and develop skills in the application of current expressive therapeutic approaches used in the helping profession. Specific focus will include counselling using art, music, and play approaches. Theoretical and practical understanding of the impact and treatment of trauma informed approaches to foster resilience as it relates to social and family adversities will be developed. Other topics may include evidence-based counselling practices in early childhood interventions, parenting skills support, and social and behavioural skills training.

3 lecture hours per week, one term.

04:776 SOCIAL ECOLOGICAL RESILIENCE (3)

Prerequisite: Admission to M.Ed. program.

The purpose of this course is to extend understandings of "risk" and resilience into contextualized and relational perspectives based in contemporary theory and research. Students will examine resilience as a dynamic link between an individual and their multi-level, relational developmental system. In-depth analyses of resilience as a process facilitated by social ecological factors such as families, schools, and communities will be explored.

3 lecture hours per week, one term.

04:782 PRACTICUM IN COUNSELLING II (3)

Prerequisite: 04:772 Practicum in Counselling Seminar and Permission of EPSS Department.

This course comprises supervised counselling practice in a community-based setting and a complementary professional seminar. Throughout this course students will complete 75 hours of supervised counselling practice which includes direct client contact under the supervision of a qualified professional. The course format will assist students to develop an in-depth understanding of professional counselling practices through the practicum component as well as faculty group supervision to help advance knowledge of counselling issues and case conceptualization through the seminar component of the course. Criminal records check that includes vulnerable sectors, and a child abuse registry check are required.

3 lecture hours per week and 75 practicum hours, one term.

04:799 TOPICS IN EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: Permission of Department.

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 Graduate Research Seminar courses.

3 lecture hours per week, one term.

PHYSICAL EDUCATION (05)

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

Prerequisite: Permission of Instructor, approval of Chair of the Graduate Studies Program and Dean, Faculty of Education.

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

GRADUATE STUDIES AND FIELD RESEARCH (07)

07:714 INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGIES (3)

Prerequisite: Admission to M.Ed. program.

This course examines research methodologies in education as a means to inform educational practice. Students will critically examine existing studies. Students will be guided to develop their critical thinking and reflection abilities to explore various theoretical frameworks and to recognize the qualities of quantitative, qualitative, and mixed methods research. These skills will serve as a foundation for more advanced courses in research methodologies and methods, and for conducting independent research or participating on a research team. For credit in this course students must complete the TCPS 2 Core Tutorial.

3 lecture hours per week, one term.

07:715 ADVANCED QUANTITATIVE EDUCATIONAL RESEARCH METHODS (3)

Prerequisite: 07:714.

This course focuses on the use of research design and numerical analysis in quantitative research. Topics will include principles of scientific inference and experimental design, basic data analysis, and applications of research design theory to current issues in education.

3 lecture hours per week, one term.

07:750 GRADUATE SUMMATIVE SEMINAR (3)

Prerequisite: 33 credit hours in M.Ed. program.

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

3 lecture hours per week, one term.

07:752 OVERVIEW OF EDUCATIONAL ISSUES (3)

Prerequisite: Admission to M.Ed. program.

This course will engage students in the exploration of important educational issues from a variety of theoretical perspectives. The course is designed to facilitate the study of educational issues through dialogical processes and critical inquiry. Throughout the course students will develop academic writing skills at the graduate level.

3 lecture hours per week, one term.

07:753 SEMINAR IN EDUCATION: RURAL, INDIGENOUS AND NORTHERN EDUCATIONAL ISSUES (3)

Prerequisite: Admission to M.Ed. program.

This course will focus on current issues that affect the delivery of education in unique situations. Students will examine selected educational problems and discuss possible education solutions during the seminar. Students will be encouraged to select a specific group for emphasis and conduct detailed studies of that group. The aim of this

course is to allow the students to develop a better understanding of the educational problems of rural, Indigenous and northern people.
3 lecture hours per week, one term.

07:754 PRACTICUM IN EDUCATION (3)

Prerequisite: Permission of Department.

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 also provides an opportunity to explore research questions that may lead to a thesis.

07:755 PRACTICUM IN COMMUNITY-BASED RESEARCH (3)

Prerequisite: 07:714.

This practicum component is designed to provide graduate students with experience in and theoretical understandings of community-based research through participation in ongoing research within the Faculty of Education and/or the Centre for Aboriginal and Rural Education Studies (CARES). The experience is intended to allow the student the opportunity to explore research in applied settings and to test research questions that may lead to a thesis.

07:765 QUALITATIVE RESEARCH METHODS (3)

Prerequisite: 07:714.

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

07:766 ACTION RESEARCH (3)

Prerequisite: 07:714.

This course is designed to provide graduate students with a theoretical and practical understanding of action research in education including

models, principles and practices, criteria for assessing quality, ethics and modes of representation. The focus will be on practitioner action research used to improve one's professional practice.

Credit cannot be held with both this course and 07:798.

3 lecture hours per week, one term.

07:770 THESIS (9)

Prerequisite: 07:714, 07:752 and 9 credit hours from Departments 01-04 and 07.

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

07:780 GRADUATE SCHOLARLY WRITING (3)

Prerequisite: Admission to M.Ed. program.

Students will analyze and practice a variety of forms of written communication, including recovery of meaning (through analysis, synthesis and evaluation), conceptualization, categorical frameworks, exposition, autobiography, editing and bibliographic notation, modelled on current practices in research and scholarly publication in education.
3 lecture hours per week, one term.

07:789 ADVANCED RESEARCH METHODS (1)

Prerequisite: 07:714.

Given the diversity of research approaches, the topic will provide an opportunity for students to further expand and deepen their knowledge and research practice. Each research topic course is worth one credit hour, and will contribute to the required research credits for the thesis route, and can be completed multiple times.
Total of 12 lecture hours.

07:798 SELECTED TOPICS IN EDUCATION (3)

Prerequisite: Permission of Chair of the Graduate Studies Program, Faculty of Education

The course topic and content may vary frequently, based on the needs and interests of professionals in the field. The intent of this course is to include special topic areas across all strands in the graduate program.
3 lecture hours per week, one term.

This course may be taken for credit more than once with separate topics.

SECTION 6. SCHOOL OF MUSIC

[Graduate Programs | Graduate Studies \(brandonu.ca\)](#)
[Contacts – Graduate Studies | Graduate Studies \(brandonu.ca\)](#)

6.1 ADMISSION REQUIREMENTS

For General Admission Regulations for entry to Brandon University please see [0](#).

6.1.1 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 performance proficiency through an audition and professional levels of commitment to the development of their musical skills and understanding.

Normally, admission to the Master of Music program requires successful completion of an undergraduate degree or equivalent, with a minimum grade point average (GPA) of 3.00 achieved in the final year of study. Applicants failing short of these basic criteria may be considered for admission on the basis of both a successful audition and a proven record of related professional work.

6.1.2 ADMISSION, MASTER OF MUSIC EDUCATION

Applicants to the Music Education program will have completed an undergraduate Music Education degree, or its equivalent. Normally, teaching experience

and a teaching certificate are required. Exceptions may be considered on the strength of related professional experience.

While the School of Music is committed to examining each application on its own particular merits, demonstration of English language proficiency is required for admission (see section [2.1](#)).

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

6.1.3 ADMISSION, MASTER OF PERFORMANCE AND LITERATURE

Applicants to the Performance and Literature program must have completed an undergraduate degree in Music Performance or equivalent and display professional potential as performers. Applicants must present an audition of approximately 50 minutes, representing a variety of styles and periods. Where a live audition is not possible, only unedited video recordings of recent live performances where the performer can easily be identified may be submitted for consideration of regular status admission.

While the School of Music is committed to examining each application on its own particular merits, demonstration of English language proficiency is required for admission (see section [2.1](#)).

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

6.2 GENERAL INFORMATION

The School of Music offers studies leading to the Master of Music degree in two areas:

1. Master of Music (Major in Performance and Literature): The Performance and Literature Master's is offered in piano, collaborative piano, strings, clarinet, trumpet, low brass, composition, jazz, choral conducting and instrumental conducting. It is intended to develop a professional expertise in performance or composition, with additional emphasis on general literature and pedagogical practices. The Program requires 30 hours of coursework.
2. Master of Music (Music Education): The Music Education Master's offers teachers the opportunity for advanced study. This program requires 30 credit hours of coursework. There are two distinct routes for completion of the Master of Music in Music Education: Research Project route and Thesis route.

6.2.1 APPLICATIONS

The [Brandon University online application](#) and supplemental information (including the [Master of Music Departmental Application](#) and Graduate Teaching Assistantship Applications) can be found at [Applications & Official Document Deadlines | Graduate Studies \(brandonu.ca\)](#). For assistance, please contact the Chair, Graduate Music Department in the School of Music at gradstudies.music@BrandonU.ca, or by calling 204-727-7388. The application deadline is February 1.

ADVISORY EXAMINATIONS

All applicants accepted into the Master of Music Performance and Literature or Master of Music Education program at Brandon University are required to write advisory examinations relevant to their program before the beginning of their first term unless they hold an undergraduate music degree from an accredited Canadian or American university. Applicants will be notified of the required examinations for their intended program through their letter of admission. Entering students who do not achieve a satisfactory result on one or more advisory examinations will be required to pass relevant undergraduate courses before they can register for certain seminars. Such undergraduate courses will not form part of the Master program, and, as such, will not count toward the student's GPA. Applicants are advised that remedial undergraduate courses may delay completion of the degree.

6.2.2 COMPLETION OF DEGREE

The time required for completion of the Master of Music degrees is an individual matter.

The Master of Music Education (Comprehensive Examination) is designed as a one (1) year program. The required coursework for the Master of Music Education (Thesis/Research Project) and for the Master of Music (Performance and Literature) usually requires two years of study. For the Master of Music (Performance and Literature) degree, students must complete all program requirements within six (6) years of initial registration in the program. For the Master of Music Education, students must complete all program requirements within eight (8) years of initial registration in the program. Information on program extensions is found in section [3.13](#).

6.2.3 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.

6.2.4 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section [3.10](#) of this calendar.

6.2.5 TRANSFER OF CREDIT AND RESIDENCE REQUIREMENTS

Normally all required courses will be taken at Brandon University. A maximum of 12 credit hours for Graduate courses completed at other Universities may be applied toward the Master of Music degree, subject to the approval of the School of Music Graduate Department. Applied Study and Recital courses are normally not eligible for transfer of credit.

All Master of Music students must complete a minimum of 18 credit hours at Brandon University.

Students in the M.Mus. (Music Education) program may earn up to 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, in-service sessions). One credit hour is earned for attendance at 24 hours of relevant non-credit sessions. Prior approval should be sought from the Graduate Music Department to determine the acceptability for credit. Without prior approval, no guarantee can be given for acceptance of this type of credit. In order to have 3 credit hours recorded students will have to register for appropriate course equivalents, or for 63:666 Special Studies in Music Education. In order to have less than 3 credit hours recorded, students will have to register for 63:667 Special Studies in Education (2 credit hours) or 63:668 Special Studies in Music Education (1 credit hour). Fees will be assessed at the rate for each credit hour.

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

Detailed regulations are from the Graduate Music Department. Procedures for [Graduate Recitals](#) can be found online.

6.3 PROGRAM REQUIREMENTS FOR A MASTER OF MUSIC DEGREE

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.

6.3.1 PROFESSIONAL ENRICHMENT REQUIREMENT

Students are required to attend at least twenty professional enrichment events in the course of their degree program. Students who fail to satisfy this requirement will not be permitted to graduate. Please refer to the complete [Professional Enrichment Guidelines](#).

6.3.2 CURRICULUM OUTLINES

6.3.3 M. MUS. IN PERFORMANCE AND LITERATURE (Piano, Collaborative Piano, Strings, Clarinet, Low Brass and Trumpet)

Required:		27
63:613	Public Recital I	3
63:614	Public Recital II	3
63:620	Seminar in Literature (Piano, Collaborative Piano, Strings, Clarinet, Jazz, Low Brass or Trumpet)	3
63:626	Applied Instruction I	3
63:627	Applied Instruction II	3
63:628	Applied Instruction III	3
63:629	Applied Instruction IV	3
63:684	Analysis and Performance	3
63:690	Music Bibliography and Research Methods	3
Choose three credit hours:		3
63:610	Performance Practice	3
63:622	Seminar in Pedagogy (Piano, Collaborative Piano, Strings, Clarinet, Low Brass or Trumpet)	3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:636	History of Choral Style and Performance	3
63:654	Research Paper	3
63:664	Ensemble I	1.5
63:665	Ensemble II	1.5
63:678	Advanced Conducting and Score Study	3
63:699	Topics	3
Total (minimum):		30

Note: Pianists enrolled in the Collaborative Piano program will be required to perform in a public solo work or group works approved by the department.

6.3.4 M. MUS. IN PERFORMANCE AND LITERATURE (Composition and Jazz)

Required:		27
63:613	Public Recital I	3
63:614	Public Recital II	3
63:620	Seminar in Literature (Composition or Jazz)	3
63:626	Applied Instruction I	3

63:627	Applied Instruction II	3
63:628	Applied Instruction III	3
63:629	Applied Instruction IV	3
63:684	Analysis and Performance	3
63:690	Music Bibliography and Research Methods	3
Choose three credit hours:		3
63:610	Performance Practice	3
63:622	Seminar in Pedagogy (Composition or Jazz)	3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:636	History of Choral Style and Performance	3
63:654	Research Paper	3
63:664	Ensemble I	1.5
63:665	Ensemble II	1.5
63:678	Advanced Conducting and Score Study	3
63:699	Topics	3
Total (minimum):		30

6.3.5 M. MUS. IN PERFORMANCE AND LITERATURE (Instrumental Conducting)

Required:		24
63:600	Applied Music I	1.5
63:601	Applied Music II	1.5
63:613	Public Recital I	3
63:634	Wind Ensemble Literature	3
63:652	Advanced Choral Conducting and Score Study	3
63:653	Advanced Instrumental Conducting and Score Study	3
63:674	Advanced Methods and Techniques in instrumental Music	3
63:684	Analysis and Performance	3
63:690:	Music Bibliography and Research Methods	3
Choose six credit hours:		6
63:610	Performance Practice	3
63:640	Philosophical Foundations of Music Education	3
63:641	Social & Social Psychological Foundations of Music *	3
63:654	Research Paper	3
63:658	Advanced Psychology (Music Education) *	3
63:664	Ensemble I	1.5
63:665	Ensemble II	1.5
63:672	Advanced Methods and Techniques in Choral Music	3
Total (minimum):		30
or	Additional courses selected from 600 level Music or Music Education approved by the Graduate Department.	

- Notes:** * International Students must meet Graduate Music Education language requirements.
- Participation in two terms of ensemble is recommended for all master's degree students in choral and instrumental conducting.

6.3.6 M. MUS. IN PERFORMANCE AND LITERATURE (Choral Conducting)

Required:		24
63:600	Applied Music I (Voice)	1.5
63:601	Applied Music II (Voice)	1.5
63:613	Public Recital I	3
63:636	History of Choral Style and Performance	3
63:652	Advanced Choral Conducting and Score Study	3
63:653	Advanced Instrumental Conducting and Score Study	3
63:672	Advanced Rehearsal Techniques in Choral Music	3
63:684	Analysis and Performance	3
63:690:	Music Bibliography and Research Methods	3
Choose six credit hours:		6
63:610	Performance Practice	3
63:640	Philosophical Foundations of Music Education	3
63:641	Social & Social Psychological Foundations of Music *	3
63:654	Research Paper	3
63:658	Advanced Psychology (Music Education) *	3

63:664	Ensemble I	1.5
63:665	Ensemble II	1.5
63:674	Advanced Methods and Techniques in Instrumental Music	3
Total (minimum):		30
or	Additional courses selected from 600 level Music or Music Education approved by the Graduate Department.	
Note:	* International Students must meet Graduate Music Education language requirements. Participation in two terms of ensemble is recommended for all master's degree students in choral and instrumental conducting.	

6.3.7 M.MUS. IN MUSIC EDUCATION

There are two distinct routes for completion of the Master of Music in Music Education: A Research Project route and a Thesis route. Both are 30 credit hour programs. The Research Project route requires 63:618 (6 credit hours) while the Thesis route requires 63:695 (9 credit hours). Each student's program of studies must be approved by the Chair of the Graduate Music Department.

Required:			9
63:660	Foundations of Music Education	3	
63:647	Research in Music Education	3	
63:648	Graduate Seminar in Music Education	3	
Choose:			21
Project Route			
63:618	Research Project	6	
Electives:	Approved courses in Education (including Music Education) or Music	15	
or			
Thesis Route			
63:695	Thesis	12	
Electives:	Approved courses in Education (including Music Education) or Music	9	
Total:			30

Note: Electives depend on needs/background of particular students – could include courses currently offered in graduate music, if appropriate to a student's current expertise and educational needs.

6.4 PROGRAM REQUIREMENTS FOR A SECOND MASTER OF MUSIC DEGREE

Students who have obtained their first 30 credit hour Master of Music Performance and Literature degree from Brandon University may complete an additional 24 hours in another approved stream for a second Master of Music Performance and Literature degree. Two approved streams for two Master of Music Performance and Literature degrees may also be taken concurrently over the course of a minimum of three years.

Please contact the Graduate Studies office for further information at gradstudies.music@brandonu.ca.

6.4.1 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.

6.4.2 M. MUS. IN PERFORMANCE AND LITERATURE (Piano, Collaborative Piano, Strings, Clarinet, Jazz, Low Brass or Trumpet)

Required:		21
63:613	Public Recital I	3
63:614	Public Recital II	3
63:620	Seminar in Literature (Piano, Collaborative Piano, Strings, Clarinet, Jazz, Low Brass or Trumpet)	3
63:626	Applied Instruction I	3
63:627	Applied Instruction II	3
63:628	Applied Instruction III	3
63:629	Applied Instruction IV	3
Choose three credit hours:		3
63:610	Performance Practice	3
63:622	Seminar in Pedagogy (Piano, Collaborative Piano, Strings, Clarinet, Jazz, Low Brass or Trumpet)	3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:636	History of Choral Style and Performance	3
63:654	Research Paper	3
63:664	Ensemble I	1.5

63:665	Ensemble II	1.5
63:678	Advanced Conducting and Score Study	3
63:699	Topics	3
Total (minimum):		24

Note: Pianists enrolled in the Collaborative Piano program will be required to perform in a public solo work or group works approved by the department.

6.4.3 M. MUS. IN PERFORMANCE AND LITERATURE (Composition and Jazz)

Required:		21
63:613	Public Recital I	3
63:614	Public Recital II	3
63:620	Seminar in Literature (Composition or Jazz)	3
63:626	Applied Instruction I	3
63:627	Applied Instruction II	3
63:628	Applied Instruction III	3
63:629	Applied Instruction IV	3
Choose three credit hours:		3
63:610	Performance Practice	3
63:622	Seminar in Pedagogy (Composition or Jazz)	3
63:631	Symphonic Literature	3
63:632	Chamber Music Literature	3
63:636	History of Choral Style and Performance	3
63:654	Research Paper	3
63:664	Ensemble I	1.5
63:665	Ensemble II	1.5
63:678	Advanced Conducting and Score Study	3
63:699	Topics	3
Total (minimum):		24

6.5 COURSE DESCRIPTIONS

Note: Students are reminded that the courses as listed below may or may not be offered in any given year. Please check the [Registration Guide](#) for the final listing.

63:600 APPLIED MUSIC I (1.5)

Prerequisite: A successful level of performance as determined by a 15-20 minute audition.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature program.

.5 individual instruction hours per week, one term.

63:601 APPLIED MUSIC II (1.5)

Prerequisite: 63:600.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature program.

.5 individual instruction hours per week, one term.

63:606 APPLIED MUSIC III (1.5)

Prerequisite: A successful level of performance as determined by a 15-20 minute audition.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature program.

1 individual instruction hour per week, one term.

63:607 APPLIED MUSIC IV (1.5)

Prerequisite: 63:606.

Applied instruction within the Music Education program or as applied minor study (elective) in the Performance and Literature.

.5 individual instruction hour per week, one term.

63:610 PERFORMANCE PRACTICES (3)

Elements of style and ornamentation of instrumental music beginning with the Elizabethan period and including reference to the standard sources such as Couperin, Quantz, Leopold Mozart, and C.P.E. Bach. Nineteenth and Twentieth centuries will also be covered with directed

reading and study in the area of the student's concentration.
3 lecture hours per week, one term.

63:613 PUBLIC RECITAL I (3)

The repertoire must be approved by the Graduate Music Department. Suggested duration for composition students is normally 15-20 minutes, for conducting students normally 25-35 minutes, and for instrumentalists normally 50-60 minutes. Collaborative pianists are required to include solo work or groups of works in their program. Conducting students must prepare program notes of approximately 1,000 words. **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.

63:614 PUBLIC RECITAL II (3)

The repertoire must be approved by the Graduate Music Department. This requirement is for all Performance and Literature students. Suggested duration for composition students is normally 20-30 minutes, and for instrumentalists is normally 50-60 minutes. Repertoire may include a major chamber work or concerto. The student must prepare program notes of approximately 1,000 words. **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.

63:615 PUBLIC RECITAL III (3)

A joint public recital which shall include representative works from different style periods. The recital program must be approved by the Graduate Music Department. Performance time will normally be one hour. 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.

63:618 RESEARCH PROJECT (6)

Prerequisite: Completion of 30 cr. hrs. coursework required for the M. Mus. in M.Ed. degree program.

A project on an approved topic, involving consideration and treatment of a problem in music education. The student will be encouraged to devise an imaginative project with practical bearing upon an area of personal concern and relevance. The project will culminate in the preparation and presentation of an extended paper (approximately 50 pages in length); both the project and paper will be supervised by a faculty advisor. A committee of three consisting of the student's advisor, a member at large chosen by the Graduate Music Department after considering suggestions from the student, and a member of Graduate Music Department will determine satisfactory completion of the project.

63:619 COMPREHENSIVE EXAMINATION (6)

Prerequisite: Completion of 24 cr. hrs. coursework required for the M.Mus. Coursework/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.

63:620 SEMINAR IN LITERATURE: (3)

**(A) PIANO (B) COLLABORATIVE PIANO (C) STRINGS
(D) COMPOSITION (E) CLARINET (F) JAZZ (G) TRUMPET
(H) LOW BRASS**

- a) Piano: Topics covered will include solo keyboard literature from Baroque period to the present day.
- b) Collaborative Piano: Topics covered will include collaborative keyboard literature from the Baroque period to the present.
- c) Strings: Topics covered will include string literature from the Baroque period to the present.
- d) Composition: Topics covered will include contemporary composition literature from 1945 to the present day.
- e) Clarinet: Topics covered will include clarinet literature from the Classical period to present day.
- f) Jazz: Topics covered will include Jazz literature from 1925 to the present day.
- g) Trumpet: Topics covered will include trumpet literature from the Classical period to the present day.
- h) Low Brass: Topics covered will include low brass literature from the Baroque period to the present.

3 lecture hours per week, one term.

63:622 SEMINAR IN PEDAGOGY: (3)

**(A) PIANO (B) COLLABORATIVE PIANO (C) STRINGS
(D) COMPOSITION (E) CLARINET (F) JAZZ (G) TRUMPET**

The class will be conducted in seminar fashion and will include a review of pedagogical philosophies, treatises and principles of the past and present. In addition, students will be supervised in their teaching of one or more pupils.

3 lecture hours per week, one term.

63:626 APPLIED INSTRUCTION I (3)

Private instruction in the student's major applied area.

1 individual instruction hour per week, one term.

63:627 APPLIED INSTRUCTION II (3)

Prerequisite: 63:626.

Private instruction in the student's major applied area.

1 individual instruction hour per week, one term.

63:628 APPLIED INSTRUCTION III (3)

Prerequisite: 63:627.

Private instruction in the student's major applied area.

1 individual instruction hour per week, one term.

63:629 APPLIED INSTRUCTION IV (3)

Prerequisite: 63:628.

Private instruction in the student's major applied area.

1 individual instruction hour per week, one term.

63:631 SYMPHONIC LITERATURE (3)

A 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.

63:632 CHAMBER MUSIC LITERATURE (3)

Conducted in seminar fashion, this course is a survey of chamber music literature from the decline of the figured base in the first half of the 18th century to the present day. Emphasis will be placed on chamber music for strings and for piano in combination with other instruments.

3 lecture hours per week, one term.

63:634 WIND ENSEMBLE LITERATURE (3)

A comprehensive study and analysis of wind ensemble literature from the 15th century to the present day, including an analytical and comparative survey of literature for the concert band.

3 lecture hours per week, one term.

63:636 HISTORY OF CHORAL STYLE AND PERFORMANCE (3)

An historical and analytic survey of selected sacred and secular choral literature from the Renaissance to the 20th century. Subjects for discussion will include: the character and structure of individual works; the uses of voices and instruments; vocal quality and the nature of choral singing; written ornamentation, unwritten ornamentation and improvisation; problems of notation; interpretation of rhythmic notation; interpretation of tempo; visual aspects.

3 lecture hours per week, one term.

63:640 PHILOSOPHICAL FOUNDATIONS OF MUSIC EDUCATION (3)

Investigation of the philosophical bases of music education, emphasizing the practical implications of one's understanding of the nature and value of music and of education for curricular content, instructional method, and professional practice.

3 lecture hours per week, one term.

63:641 SOCIAL AND SOCIAL PSYCHOLOGICAL FOUNDATIONS OF MUSIC (3)

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

3 lecture hours per week, one term.

63:647 RESEARCH IN MUSIC EDUCATION (3)

An introduction to the process of research in music education, designed to create a basis for critical evaluation of research in the field and thoughtful application of its results to practice. Experience intended to facilitate attainment of course objectives including writing of thesis statements and research plans, critically reviewing a broad range of music educational research, and examining measurement tools pertinent to various areas of research.

Credit cannot be held for both this course and 65:647.

3 lecture hours per week, one term.

63:648 GRADUATE SEMINAR IN MUSIC EDUCATION (3)

Pre-requisite: Admission to M.Mus. Education.

The Graduate Seminar provides a forum in which students enrolled in the Music Education Master's program collectively and critically address issues, developments and trends in music education. It is intended that this experience contribute substantially to the development of both a more "global" perspective on the music educational endeavor and considerable individual expertise in areas of particular concern to participants in the seminar and their advisors. The seminar involves the regular participation of the music education faculty, and critical discussions with other authorities in the field.

1.5 lecture hours per week, both terms.

63:652 ADVANCED CHORAL CONDUCTING AND SCORE STUDY (3)

In-depth score study to develop clear, meaningful communication of musical parameters and stylistic concepts through technical and expressive conducting skills as choral conductor.

3 lecture hours per week, one term.

63:653 ADVANCED INSTRUMENTAL CONDUCTING AND SCORE STUDY (3)

Study of movement and gesture related to the communication of composer's intent of instrument repertoire in a variety of styles and historical periods.

3 lecture hours per week, one term.

63:654 RESEARCH PAPER (3)

The research paper will be directly related to literature presented in Public Recital. The document will include research into areas which will include the history, analysis, performance practice, and teaching strategies of literature from the Public Recital. Research will culminate in the preparation of an extended paper (approximately 50 pages in length); the paper will be supervised by a faculty advisor. A committee of three consisting of the student's advisor, a member at large chosen by the Graduate Music Department after considering suggestions from the student, and a member of the Graduate Music Department will determine satisfactory completion of the project.

3 lecture hours per week, one term.

63:658 ADVANCED PSYCHOLOGY (MUSIC EDUCATION) (3)

This course will cover behaviouristic and developmental theories and applications to skill and concept learning. Particular attention will be given to teaching music. Research procedures and findings will be studied.

3 lecture hours per week, one term.

63:660 FOUNDATIONS OF MUSIC EDUCATION (3)

Prerequisite: Permission of department Chair.

An introduction to significant ideas, debates and questions in music education through reading and discussing literature in the field and related fields. Students will develop increased awareness and understanding of thinking in the field, develop and shape their teaching and curricular practices, articulate their views and values in music education and relate this work to music education research.

3 seminar hours per week, one term.

63:662 PRACTICUM IN MUSIC EDUCATION (3)

The practicum is intended to provide opportunity for application and refinement of skills and concepts pertinent to music education. Proposals regarding specific field experiences (in schools, day care centres, etc.) must meet specified criteria and receive the approval of the Graduate Music Department.

63:664 ENSEMBLE I (1.5)

Prerequisite: Permission of Instructor.

Participation in an ensemble appropriate to the student's ability and performance area.

2.5 rehearsal hours per week, one term.

63:665 ENSEMBLE II (1.5)

Prerequisite: Permission of Instructor.

Participation in an ensemble appropriate to the student's ability and performance area.

2.5 rehearsal hours per week, one term.

63:666 SPECIAL STUDIES IN MUSIC EDUCATION (3)

Special Studies is intended to provide credit for a diversity of course offerings, among them Summer Session courses presented by visiting specialists and authorities. May be repeated for credit.

63:667 SPECIAL STUDIES IN MUSIC EDUCATION (2)

Special Studies is intended to provide credit for a diversity of course offerings, among them Summer Session courses presented by visiting specialists and authorities. May be repeated for credit.

63:668 SPECIAL STUDIES IN MUSIC EDUCATION (1)

Special Studies is intended to provide credit for a diversity of course offerings, among them Summer Session courses presented by visiting specialists and authorities. May be repeated for credit.

63:670 ADVANCED METHODS AND TECHNIQUES IN ELEMENTARY MUSIC (3)

A study of curricula, materials and procedures for teaching general music in the elementary school. Attention will be given to the history and development of current methodologies and to the designing of sequential music programs appropriate to them.

3 lecture hours per week, one term.

63:672 ADVANCED METHODS AND TECHNIQUES IN CHORAL MUSIC (3)

A comprehensive analysis of the place of choral performance in the secondary school music program, emphasizing the pedagogical function of the conductor as music educator and the role of performance as a means toward musical understanding. The course will provide opportunity for the examination of a range of rehearsal techniques to determine whether they are congruent with the more comprehensive objectives of music education, including the development of musical awareness, musical independence, and aesthetic sensibility.

63:674 ADVANCED METHODS AND TECHNIQUES IN INSTRUMENTAL MUSIC (3)

A highly personalized course designed to enhance and sharpen instructional skills in instrumental music, with particular emphasis upon the extension and refinement of practical knowledge in individually prescribed areas.

Topics for the collective scrutiny include:

- Development of musically sensitive approaches to teaching beginners.
- In-depth examination of principles of tone production, articulation and technique on common instruments.
- Development of a thorough understanding of intonational deficiencies of wind instruments, and means of compensation.
- Pedagogical means of enhancing the musicality of the public school instrumental program to achieve an educational experience congruent with the expressive nature of music.
- Assessment of personal strengths and weakness as a teacher of instrumental music and development of a systematic program to address the latter.

3 lecture hours per week, one term.

63:678 ADVANCED CONDUCTING AND SCORE STUDY (3)

(a) Choral or (b) Instrumental

Refinement of technical, interpretive and expressive skills as a conductor, with particular emphasis upon developing the capacity for clear, meaningful communication of musical concepts.

3 lecture hours per week, one term.

63:684 ANALYSIS AND PERFORMANCE (3)

Pre-requisite: Admission to M.Mus. (Performance and Literature) or permission of instructor.

This course combines an exploration of the overlap between analysis and performance with a survey of common analytical techniques that can provide insights useful for making interpretive choices in a performance context.

3 seminar hours per week, one term.

63:690 MUSIC BIBLIOGRAPHY AND RESEARCH METHODS (3)

The course is designed to acquaint students with the performance/literature program with the bibliographic resources for

musical research. It deals with both general reference and music reference sources.

3 lecture hours per week, one term.

63:695 MASTER'S THESIS (12)

Prerequisite: Completion of 24 cr. hrs. coursework required for the M.Mus. in Music Education 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.

63:699 TOPICS (3)

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

SECTION 7. FACULTY OF HEALTH STUDIES

[Graduate Programs | Graduate Studies \(brandonu.ca\)](#)
[Contacts – Graduate Studies | Graduate Studies \(brandonu.ca\)](#)

7.1 ADMISSION REQUIREMENTS, MASTER OF PSYCHIATRIC NURSING

For General Admission Regulations for entry to Brandon University please see [0](#). Applicants to the Master of Psychiatric Nursing must meet both General Admission Regulations and Master of Psychiatric Nursing Admission Requirements.

7.1.1 ADMISSION REQUIREMENTS

Students applying to enter the Master of Psychiatric Nursing program (MPN) must first apply to Brandon University through the online application found here: [Future Students | Brandon University](#).

Entry into the MPN program requires:

1. Licensure, or eligibility for licensure, as a registered psychiatric nurse or registered nurse in Canada with mental health nursing experience;
2. An undergraduate degree in either psychiatric nursing and or nursing OR a diploma in psychiatric nursing accompanied by an alternative undergraduate degree which includes a research methods course and a statistics course. If the undergraduate program does not sufficiently prepare students for the MPN program, additional courses may be required and must be completed prior to admission;
3. A minimum GPA of 3.0 (B) in the last 60 credit hours of university study or all credit hours of post-diploma degree if less than 60 credit hours.

At least two equivalent full-time years of practice experience in psychiatric nursing is required. Criminal Records Check, Child Abuse Registry, CPR and current immunization are not required for admission, but may be required for specific clinical placements in the program.

7.1.2 ADMISSION PROCEDURE

Applicants are strongly encouraged to speak with the MPN Program Coordinator in advance of application. Information on application to the MPN program can be obtained online at [Applications & Official Document Deadlines | Graduate Studies \(brandonu.ca\)](#).

Applications for September entry must be received by February 15th of the year in which admission is sought. The application will include:

1. A curriculum vitae / resume that includes the following:
 - Employment experience, indicating level of responsibility;
 - Community service, including involvement in professional associations;
 - Awards and honours;
 - Research projects and publications;
 - Continuing education;
 - Innovation in clinical practice; and
 - Any other supporting information.
2. Proof of licensure as a registered psychiatric nurse or registered nurse in Canada;

3. A Statement of Interest which must include (500-750 words):
 - Rationale for interest in the MPN program;
 - Rationale for interest in a particular program stream (i.e. clinical, education, and administration);
 - Research proposal synopsis to identify:
 - the phenomena or area(s) of interest for potential research and rationale
 - potential research questions
 - possible methodology (qualitative, quantitative)
4. Two confidential letters of reference, one from an academic referee is preferred and one from a supervisor within the past five years is required. If an academic referee is unavailable please provide another letter of reference from a supervisor/program manager.

Admission to the MPN program is on a competitive basis. The number of seats in the program is limited. Completed applications will be submitted to the MPN Program Assistant and will be reviewed by the MPN Steering Committee. Admission decisions will be communicated to applicants by the end of March. Students must confirm acceptance of admission with the MPN Program Coordinator by May 1st. Information from the Statement of Interest will be used to inform potential thesis advisor/student pairings.

A student who has been admitted to the MPN program and is unable to start the program in September of the year of application may apply to defer entrance for up to one year. A letter of request containing rationale for deferral must be submitted to the MPN Program Coordinator by May 1st. Approval of the request is dependent on program resources. The student must re-apply if deferral is required for more than one year.

7.2 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section 3.10 of this calendar as well as the additional requirement noted below.

1. Students may not re-register for a course on which they obtained a grade of “B” or higher.

Submission of an annual progress report is mandatory for all students during the coursework and thesis portions of the program. The progress report must be submitted to the MPN Program Coordinator by June 1. Registration in subsequent courses is contingent upon a satisfactory progress report as assessed by the program advisor/thesis advisor.

7.3 MASTER OF PSYCHIATRIC NURSING

The Master of Psychiatric Nursing program at Brandon University is designed for students who are seeking advanced practice roles in psychiatric nursing. The program prepares graduates to be leaders in psychiatric nursing and health care. Graduates will have foundational academic preparation to facilitate advanced knowledge and skills in clinical practice, administration, or education, with in-depth focus in one of these streams.

Graduates will combine this knowledge with research methodology to critically analyze current practices and contribute to innovation in service delivery and policy development. Graduates will serve as teachers, mentors, and role models to promote excellence among students and practitioners. Graduates will demonstrate the ability to engage in reflective practice, anticipate and respond to emerging health and mental health needs, engage in independent practice, and undertake doctoral study.

7.3.1 PROGRAM REGULATIONS

The Master of Psychiatric Nursing program consists of 33 credit hours and includes completion of a thesis. Foundational courses in advanced practice are complemented by a focus on a selected stream. Streams are offered in advanced clinical practice, administration, and education. Each of the required courses in each stream includes a project experience to provide opportunities for application of course content to practice. The streams are also supported by research courses which, when combined with content from the selected stream, will enable graduates to evaluate current practice and contribute to innovation in service delivery and policy development.

7.3.2 PROGRAM ACCESS

Students may select full-time or part-time study. Courses are delivered largely online with an annual 2 - 3 day on-campus session.

7.3.3 STUDENT ADVISING

Individuals considering applying to the MPN Program should contact the MPN Program Coordinator to develop a preliminary plan for their course of studies and to identify potential thesis advisors available at Brandon University. Thesis Advisors must have full or associate membership in the Faculty of Graduate Studies. Applicants are strongly encouraged to review online faculty profiles to identify potential thesis advisors. Applicants are also encouraged to contact the potential thesis advisors to discuss research interests and consider the fit between personal and faculty members' research interests. Please refer to [Thesis Advising Criteria](#) policy available online through the Master of Psychiatric Nursing website.

Students are responsible for initiating and maintaining regular communication with their thesis advisor, for the purpose of program and thesis development, and for submission of the completed annual progress report due by June 1, each year.

Students are also responsible to be familiar with, and adhere to, Brandon University, Faculty of Graduate Studies, and MPN program policies and procedures.

7.3.4 PROGRAM PROGRESSION

Licensure as a Registered Psychiatric Nurse or Registered Nurse in Canada is required for admission to the Master of Psychiatric Nursing (MPN) program and must be maintained for the duration of the program. Licensure on admission, and annually thereafter, will be verified by the MPN Program Coordinator or designate.

Full- or part-time study may be selected. Students must enroll in at least one course per year (May 1 to April 30) in order to maintain MPN program student status. Students not registering for courses in a given year must apply for a Leave of Absence or withdraw from the MPN program.

Students in the MPN program will have exclusive rights to register for MPN courses up until August 1 for Fall and Winter term courses, and April 7 for Spring/Summer courses. Registration in MPN courses, after these dates is subject to available space.

Submission of an annual progress report is mandatory. The progress report is due by June 1 each year. Registration in subsequent courses is contingent upon a satisfactory progress report as assessed by the MPN Program Coordinator/ thesis advisor.

Students must complete program requirements within six years of admission to the MPN program.

In extenuating circumstances, students who are unable to complete the MPN program within the specified time limits may apply to the MPN Steering Committee for an extension. Further extensions are only possible through appeal to the Senate Graduate Studies Committee.

In some circumstances, students who have been granted extensions may be required to repeat course(s) within the MPN program.

Any student who fails to meet program requirements will be asked to contact the MPN Program Coordinator to determine arrangements for continuance in the program.

A student who has been withdrawn from the program may reapply to the MPN program at a later date.

7.3.5 SCHOLARLY ACTIVITIES

Students enrolled in the Master of Psychiatric Nursing (MPN) program are expected to participate in at least two scholarly events between May and April of each year.

1. MPN students are expected to register and attend Faculty of Health Studies Seminar Series presentations.
2. MPN students attending scholarly activities outside of the Faculty of Health Studies must attach confirmation of attendance (receipts, participation certificates, etc.) to the Annual Progress Report for review with Thesis Advisor.

7.3.6 SECOND DEGREE REQUIREMENTS FOR MASTER OF PSYCHIATRIC NURSING

Students who have completed a first Master's degree and who are seeking the Master of Psychiatric Nursing (MPN) as a second degree are required to complete a minimum of 21 credit hours of Brandon University courses, but no more than 33 credit hours, depending on previous education. Every student enrolled in the MPN program must complete 75:700 Graduate Thesis.

7.4 RESIDENCY REQUIREMENTS

A minimum of 21 credit hours must be awarded by Brandon University in order to satisfy residency requirements for the Master of Psychiatric Nursing (MPN) program. Course credit obtained through other universities and / or through Prior Learning Assessment may not exceed 12 credit hours.

Courses are delivered online. In person attendance is mandatory at the on-campus orientation session held annually in August, for ALL new students admitted to the MPN program. Returning students are required to attend one additional virtual orientation session ideally prior to registering for Advanced Readings 75.656. In the event that Public Health regulations restrict in person activities all sessions will be offered virtually. Requests for absence from an orientation session are submitted to the MPN Steering Committee by June 1st and the outcome will be decided on an individual, case-by-case basis.

7.5 PROJECT REQUIREMENTS

A project experience is incorporated into each of the required courses in each stream in order to provide an opportunity for application of course content to practice. The selection of the practicum/project experience sites will be negotiated between the student and the course instructor. Criminal Records Check, Child Abuse Registry, CPR, and current immunization may be required for specific clinical placements in the program.

7.6 PROFESSIONAL CONDUCT

Students in the Faculty of Health Studies are required to conduct themselves in a safe and ethical manner in all program-related situations. Failure to adhere to expected standards of safe and ethical conduct will result in disciplinary consequences that may include expulsion from the Master of Psychiatric Nursing program. As licensed health professionals, all students are responsible to adhere to the standards of practice and code of ethics for their profession. Students are also responsible to adhere to standards and codes existent in the program of study at Brandon University. The Faculty of Health Studies reserves the right to require any student to be removed from a practicum or the program, based on consideration of competence, professional conduct or health. Under any of these circumstances the student's right to withdraw from the course may be withheld (or in exceptional circumstances revoked).

7.7 THESIS REGULATIONS

Please refer to [Thesis guidelines](#) available online through the Master of Psychiatric Nursing website.

7.8 CURRICULUM OUTLINE

Students in the Master of Psychiatric Nursing program will complete 33 credit hours including:

Required Core Courses		18
75:651	Foundations for Advanced Psychiatric Nursing Practice	3
75:652	Philosophical Basis for Advanced Practice	3
75:653	Qualitative Health Research Methods	3
75:654	Quantitative Health Research Methods	3
75:655	Seminar Topics in Psychiatric Nursing	3
75:656	Advanced Readings in Psychiatric Nursing or graduate level elective	3
Required Courses in Stream		6
1. Clinical Practice Stream		
75:657	Advanced Clinical Practice in Psychiatric Nursing I	
75:658	Advanced Clinical Practice in Psychiatric Nursing II	
2. Administration Stream		
75:659	Health Services Leadership and Administration I	
75:660	Health Services Leadership and Administration II	
3. Education Stream		
75:661	Advanced Nursing Education I	
75:662	Advanced Nursing Education II	
Coursework Total		24
75:700	Thesis	
Total:		33

7.9 COURSE DESCRIPTIONS

Note: Students are reminded that the courses as listed below may or may not be offered in any given year. Please check the [Registration Guide](#) for the final listing.

75:651 FOUNDATIONS FOR ADVANCED PSYCHIATRIC NURSING PRACTICE (3)

Prerequisite: Admission to the MPN program.

In this course, students will explore the roles, competencies, and responsibilities inherent in advanced psychiatric nursing practice related to: leadership, management, clinical practice, nursing education, and research. Ethical issues related to advanced practice will be explored. Theory and principles of transformative change will be discussed within the context of nursing, psychiatric nursing, and health care. The dynamics of: roles, responsibilities and practice policy development; and the health care delivery system will be explored. Strategies for transition to advanced practice will be investigated.

Online course, one term.

75:652 PHILOSOPHICAL BASIS FOR ADVANCED PRACTICE (3)

Prerequisite: Admission to the MPN program.

The focus of this course is critical inquiry into the nature, scope, and purpose of nursing and psychiatric nursing knowledge, and the distinct contributions of nursing art, philosophy, and science. Major philosophical positions and their contributions to the development, evolution, and evaluation of nursing and psychiatric nursing knowledge and theory will be explored. Critical analysis of various paradigms conceptual frameworks, and nursing theories will lead students to conceptualize and articulate the philosophical perspectives that guide their practice. Critical links between knowledge creation and practice including administration, teaching, research, and clinical relevance will be examined. The contribution of self, within philosophy and theory development, to inform practice will be explored.

Online course, one term.

75:653 QUALITATIVE HEALTH RESEARCH METHODS (3)

Prerequisite: Admission to the MPN program.

The focus of this course is to provide students with the theoretical background, methodological, and practical skills to engage in qualitative research. In this course, students will develop knowledge and skills in the processes of qualitative research from question development to analysis of findings. Ethical guidelines for qualitative research will be discussed. Students will explore qualitative research methods to understand and apply approaches to specific research questions. Students will be introduced to methods for analyzing and presenting qualitative findings, including the use of software programs.

Online course, one term.

75:654 QUANTITATIVE HEALTH RESEARCH METHODS (3)

Prerequisite: Admission to the MPN program.

The focus of this course is to provide students with the theoretical background, methodological, and practical skills to engage in quantitative research. In this course, students will develop knowledge and skills in the processes of quantitative research from question development to analysis of findings. Ethical guidelines for quantitative research will be discussed. Students will explore quantitative research methods to understand and apply approaches to specific research questions. Students will demonstrate capacity to use analysis software to conduct data analysis and interpret results. Methods for presentations of quantitative findings will also be discussed.

Online course, one term.

75:655 SEMINAR TOPICS IN PSYCHIATRIC NURSING (3)

Prerequisite: Admission to the MPN program.

The focus of this course is on emerging issues and circumstances that influence health, mental health, and psychiatric nursing practice. Social, political, and economic trends will be examined. Program development, implementation, and evaluation will be discussed. Resources and supports for assuming a leadership role in relation to health issues will

be explored. Students will develop strategies for shaping health policy and practice, as well as strategies for responding to trends in education, leadership, and practice.

Online course, one term.

75:656 ADVANCED READINGS IN PSYCHIATRIC NURSING (3)

Prerequisite: 75:651, 75:653 and 75:654 and permission of Thesis Supervisor.

In this course, students will be provided with a structure to facilitate individualized learning and thesis development. Students will work with their thesis advisors to prepare a course outline that describes the overall purpose of the course, desired learning objectives, a tentative reading list, learning activities, contact schedule, and course requirements. The course will involve directed readings and will normally be evaluated through such requirements as major papers, or extensive annotated bibliographies. Public presentation may also be required.

Online course, one term.

75:657 ADVANCED CLINICAL PRACTICE IN PSYCHIATRIC NURSING I (3)

Prerequisite: 75:651 and admission to MPN program.

In this course, students will draw upon the fields of neuroscience, human development, attachment theory, and trauma to equip the student in the development of a conceptual framework to guide his/her advanced practice. The student will develop enhanced case conceptualization, goal setting, and intervention strategies in relation to complex clinical phenomena. Necessary elements of treatment planning, including a broad range of therapeutic interventions and DSM diagnoses, will be covered.

Online course, 6-8 project hours per week, one term.

75:658 ADVANCED CLINICAL PRACTICE IN PSYCHIATRIC NURSING II (3)

Prerequisite: 75:657.

In this course students will draw upon the fields of neuroscience, human development, attachment theory and trauma theory to develop a conceptual framework to guide their advanced practice. Necessary elements of treatment planning, including a broad range of therapeutic interventions and DSM diagnoses will be covered. Counseling modalities will be discussed that will guide individual practitioner's future counseling certification goals. Issues of transference and countertransference will be highlighted. Specific considerations that are required to effectively treat special populations will also be discussed.

Online course, 8 project hours, 3 hours theory, per week, one term.

75:659 HEALTH SERVICES LEADERSHIP AND ADMINISTRATION I (3)

Prerequisite: Admission to MPN program.

The focus of this course is on the administrative aspect of health services

delivery and psychiatric nursing practice. The emphasis will be on administrative theory, organizational structure and processes, interdisciplinary collaboration, and the administration of health care at the unit and organizational levels. Theoretical concepts and evidence relevant to administrative roles in the health care system will be explored as a basis for leadership roles in advanced psychiatric nursing practice. Students will apply theory in selected practice settings.

Online course, 6-8 project hours per week, one term.

75:660 HEALTH SERVICES LEADERSHIP AND ADMINISTRATION II (3)

Prerequisite: Admission to MPN program.

This course involves the synthesis, application, and further acquisition of knowledge, skills, and attitudes related to health services leadership and administration. Theoretical concepts and evidence relevant to leadership in the health care system will be explored as a basis for senior leadership roles in advanced psychiatric nursing practice. Students will apply and integrate theory in selected practice settings.

Online course, 6-8 project hours per week, one term.

75:661 ADVANCED NURSING EDUCATION I (3)

Prerequisite: Admission to MPN program.

In this course, students will explore and critically examine teaching and learning modalities for nursing education and the evaluation of educational programs and strategies. Advanced preparation for future or current nurse educators and administrators will be provided. Students will apply and integrate pedagogical theories and strategies in selected practice.

Online course, 8 project hours, 3 hours theory, per week, one term.

75:662 ADVANCED NURSING EDUCATION II (3)

Prerequisite: Admission to MPN program.

In this course, students will explore and critically examine philosophical, theoretical, and legal-ethical perspectives in forming curriculum and curriculum development in nursing education. Advanced preparation for future or current nurse educators and administrators will be provided. Students will apply and integrate theory in selected practice settings.

Online course, 8 project hours, 3 hours theory, per week, one term.

75:700 GRADUATE THESIS (9)

Prerequisite: Completion of all required and elective coursework.

A thesis involves identification, articulation, and critical analysis of a significant issue in psychiatric nursing. The thesis will involve application of advanced practice knowledge to a research question. The research question will reflect original thinking on a topic of importance to current practice. Evaluation of the thesis component will include a public thesis defense.

SECTION 8. FACULTY OF ARTS

[Graduate Programs | Graduate Studies \(brandonu.ca\)](#)

[Contacts – Graduate Studies | Graduate Studies \(brandonu.ca\)](#)

8.1 ADMISSION REQUIREMENTS

For General Admission Regulations for entry to Brandon University please see [0](#). Applicants to the Rural Development Graduate Programs (Graduate Diploma in Rural Development and Master of Arts (Rural Development)) must meet both General Admission Regulations and Rural Development Admission Requirements.

8.1.1 ADMISSION, GRADUATE DIPLOMA IN RURAL DEVELOPMENT

Applications for September entry for Domestic and International students into the Master of Arts (Rural Development) degree program must be received by January 31st. Applications for January entry for Domestic students must be received by August 31st. The online application and supplemental information can be found at [Applications & Official Document Deadlines | Graduate Studies \(brandonu.ca\)](#).

1. Regular status is assigned to students who have satisfied all requirements for admission as a Graduate Diploma candidate. Students will normally have a four year Bachelor's degree (B.A., B.Sc., or equivalent) or a three year Bachelor's degree supplemented by post-graduation studies, professional rural development experience, accreditation by relevant professional associations, or any combination of these that in the judgment of the Rural Development Graduate Admissions Committee constitutes the equivalency of a fourth year of undergraduate study.
2. Students will normally have a minimum cumulative grade point average (CGPA) of 3.00 in the last 30 credit hours of study completed prior to application for entry. Students with less than a 3.00 CGPA may be required by the Rural Development Graduate Admissions Committee to undertake compensatory study.
3. All candidates are required to provide proof of English language proficiency (see section 2.1).

8.1.2 ADMISSION, MASTER OF ARTS (RURAL DEVELOPMENT)

Applications for September entry for Domestic and International students into the Master of Arts (Rural Development) degree program must be received by January 31st. Applications for January entry for Domestic students must be received by August 31st. The online application and supplemental information can be found at [Applications & Official Document Deadlines | Graduate Studies \(brandonu.ca\)](#).

1. Regular status is assigned to students who have satisfied all requirements for admission as a Masters' degree candidate. Students will normally have a four-year Bachelor's degree (B.A., B.Sc., or equivalent) or a three-year Bachelor's degree supplemented by post-graduation studies, professional rural development experience, accreditation by relevant professional associations, or any combination of these that in the judgment of the Rural Development Graduate Admissions Committee constitutes the equivalency of a fourth year of undergraduate study.
2. Students will normally have a four-year Bachelor's degree (B.A., B.Sc., or equivalent) or a three-year Bachelor's degree supplemented by post-graduation studies, professional rural development experience, accreditation by relevant professional associations, or any combination of these that in the judgment of the Rural Development Graduate Admissions Committee constitutes the equivalency of a fourth year of undergraduate study.
3. Students will normally have a minimum cumulative grade point average (CGPA) of 3.00 in the last 30 credit hours of study completed prior to application for entry. Student with less than a 3.00 CGPA may be required by the Rural Development Graduate Admissions Committee to undertake compensatory study.
4. All candidates are required to provide proof of English language proficiency (see section 2.1).

8.2 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.

8.2.1 GRADUATE DIPLOMA IN RURAL DEVELOPMENT: OUTLINE OF REQUIRED COURSES

1. Eighteen (18) credit hours are required to receive a Graduate Diploma. At least 15 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.

Required			12
88:560	Theories of Economic Development	3	
88:562	Rural Community Development	3	
88:591	Research Methodology for Rural Development	3	
88:602	Skills for Rural Development	3	
Plus:	<i>two electives from any of the 500 level Rural Development courses</i>		6
Total:			18

2. 100 level courses may not be taken for credit toward the Graduate Diploma.
3. A student is expected to complete the program requirements within six (6) years after first registration.
4. Each student's program of study must be submitted for approval to the student's academic advisor.
5. Students may earn up to 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, and in-service sessions). Normally, one credit hour is earned for attendance for every 24 hours or relevant non-credit sessions. Prior approval must be sought in the following manner to determine eligibility for credit: The student must submit a written request with the supporting materials/documentation to his/her program advisor. It is expected that workshops, conferences, and professional in-services for which credit is sought will be completed during the student's program and before graduation. Content material should reflect an identifiable theme in rural development and be appropriate for graduate level study. These 3 credit hours will be graded "Pass" or "Fail". Normal per credit hour fees will apply. If a program of 3 credit hours is planned and approved, students will receive credit for 88:580 Guided Individual Study.
6. Prospective students with little direct background in the areas/disciplines/methodologies relevant to rural development may be required to satisfy the Rural Development Graduate Admissions Committee that they will be able to complete the required courses. This may occur, for example, by receiving successful standing in a maximum of two 3 credit hour courses taken at the undergraduate level. The nature of these courses is to be established by the Rural Development Graduate Admissions Committee. All prospective students must have an advanced undergraduate research methods course or the equivalent.

8.2.2 RESIDENCE REQUIREMENT

A minimum of 12 of the total required credit hours must be completed at Brandon University.

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.

8.2.3 ACADEMIC PERFORMANCE REQUIREMENTS

Students must meet the minimum academic performance requirements outlined in section [3.10](#) of this calendar.

8.2.4 GRADUATION REQUIREMENTS

1. The Department of Rural Development requires a minimum GPA of 2.70 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 GPA of 3.00.
2. Students who successfully complete the Graduate Diploma in Rural Development may transfer course credits to the Master of Arts (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.

8.3 MASTER OF ARTS (MA) (RURAL DEVELOPMENT)

Prior to applying to the Master of Arts degree program with a major in Rural Development, 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.

Students must complete all program requirements within six (6) years of first registration in the program. Information on program extensions is found in section [3.13](#).

A fee must be paid to maintain the student's status in the program in any year in which the student is not registered in course work.

8.3.1 PROGRAM REGULATIONS

1. The MA with a major in Rural Development program consists of 30 credit hours either by taking 10 courses or six courses and a thesis.
2. Students have the option to exit from the Master's program at any 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 12 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 Arts (Rural Development).
5. Each student's program of study must be submitted by the student's advisor to the Department for approval.
6. Students may earn up to 3 credit hours by attendance at approved non-credit professional development sessions (workshops, conferences, and in-service sessions). Normally, one credit hour is earned for attendance at 24 hours of relevant non-credit sessions. Prior approval must be sought in the following manner to determine eligibility for credit: The student must submit a written request with the supporting materials/documentation to his/her program advisor. It is expected that workshops, conferences, and professional in-services for which credit is sought will be completed during the student's program and before graduation. Content material should reflect an identifiable theme in rural development and be appropriate for graduate level study. These 3 credit hours will be graded "Pass" or "Fail". Normal per credit hour fees will apply. If a program of 3 credit hours is planned and approved, students will receive credit for 88:580 Guided Individual Study.
7. Prospective students with little direct background in the areas/ disciplines/methodologies relevant to rural development may be required to satisfy the Rural Development Graduate Admissions Committee that they will be able to complete the required courses. This may occur, for example, by receiving successful standing in a maximum of two 3 credit hour courses taken at the undergraduate level. The nature of these courses is to be established by the Rural Development Graduate Admissions Committee. All prospective students must have an advanced undergraduate research methods course or the equivalent.
8. Transfer credits will be accepted, consistent with University policy. Students may transfer a maximum of 12 credit hours (including any credit via Prior Learning Assessment and Recognition) taken at the post-degree level into the Master's program.
9. Any student enrolled in 88:600 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.

8.3.2 RESIDENCE REQUIREMENT

A minimum of 18 of the total required credit hours must be completed at Brandon University.

Transfer credits will be accepted, consistent with University policy. Students may transfer a maximum of 12 credit hours (including any credit via Prior Learning Assessment and Recognition) taken at the post-degree level into the Master's program.

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.

8.3.3 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section 3.10 of this calendar.

8.3.4 MASTER OF ARTS (RURAL DEVELOPMENT) GRADUATION REQUIREMENTS

The Department of Rural Development requires a minimum degree GPA of 3.00 for awarding of the Master of Arts with a major in Rural Development.

8.3.5 MASTER OF ARTS (RURAL DEVELOPMENT): OUTLINE OF REQUIRED COURSES

Thesis Option

Required			24
88:560	Theories of Economic Development	3	
88:562	Rural Community Development	3	
88:591	Research Methodology for Rural Development	3	
88:592	Research Methods II	3	
88:600	Thesis	12	
<i>Choose: two electives from any of the 500 level Rural Development courses</i>			6
		Total:	30

Course-based Option

Required			12
88:560	Theories of Economic Development	3	
88:562	Rural Community Development	3	
88:591	Research Methodology for Rural Development	3	
88:592	Research Methods II	3	
<i>Choose: six electives from any of the 500 level Rural Development courses</i>			18
		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.

8.4 COURSE DESCRIPTIONS

Note: Students are reminded that the courses as listed below may or may not be offered in any given year. Please check the [Registration Guide](#) for current listings.

88:501 AFRICAN DEVELOPMENT (3)

Prerequisite: Nil.

This course provides a critical overview of African development from an interdisciplinary perspective. First, it introduces students to the historical formation of Africa's social, economic, and political, and cultural institutions from its colonial origins to the contemporary period. Second, the course introduces students to the historical links between the countries of Africa and the developed nations in influencing the nature and direction of the former's unbalanced growth and unequal development. In so doing, students will acquire a deeper understanding of some of the most important theories that explain – and often obscure – the persistence of social exclusion, economic inequality, and environmental degradation of Africa. The course also explores alternative forms of African development that are more socially inclusive and environmentally sustainable.

3 lecture hours per week, one term.

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 SUSTAINABLE RURAL DEVELOPMENT (3)

Prerequisite: Nil.

This course deals with sustainable rural development from an interdisciplinary perspective. It is designed to serve as a foundation course for graduate studies in Rural Development. Sustainable rural development is the most urgent challenge currently facing both 'developed' and 'developing' countries. Can economic and population growth be sustained indefinitely? How can societies and individuals

maintain productive and fulfilling lives without damaging our ecological support systems and decreasing the quality of life for future generations? This course explores these and other questions by examining the evolution of the concept of sustainable rural development and the changing patterns of production, consumption, and distribution of resources in both developing and developed countries.

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.

88:555 ANTHROPOLOGY OF DEVELOPMENT (3)

Prerequisite: Permission of Instructor.

This course provides an ethnographic, theoretical, and methodological overview of the history, applied practices, and interdisciplinary relationship between anthropology and international development. Through the use of ethnographic case studies focusing on Asia, Africa, and Latin America, the course first explores the core concepts, theoretical positions, and methodologies associated with the anthropology of development and anthropology in development. This course then critically analyzes the complex ways that development introduces change to the diverse settings in the Global South, and the role that anthropologists play in their process.

Concurrently taught with 12:351.

3 lecture hours per week, one term.

88:556 ANTHROPOLOGY OF GLOBAL PUBLIC HEALTH (3)

Prerequisite: Permission of Instructor.

The Anthropology of Global Public Health represents the emergence of a critical, interdisciplinary and applied sub-discipline of Socio-Cultural and Medical Anthropology. Broadly speaking, Global Public Health is defined as an area of research and practice which is focused on improving issues of health and health-equity. Global Public Health practices, policies and interventions are increasingly characterized by transcultural, transnational approaches which emphasize the social determinants of health experienced by peoples from diverse backgrounds, and respond to the specific socio-cultural needs of local populations, healthcare settings, and therapeutic traditions. In turn, the applied and scholarly research of Anthropologists working in Global Public Health occurs at the intersection of the Social and Health Sciences. Such work is informed by the concepts, analytical frameworks, and issues

associated with Development, Globalization, International Relations, and Conflict Studies.

Concurrently taught with 12:456.

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.

3 lecture hours per week, one term.

88:560 THEORIES OF ECONOMIC DEVELOPMENT (3)

Prerequisite: Nil.

This course examines development theories that have influenced the study and practice of socio-economic development since the 1950s. It addresses the question of why theories of development are necessary and why different theories emerged at particular times in history. More importantly, this course examines the relationship between development theory and practice and the impact of this relationship on rural communities. As such, this course examines contemporary debates about poverty, inequality as well as environmental and gender relations.

3 lecture hours per week, one term.

88:562 RURAL COMMUNITY DEVELOPMENT (3)

Prerequisite: Nil.

This foundation course in the Department of Rural Development examines the process, strategies, techniques and other essential factors associated with community organization and development, local/regional planning and social action. Theory and practice are examined, with a focus on the local and regional levels, although an international perspective will also be injected as appropriate. To make the course grounded, field visits to local rural organization may be used as well as participation in, to bring together local stakeholders. The instructor will facilitate the participation of our faculty members in the Department to expose the students to a range of views, competencies and experiences in community development.

3 lecture hours per week, one term.

88:563 RURAL TOURISM (3)

Prerequisite: Permission of Instructor.

This course examines rural tourism by focusing on three aspects of rural tourism (ecotourism, agritourism, and cultural tourism). In doing so, the course incorporates examples of tourism strategies and activities from across Canada. Adopting a seminar format, students have the opportunity to contribute to improving our understanding of how rural tourism is being practiced in Canada and developing a "Made in Manitoba" rural tourism plan.

Concurrently taught with 38:463 and 88:463.

3 lecture hours per week, one term.

88:564 RURAL RESOURCE DEVELOPMENT (3)

Prerequisite: Nil.

Rural communities in Canada have traditionally been reliant on biophysical resources as economic bases. As resource supply and demand changes, the future of resource-based communities comes into question. This course begins by reviewing economic theories relevant to resource communities (e.g., staples and export-based theories). Using regional inventories, the current states of resource-dependent regions

in Canada are explored (*e.g.*, cod fishery, mine closures, changing farm structure). The course then examines the public policy implications of these issues (*e.g.*, local economic development programs), as well as the regulatory framework for resource development in Canada (*e.g.*, Environment Impact Assessment processes). A seminar format is adopted.

Concurrently taught with 38:464 and 88:464.

3 seminar hours per week, one term.

88:571 THE RURAL-URBAN FRINGE (3)

Prerequisite: Nil.

The rural-urban fringe is a region surrounding the city where there is a comingling of urban and rural land uses, lifestyles, and economic activities, and where conflict and controversy are often present. Examples of rural-urban interactions where problems emerge include: land use conflicts between urban and rural land use (*e.g.* between rural non-farm residents) and farmers, and economic concerns, such as development versus the preservation of rural space.

Concurrently taught with 38:471 and 88:471.

3 lecture hours per week, one term.

88:573 HAZARD MITIGATION IN LAND-USE PLANNING (3)

Prerequisite: Nil.

This course will focus on the integration of hazard mitigation into land-use planning. The course will primarily examine current practices and future options in Canada with comparisons to the United States, New Zealand, the United Kingdom and other jurisdictions. It is a readings based course with the emphasis on the student's analysis of the current literature. This course will build on the foundation established in Disaster Recovery and Mitigation (40.355). Rural development and environmental science students will also benefit from understanding the community planning process from this perspective.

Concurrently taught with 40:463.

3 lecture hours per week, one term.

88:574 PUBLIC POLICY DESIGN (3)

Prerequisite: Admission to GRD or MA (Rural Development).

Graduate students are introduced to the design of public policy as it involves and affects rural communities, economies, and organizations. It engages the cycle of policy development, and emphasizes an exploration of policy instruments, communities, processes and emerging techniques. The geographic focus will be the Canadian context, while materials and presentations draw from academic sources, as well policy makers and stakeholders.

3 lecture hours per week, one term.

88:575 PUBLIC POLICY MAKING (3)

Prerequisite: Admission to GDR or MA (Rural Development) or permission of Instructor.

This course provides a critical overview of the theory and practice of public policy making with particular emphasis on the Canadian rural context. Students learn models and approaches to policy development, and how stakeholders, communities, and institutions shape the policy process. The course consists of a combination of lectures, seminar discussions, and presentations from policy practitioners. Throughout the course, materials and presentations will draw from academic sources, as well as recent policy deliberations with application to rural communities and economies.

3 lecture hours per week, one term.

88:580 GUIDED INDIVIDUAL STUDY (3)

Prerequisite: Nil.

This course is tailor-made for the student's needs, interests and areas of specialization. After determining these, the Department of Rural Development will assign a course advisor who will develop the course requirements and assessment methods. Guided Individual Study is

developed on an individual student basis with a Department of Rural Development faculty member.

88:590 CO-OPERATIVE EXPERIENCE (3)

Prerequisite: Nil.

On the basis of interest, knowledge and availability, the student will be assigned a place of work, a program of research/field work that will enhance the student's knowledge and understanding of rural-based work, as well as the institution to which the student has been assigned. Co-operative Experience is developed on an individual student basis with a Department of Rural Development faculty member.

88:591 RESEARCH METHODOLOGY FOR RURAL DEVELOPMENT (3)

Prerequisite: Nil.

This course begins with an examination of quantitative, qualitative and mixed methodologies as they relate to research in rural development. Specific methods relevant to rural development and ethical protocols in research are then explored. All students in the Master of Arts in Rural Development program must complete this course.

Concurrently taught with 88:491.

3 lecture hours per week, one term.

88:592 RESEARCH METHODS II (3)

Prerequisite: 88:591.

This course is designed to prepare students to complete their graduate thesis. The course consists of units on the technical aspects of thesis proposals, defining audience and organization, and preparing literature reviews and working outlines. The course involves a review of the statistical methods most commonly used for analysis of data relating to rural development.

3 lecture hours per week, one term.

88:599 SPECIAL TOPICS IN RURAL DEVELOPMENT (3)

Prerequisite: Admission to GDRD or MA (Rural Development) or permission of Instructor.

A course of study on a special topic in rural development to be selected in consultation with the department. May be a series of lectures or seminars by visiting professors or regular members of faculty. May be a research project on a special topic in rural development normally culminating in a major paper.

3 lecture hours per week, one term.

88:600 THESIS (12)

Prerequisite: Permission of the Department.

Students must complete and successfully defend a thesis to receive the Master of Arts (Rural Development) degree. A thesis involves the identification, articulation and critical analysis of a significant issue in rural development. Definition of the topic and preparation of the thesis will be supervised by a faculty advisor or advisors, and normally will involve an advisory committee. Final approval of the thesis (defense) must involve a three person adjudication, including the Faculty advisor and two others.

88:602 ADVANCED SKILLS FOR RURAL DEVELOPMENT (3)

Prerequisite: Nil.

Practical skills for rural development are essential tools for effective engagement in community development. The "Skills" course is designed to develop essential skills not already built into other courses in the Master's program. These skills may relate to communication (*e.g.*, language acquisition, information technology, multi-media presentations), organization and planning (*e.g.*, grant proposal preparation, visioning, strategic planning) or group facilitation (*e.g.*, conflict management, effective meeting management, gaining participation). The mix of skills may vary from time to time as demands made on the profession are recognized.

SECTION 9. FACULTY OF SCIENCE

[Graduate Programs | Graduate Studies \(brandonu.ca\)](#)
[Contacts – Graduate Studies | Graduate Studies \(brandonu.ca\)](#)

9.1 ADMISSION REQUIREMENTS

For General Admission Regulations for entry to Brandon University please see [0](#). Applicants to the Master of Science must meet both General Admission Regulations and Master of Science Admission Requirements.

9.1.1 ADMISSION, MASTER OF SCIENCE (ENVIRONMENTAL & LIFE SCIENCES)

Applications for the Master of Science (Environmental and Life Sciences) (MELS) program can be submitted at any time. Accepted students typically start on September 1. The application deadlines are March 1 and May 15 (for International and Canadian students respectively). The online application and supplemental information can be found at [Applications & Official Document Deadlines | Graduate Studies \(brandonu.ca\)](#).

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 any combination of the following that, in the judgment of the MELS Steering Committee, constitutes the equivalency of a fourth year of undergraduate study: post-graduation studies, professional experience in an area of environmental science or life sciences (including, but not limited to, the subject areas biology, chemistry, geography and geology), accreditation by relevant professional associations. See page [10](#) for regulations regarding conditional admission.
2. Students will normally have a minimum cumulative grade point average (CGPA) of 3.30 ("B+") in the last 30 credit hours of study completed prior to application for entry.
3. All candidates are required to provide proof of English language proficiency (see section [2.3](#)).

9.2 GENERAL INFORMATION

The Faculty of Science offers studies leading to the Interdisciplinary Master of Science (MSc) in Environmental and Life Sciences (MELS) degree. Students are required to complete courses (including seminar courses, methodological courses and specialized courses tailored to an area of study), conduct research, and produce a thesis that integrates data, methods, concepts and/or theories from two or more distinct disciplines or fields of study. Program graduates will meet learning outcomes in the areas of research methodology, scientific problem solving, project planning, scientific writing and expression, and data interpretation and analysis. Graduates of this program will possess strong research skills and will receive the level of professional preparation required to undertake doctoral studies or gain employment in the growing life and environmental sciences sectors.

Prior to applying to the MELS program, students must consult with and secure a potential supervisor from among the graduate faculty members in Science. Students will be advised by an academic supervisor and a graduate advisory committee (normally consisting of two other members) for guidance in developing and progressing through their program of graduate studies.

Students must complete all program requirements within four (4) years of first registration in the program. Information on program extensions is found in section [3.13](#).

A fee must be paid to maintain the student's status in the program in any year in which the student is not registered in coursework.

9.2.1 PROGRAM REGULATIONS

- 1) The MELS program consists of a minimum of 30 credit hours including the thesis.
- 2) All students must complete a thesis in the area of Environmental and/or Life Sciences. The thesis carries a 15 credit hour weight. The topic for the thesis must be approved by the student's supervisor and graduate advisory committee, and the MELS Steering Committee.
- 3) All students must complete a minimum of 6 credit hours of coursework normally drawn from the list of courses at the graduate level (600-level or above) offered by the Faculty of Science at BU. The courses must represent at least two distinct disciplines. This may be satisfied by courses selected from different departments, or at the recommendation of the student's graduate advisory committee and approval of the MELS Steering Committee, courses representing distinct fields of study selected from within one department.
- 4) All students will be required to complete 48:662 Graduate Research Methodology in the Sciences or have completed the equivalent, as recommended by the student's graduate advisory committee, normally in the first year of the program.
- 5) All students must attend and participate in the Science Seminar Series (including presentation of two seminars based on their research) through enrolment in 48:663 Science Seminar Series.
- 6) Course requirements (selection and number) will be determined by the student's graduate advisory committee in consultation with the student, and approved by the MELS Steering Committee. This may include the addition of courses beyond the 30 credit hour minimum requirement (*e.g.*, Conditional admission; please see section [0](#)).
- 7) Individual courses within a program of study may be taken elsewhere for credit at this University or by transfer. In such cases, students must have the prospective course approved by their graduate advisory committee and the MELS Steering Committee.
- 8) Students may earn up to 3 credit hours by attending approved non-credit professional development sessions (workshops, and in-service sessions) for credit in the course 48:661 Graduate Research Practicum. 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 for 48:661 Graduate Research Practicum: The student must submit a written request with the supporting materials/documentation to his/her graduate advisory committee who will make a recommendation to the MELS Program Coordinator for her/his approval. 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 Environmental and/or Life Sciences and be appropriate for graduate level study. These 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 48:661 Graduate Research Practicum.

- 9) Prospective students with little direct background in the areas/disciplines/methodologies relevant to Environmental and Life Sciences may be required to satisfy the MELS Steering 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 MELS Steering Committee.
- 10) Transfer credits will be accepted, consistent with University policy. Students may transfer a maximum of 6 credit hours taken at the post-degree level into the Master's program.
- 11) 100, 200 and 300 level courses may not be taken for credit toward the Master of Science (Environmental and Life Sciences). Up to one 400 level undergraduate course offered in the Faculty of Science at Brandon University may be counted toward the 6 credit hours for elective courses required in the degree.
- 12) Any student enrolled in 48:798 Thesis and actively engaged in thesis research as determined on an annual basis by the supervisor, graduate advisory committee and the MELS Coordinator, shall be considered a full-time student of Brandon University.

9.2.2 ACADEMIC PERFORMANCE

Students must meet the minimum academic performance requirements outlined in section 3.10 of this calendar as well as the additional requirement noted below.

1. Submission of an annual progress report is mandatory for all students during the coursework and thesis portions of the program.

9.2.3 PROGRAM REQUIREMENTS

The Faculty of Science requires a minimum degree GPA of 3.30 for awarding of the Master of Science (Environmental and Life Sciences).

MASTER OF SCIENCE (ENVIRONMENTAL AND LIFE SCIENCES)

48:662	Graduate Research Methodology in the Sciences (or graduate level equivalent)	3
48:663	Science Seminar Series (must successfully complete 4 times at 1.5 credit hours per attempt)	6
48:798	Thesis	15
Plus:	two courses approved by the MELS Steering Committee	6
	Total:	30

Students are required to regularly attend and contribute to the **Science Seminar Series**. Participation in the series is part of credit for 48:663 Science Seminar Series and is designed to enhance a student's practical experience in environmental and life sciences activities and initiatives. This course is taken four times (or semesters) in the student's program through enrolment in 48:663 Science Seminar Series.

9.3 COURSE DESCRIPTIONS

Note: Students are reminded that the courses as listed below may or may not be offered in any given year. Please check the [Registration Guide](#) for the final listing.

15:601 BRYOPHYTES (3)

Prerequisite: 15:282

A two-week intensive and mostly practical training on mosses and associated bryophytes. Specimens will be collected in the field and examined microscopically in the laboratory. Example materials will also be provided. Lectures on general features of bryophytes will supplement practical work. Students will present to class the mosses collected from the field, as well as prepare a summary document to note features of those mosses identified. Also, students will use the literature to compose a paper on a topic relating to bryophytes to be submitted shortly after the practical phase of the course.

15:651 VIRUSES (3)

Prerequisite: Permission of Program Advisory Committee.

Viruses are truly remarkable biological entities that lie somewhere in the grey area between the living and non-living. Outside a host, viruses are inert and about as alive as a rock. However, if they come into contact with a suitable plant, animal or bacterial cell, they spring into action. This

course will provide a comparative overview of virus life cycles and strategies viruses use to infect hosts and spread within host populations. Topics include virus structure, classification, replication, evolution, pathogenesis, emerging viruses, and current uses of viruses in gene therapy and vaccine applications. Examples of pathogenic viruses will be drawn from a set of representative human diseases including poliovirus, influenza, measles, HIV and Ebola. Selected plant, archaeal, and bacterial viruses will also be discussed.

Concurrently taught with (Biology) 15:451.

3 lecture hours per week, one term.

15:652 CANCER CELL BIOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

As the death toll from infectious disease has declined in the Western world, cancer has become the second leading cause of death, topped only by heart disease. In most organs and tissues of a mature animal, a balance is maintained between cell renewal and cell death. The various types of mature cells in the body have a given life span; as these cells die

new cells are generated by the proliferation and differentiation of various types of stem cells. This cell growth and proliferation are essential for wound healing and homeostasis. Under normal circumstances in the adult, the production of new cells is regulated so that the number of any particular cell type remains fairly constant. Occasionally, however cells arise that no longer respond to normal growth control mechanisms; these cells proliferate in an unregulated manner, giving rise to cancer. This course will provide a comprehensive examination of the cancer cell and the mechanism(s) of cancer. Some topics to be discussed include tumor cells and the onset of cancer, the genetic basis of cancer, cancer and the misregulation of growth regulatory pathways, cancer and mutation of cell division and checkpoint regulators, and carcinogens and caretaker genes in cancer.

Concurrently taught with (Biology) 15:452.

3 lecture hours per week, one term.

15:654 APPLIED BIOMEDICAL SCIENCE (3)

Prerequisite: Permission of Program Advisory Committee.

This course is taught as a series of practical modules on various research topics, techniques and approaches that are currently used in biomedical laboratories. The course is divided into three modules: Basic Molecular Techniques, Recombinant DNA Technology and Functional Genomics. Each classroom session will involve an introduction to the topic followed by a practicum. This course will provide preparation for professional programs and graduates will obtain skills desired by the biomedical sector.

Concurrently taught with (Biology) 15:454.

1 tutorial hour and 3 laboratory hours per week, one term.

15:656 ENVIRONMENTAL ANIMAL PHYSIOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

This course will examine the physiological response of animals living in extreme environments. There will be a particular focus on challenging environmental conditions in terms of oxygen, temperature, water and ions, and hydrostatic pressure. The course will use examples drawn from a variety of vertebrates and invertebrates species to illustrate essential concepts and principles in environmental physiology. Every level of biological organization will be considered in the context of their contribution to physiological homeostasis including the biochemical and cellular level, organ systems and whole animal adaptive strategies.

Concurrently taught with (Biology) 15:456.

3 lecture hours per week, one term.

15:657 EPIDEMIOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

The goal of this course is to provide students with an introduction to epidemiological research methods and to equip students with skills in the critical appraisal of the health sciences literature. This course will focus on measuring and interpreting patterns of disease occurrence; routine sources of data and their strengths and limitations; study designs used in epidemiology and when to apply them; uses of various software for analysis of epidemiology data; epidemiological models of causation; challenges and opportunities in genome wide data analysis and critical appraisal of epidemiological literature with reference to issues of study design and interpretation of results,

Concurrently taught with (Biology) 15:457.

3 lecture hours per week, one term.

15:658 GENOTOXICOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

This course will familiarize students with the basic principles of genotoxicity, DNA damage due to toxic chemicals, pollutants, pesticides, herbicides and carcinogens, and pathological problems due to environmental toxicity. This course will emphasize the current molecular understanding of complex and chronic disease development in humans and on how such understanding influences diagnosis, treatment, and

prevention strategies. Some of the concepts addressed include characterization of relevant genotoxic agents in Manitoba, toxicants mode of action, cellular signaling pathways that control the development of diseases, the importance of genomic stability in chronic and complex diseases, mechanisms, and practical approaches to prevent diseases, identification of novel targets for rational drug design, and the importance of systems approaches (e.g., genomics, proteomics) in the study of genotoxicity.

Concurrently taught with (Biology) 15:458.

3 lecture hours per week, one term.

15:666 CONSERVATION BIOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

This course introduces the principles of conservation biology with an emphasis on ecological processes operating at population, community and ecosystem levels of organization. This multidisciplinary approach seeks to investigate human impacts on the natural world and to develop practical solutions to address these impacts. Beginning with the origins of the conservation movement, topics to be examined will include historic and future threats, and the various approaches and challenges to achieving adequate conservation measures on both a local and global scale. Students are required to complete further coursework for graduate studies.

Concurrently taught with (Biology) 15:466.

3 seminar hours per week, one term.

15:667 FOSSIL PLANTS AND PALAEOENVIRONMENTS (3)

Prerequisite: Permission of Program Advisory Committee.

This course uses the plant fossil record to document the development of the modern-day North American flora and patterns of vegetation, from the perspectives of the world as it was at the close of the age of the dinosaurs (i.e. when flowering plants first came to prominence) through to the modern day, and the impact of climate change on the continent throughout the Cenozoic. It also covers methods used to reconstruct past environments from plant fossils, including both palynology (spores and pollen) and megafossil paleobotany.

Concurrently taught with (Biology) 15:467 and (Geology) 42:467.

3 lecture hours and 3 laboratory hours per week, one term.

15:668 SOIL BIOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

A study of soil biota and biological processes within soil. The course will consider interactions of plants with soil, considering roots, plant uptake of nutrients, and the impact on plants of varying levels of soil water, soil salinity, and soil pH. Root-microbe symbioses and soil microbial transformations of nitrogen will be explained. Students will learn about a range of soil fauna, and details will be given for organic matter, litter decomposition, and soil respiration. Students are required to complete further coursework for graduate studies credit.

Concurrently taught with (Biology) 15:468.

3 lecture hours and 3 laboratory hours per week, one term.

15:670 CURRENT TOPICS IN LIFE SCIENCES (3)

Prerequisite: Permission of Instructor.

The detailed content may vary from year to year, but will include a review of recent advances in cell and molecular biology, the biology of organisms, and/or evolution. Special emphasis is placed on the contributions of different experimental microbial, plant, and animal systems to research in a variety of areas in the life sciences.

3 lecture hours per week, one term

15:671 GENOMICS AND BIOINFORMATICS (3)

Prerequisite: Permission of Program Advisory Committee.

Bioinformatics is an interdisciplinary field of biology that combines the use of computer science and statistics to process genome data. Genomics is the analysis of the structures and functions of entire

genomes. This course will teach students how to generate biological databases from sequenced genomes and then use bioinformatics to solve problems arising from the genome data. The course will emphasize human, Neanderthal and chimpanzee genomes and through comparative analyses will attempt to answer the question "What makes us human"? The principles of organization, retrieval, manipulation and analysis of sequence data will be used to examine chromosomes, genomic organization and genetic and physical mapping of the genomes. Data generated will be used to address problems in genome epidemiology, genetic variation in specific diseases (e.g. cancer, diabetes), genome-wide association studies, complex gene-environment and gene-gene interactions and the human spectrum.

Concurrently taught with (Biology) 15:470.

3 laboratory tutorial hours per week, one term.

15:675 IMMUNOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

This course provides a comprehensive overview of the immune system of the major classes of vertebrates with some reference to invertebrates. The focus is understanding the molecular basis of the immune response. Topics such as immunoglobulin structure and function, organization and expression of immunoglobulin genes, major histocompatibility complex, the T-cell receptor, cytokines and hypersensitive reactions are discussed. Lectures incorporate discussions of landmark experiments that have formed the theoretical framework of modern immunology.

Concurrently taught with (Biology) 15:475.

3 lecture hours per week, one term.

15:680 BIOLOGY OF THE FUNGI (3)

Prerequisite: Permission of Program Advisory Committee.

The Fungi comprise one of the largest Kingdoms of eukaryotes. They rival flowering plants in the species diversity, outweigh the biomass of all other organisms in forest soils and drive the global carbon cycle. The importance of fungi as spoilage organisms, agents of disease, and sources of useful metabolites is well recognized. What is generally less appreciated is their ecological significance as mutualists with algae and higher plants (*i.e.* as lichens and mycorrhizae) and their impact on the evolution of the prokaryotes, protists, plants, animals, and other fungi. Lectures will explore the biodiversity, ecology, importance, physiology and systematics of the members of this Kingdom. Laboratory periods will stress techniques employed in the isolation and characterization of the fungi, the use of sterile technique, and the operation of standard laboratory equipment.

Concurrently taught with (Biology) 15:480.

3 lecture hours and 3 laboratory hours per week, one term.

18:671 NATURAL PRODUCT SYNTHESIS (3)

Prerequisite: Permission of Program Advisory Committee.

This course focuses on the rich field of Natural Product Synthesis. Retrosynthetic analysis is used to breakdown the target molecule into simpler starting materials. Strategies using the natural chiral pool (synthon) and enantioselective synthesis are demonstrated. Numerous examples of Natural Product synthesis from the literature are explored highlighting innovative, creative strategies. Comparisons with Biosynthetic pathways are made to highlight the differences in Nature.

Concurrently taught with (Chemistry) 18:471.

3 lecture hours and 3 laboratory hours per week, one term.

18:674 CURRENT INNOVATIONS AND TRENDS IN CHEMISTRY (3)

Prerequisite: Permission of Instructor.

A graduate level course that uses peer-reviewed literature to explore and discuss recent advances and hot topics in chemistry. Offered in a seminar format, the course can be taught by any member of the Department of Chemistry, depending on their area of expertise and availability or can be team taught. As this course is based on current

topics, it has no fixed syllabus, but instead relies on recent advances and hot topics in chemistry in combination with instructor and student interests.

3 seminar hours per week, one term.

18:691 MOLECULAR MEDICINE (3)

Prerequisite: Permission of Program Advisory Committee.

Recent advances in medicine have been made through the discovery of the underlying molecular basis of disease. These fundamental discoveries in biochemistry and molecular biology have furthered our understanding of the molecular structures and mechanisms of life and their changes in disease. Through the use of peer-reviewed primary literature and review articles, this advanced seminar course will provide students with the opportunity to examine, in detail, discoveries in biochemistry and molecular biology that have illuminated the molecular basis of disease and suggested new molecular therapies. Topics will vary from year to year and will be chosen from recent high-impact discoveries. When possible, topics will include research done by female scientists, Manitoba researchers, or that is relevant to the health of Indigenous peoples.

Concurrently taught with (Biology) 15:491 and (Chemistry) 18:491.

3 seminar hours per week, one term.

38:657 WETLANDS (3)

Prerequisite: Permission of Program Advisory Committee.

Wetlands are known as "the kidneys of the landscape" and "ecological supermarkets" because of the important role they play within a landscape. Wetlands are particularly important to Canadians as 14% of Canada's landmass is wetlands (nearly 40% in Manitoba). This course investigates the science behind wetland ecosystems, as well as their conservation and management. Graduate students will complete a major research project on a wetland topic as it relates to their thesis, or another topic agreed upon by the course instructor and student.

Concurrently taught with (Geography & Environment) 38:457.

3 lecture hours per week, one term.

38:677 SEMINAR IN ADVANCED GEOMATICS (3)

Prerequisite: Permission of Instructor.

This course is designed to familiarize students with advanced topics in the theory and applications of geomatics technologies, specifically geographic information systems, remote sensing, and global positioning systems. Emphasis will be placed on the integration of these technologies and application of data processing and analysis techniques for building and managing geospatial databases and conducting relevant geographic analysis. The laboratory component of the course will include a series of practical assignments to introduce advanced topics for building, managing, and analyzing geospatial databases. Students will also be required to complete a major project, in an area of application which interest them, that demonstrates their ability to synthesize this knowledge and apply these technologies to address real world problems or relevant research questions. Students completing this course for graduate credit in the MELS program will be expected to demonstrate a higher level of autonomy and greater depth of understanding by developing their own independent research projects and completing a literature review, annotated bibliography, and/or technical report on their project and by presenting and leading classroom discussions on their project work.

Concurrently taught with (Geography & Environment) 38:477 and (Geology) 42:477.

3 seminar hours per week, one term.

38:692 SUSTAINABLE NATURAL RESOURCES MANAGEMENT (3)

Prerequisite: Permission of Instructor.

Natural resource management and development often involves the need

to accommodate strategies for meeting short time demands as well as long-term ecological sustainability of poorly understood resources. Human philosophies, attitudes, and values towards the environment and natural resources all play important roles in the development of such strategies. The complex problems these issues create are explored from both a theoretical and case study approach in this seminar format course. Students will take on a significant term project in which a natural resource management problem is identified, and a solution developed, and presented. Specific topics covered may change from year to year. Concurrently taught with (Geography & Environment) 38:492
3 seminar hours per week, one term.

38:699 CURRENT TOPICS IN ENVIRONMENTAL AND RESOURCE MANAGEMENT (3)

Prerequisite: Permission of Instructor.

The content of this course may vary from year to year but will include a review of fundamental concepts and techniques, as well as recent advances, in environmental and resource management. Emphasis will be placed on the integration of social and natural science approaches to environmental and resource management problems in regional, national, and international contexts.
3 seminar hours per week, one term.

38:799 CURRENT TOPICS IN APPLIED PHYSICAL GEOGRAPHY (3)

Prerequisite: Permission of Instructor.

The objective of this course is to familiarize students with current theory and techniques within the various subfields of Physical Geography, which focus on the natural physical components and processes operating within the atmosphere, biosphere, lithosphere, and hydrosphere. An overall topic/theme for the course will be selected based on the particular interests of the student(s) and the instructor(s) to emphasize the inherent interdisciplinary nature of the field. That topic will form the basis of discussion from the perspective of the various subfields. Evaluation of the course will normally include a review of current literature, individual and/or group projects, and a major research paper or technical report.
3 seminar hours per week, one term.

40:651 GRADUATE DIRECTED READINGS IN ADES (3)

Prerequisite: Permission of Instructor.

This course is designed to enable students whose research interests intersect with disaster risk management issues to advance their knowledge, concepts, principles and processes which are pertinent to the field of Applied Disaster and Emergency Studies. Knowledge enhancement will be obtained to the appropriate level through selected readings and self-directed literature search in conjunction with the conduct of thematic-based seminar discussions.
3 seminar hours per week, one term.

40:657 COMMUNITY-BASED RESEARCH APPROACHES FOR UNDERSTANDING DISASTER RISK (3)

Prerequisite: Permission of Instructor.

This course introduces various research methods and techniques with a specific focus on community-based participatory action research approaches to understand the interface between social and physical aspects of disasters. Graduate students learn methodologies that allow them to achieve in-depth understanding of the interactions among disaster vulnerability, existing hazards, and community resilience in the context of Brandon community. Because participatory action research requires an on-going collaborative process of learning, graduate students play an important role for leading class to consolidate collective learning. Students are involved in developing and organizing various class activities which will aid in preparing for their own research topic and methods that are primarily participatory. The course also involves activities that promote community engagement by exploring and

discovering potential community partners for research collaboration. Each year, students' disaster research projects and their outcomes contribute to course development for future years.

Concurrently taught with ADES 4006 (40:457).

3 seminar hours per week, one term.

42:651 ADVANCED GEOCHEMISTRY (3)

Prerequisite: Permission of Program Advisory Committee.

This is a seminar based course whose content will vary depending on student and research needs. Geochemistry is fundamental to every aspect of Earth and Environmental Science including waters, soils, rocks, natural resources and environmental monitoring and mitigation. Detailed topics include a wide variety of analytical geochemical techniques and their application to understanding, monitoring and/or mitigating natural phenomena or human impacts on the environment.
3 lecture hours per week, one term.

42:652 ADVANCED PETROLEUM AND SEDIMENTARY GEOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

This course will concentrate on the application of sequence stratigraphic and sedimentological data for optimizing depositional models of the subsurface. Topics will include facies modeling, high-resolution sequence stratigraphy, paleoenvironmental analysis, paleogeography, and relative sea level history. Students will broaden their knowledge on the history, rate and magnitude of environmental change through time, especially those that relate to the sea level control on the three-dimensional distribution of depositional facies.
3 lecture hours per week, one term.

42:653 ADVANCES IN ECONOMIC GEOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

Students will conduct in-depth investigations into the integrated role of biological and physical processes in the origin, distribution and exploitation of the Earth's Mineral Resources. Geological processes discussed include: geotectonics, magnetism, crustal fluid migration and hydrothermal alteration, geochemistry, deformation and metamorphism. However, an emphasis will be placed on biological processes involved in the formation, exploration, exploration and extraction of natural resources and in environmental mitigation, which includes the role microorganisms and plants. The course will consist of directed seminars, assigned readings, and preparation and presentation of topical applied research papers.
3 lecture hours per week, one term.

42:677 SEMINAR IN ADVANCED GEOMATICS (3)

Prerequisite: Permission of Instructor.

This course is designed to familiarize students with advanced topics in the theory and applications of geomatics technologies, specifically geographic information systems, remote sensing, and global positioning systems. Emphasis will be placed on the integration of these technologies and application of data processing and analysis techniques for building and managing geospatial databases and conducting relevant geographic analysis. The laboratory component of the course will include a series of practical assignments to introduce advanced topics for building, managing, and analyzing geospatial databases. Students will also be required to complete a major project, in an area of application which interests them, that demonstrates their ability to synthesize this knowledge and apply these technologies to address real world problems or relevant research questions. Students completing this course for graduate credit in the MELS program will be expected to demonstrate a higher level of autonomy and greater depth of understanding by developing their own independent research projects and completing a literature review, annotated bibliography, and/or technical report on their project and by presenting and leading classroom discussions on their project work.

Concurrently taught with (Geography & Environment) 38:477 and (Geology) 42:477.

3 seminar hours per week, one term.

42:680 GEOBIOLOGY (3)

Prerequisite: Permission of Program Advisory Committee.

Geobiology is an interdisciplinary subject that explores interactions between the biosphere and the geosphere throughout Earth's history. Since life began it has continually shaped and re-shaped the atmosphere and the solid earth. This course examines in depth the interactions between organisms and the earth system during the roughly 4.0 billion years since life first appeared. Topics include the origin, evolution, and distribution (paleobiogeography) of life on Earth, and biogeochemical cycles and the interaction between life and its environment in the perspective of biogeochemistry and/or geomicrobiology. The course will also examine critical moments in Earth history that have had a major impact on the extinction and diversification of life and their environmental backgrounds.

Concurrently taught with (Geology) 42:480.

3 lecture hours and 3 laboratory hours per week, one term.

42:699 ADVANCED TOPICS IN GEOSCIENCE (3)

Prerequisite: Permission of Instructor.

This course offers students the opportunity to carry out directed studies in a discipline within the Geosciences that is relevant to their research needs, and is not available through other means. Students will carry out directed literature reviews and research, and prepare written and oral presentations summarizing their findings. Students will learn independent research techniques, and gain detailed knowledge on various advanced geoscience topics that are needed to achieve their thesis goals. Students will learn proper techniques for the organization and presentation of scientific research data.

2 individual instruction hours per week, both terms.

48:661 GRADUATE RESEARCH PRACTICUM (3)

Prerequisite: Permission of Coordinator

Students may earn up to 3 credit hours by successful completion of approved non-credit professional development sessions. It is expected that such sessions will be designed for participants to learn cutting edge research techniques not available at Brandon University. It is further expected that such sessions will result in participants receiving certification in the technique in question. Credit will be earned at the rate of 1 credit hour per 24 hours of non-credit sessions. Credit will not be awarded for courses and techniques that are a routine part of training for laboratory workers (*e.g.*, animal handling courses or radiation safety courses will not be approved for credit, although students may be required to take such courses). Prior approval must be sought in the following manner to determine eligibility for credit. The student must submit a written request with supporting materials/documentation to his/her supervisor. It is expected that such professional development sessions will be completed in full during the course of the M.Sc. program. Credit for Research Practicum will be graded Pass/Fail.

1 individual instruction hour per week, one term.

48:662 GRADUATE RESEARCH METHODOLOGY IN THE SCIENCES (3)

Prerequisite: Admission to MELS or permission of MELS Coordinator.

This seminar course exposes first year graduate students to the range of theoretical and methodological fundamentals involved in doing interdisciplinary scientific research. Topics covered will normally include: designing research projects, formulating hypotheses, hypothesis testing, research ethics, data analysis, searching and organizing literature, scientific writing and oral presentations. Individual topics will be tailored to each student's general field of study. Student evaluation will be based on their participation and the quality of individual assignments, including a written research proposal.

3 seminar hours per week, one term.

48:663 SCIENCE SEMINAR SERIES (1.5)

Prerequisite: Admission to MELS.

The course includes presentation of papers by faculty, visiting scientists, and graduate students. All graduate students within the Interdisciplinary M.Sc. program are required to register, attend, and participate in the graduate seminar course. All M.Sc. students must present a seminar on their thesis topic. Satisfactory participation in this course is required of all graduate students. This course is repeatable for additional credit to a maximum of four times. This course must be successfully completed four times. Credit for Science Seminar Series will be graded pass/fail.

1.5 individual instruction hours per week, per term.

48:664 GRADUATE SEMINAR IN ENVIRONMENTAL AND LIFE SCIENCES (3)

Prerequisite: Admission to MELS or permission of MELS Coordinator.

This course is designed to explore a scientific issue or theme of overarching importance and interest in the environmental and life sciences. It involves a combination of student-led discussions and lectures or discussions led by faculty and invited speakers. The theme may vary from year to year but emphasis will be placed on selecting a topic that encourages dialog across disciplines and enhances the participants' ability to think more broadly about their fields of study. Participants will select papers in their general area of research, lead discussions aimed at developing a deeper understanding of the theme and of the different approaches and perspectives used by other disciplines, and participate in the seminars led by others.

3 seminar hours per week, one term.

48:798 THESIS (15)

Prerequisite: Admission to MELS.

Students must complete a thesis to receive the M.Sc. (Environmental and Life Sciences) degree. A thesis involves the identification, articulation and critical analysis of a significant question in the student's subject. Preparation of the thesis will be supervised by a faculty supervisor, and will normally involve an advisory committee including members from more than one department within the Faculty of Science, and may include members from other units within BU and externally (*i.e.*, adjunct faculty). Final approval of the thesis must involve adjudication by the graduate advisory committee and at least one additional person agreed upon and approved prior to the submission of the thesis. Credit for Thesis will be graded pass/fail.

9 individual instruction hours per week, both terms.

SECTION 10. SCHOLARSHIPS, BURSARIES & AWARDS

[Scholarships and Awards | Brandon University](#)
[Contact | Scholarships & Awards](#)

10.1 ETHICAL ADMINISTRATION OF AWARDS POLICY

As a matter of principle, Brandon University will not administer any new scholarship, award, fellowship, or bursary that discriminates on the bases of the 'applicable characteristics' enumerated in section 9(2) of the Manitoba Human Rights Code.

Exceptions are occasionally warranted when it can be demonstrated that systemic discrimination may exist that results in the under-representation of identified sub-populations in Manitoba and/or when the proposed award has as its object the amelioration of conditions of disadvantaged individuals or groups, including those who are disadvantaged because of any applicable characteristic referred to in subsection 9(2) of the Manitoba Human Rights Code. Any exception to this principle shall be made only with the consent of the Faculty/School concerned (if applicable), the Senate's Scholarships & Awards Committee, and the Senate. A formal request for such an exception shall be provided to Senate by the Scholarships & Awards Committee.

AWARDS SUBJECT TO CHANGE

All awards are subject to change without notice. The value of awards may vary from year to year and may also change without notice. Please contact the Scholarships and Awards Office for current information.

10.2 AWARD DEFINITIONS & GENERAL REQUIREMENTS

Graduate Scholarships - are awards for academic achievement at Brandon University given to graduating students who achieve a CGPA of not less than 3.00 and a discipline or course GPA of not less than 3.00 (unless a higher GPA is stipulated). In addition, other criteria may be specified as a basis for the award.

Bursaries - are monetary awards given to students who have demonstrated a financial need, who are academically eligible to register at the University, and who meet such other criteria as may be specified in the Terms of Reference for specific bursaries. In the case of bursaries whose Terms of Reference do not include an academic criterion, academic achievement may be considered where two or more applicants have a similar financial need.

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 3.00.

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.

10.3 CONDITIONS FOR RECEIVING AWARDS

1. All graduate awards are tenable only for the Regular Session (September to 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 (September) and the other half at the beginning of Winter Term (January).
3. The University does not guarantee any awards other than those created from University funds. Awards that are the gifts of donors are awarded only after the funds have been received.
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 interest.
6. No student may receive an award for achievement in a particular course if the earned letter grade is less than "B" (3.00).
7. The Senate Scholarship Committee may use as an Award Point System to break a tie for an award if necessary. The Award Point System is as follows: A+ = 10; A = 9; A- = 8; B+ = 7; B = 6; B- = 5; C+ = 4; C = 3; C- = 2; D = 1; F = 0.
8. In the awarding of Gold and Silver Medals, a runner-up may be considered for an Honorable Mention if the student has a grade point average within .05 of the student awarded the medal.

10.4 REDUCING REGISTRATION BELOW MINIMUM REQUIREMENT

All received awards are paid in two equal instalments (half in Term I and half in Term II of the Regular Session). A student who reduces their course load below the required minimum credit hours per term prior to the term's last date for registration (add/drop deadline) will not receive the award amount for the term in which the reduction occurred. Students who believe that special circumstances apply should write a letter of [appeal](#) to the Scholarships Committee outlining these circumstances. A student who reduces their course load below the required minimum credit hours per term after the term's last date for registration (add/drop deadline) will retain their award amount for that term.

10.5 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.

For further information on Scholarships, Bursaries, and Awards, feel free to call 1-204-727-9737, email scholarships@brandonu.ca or consult the [Scholarships and Awards Office](#) website.]