

SIXTH REGULAR MEETING OF THE 58TH SENATE

TUESDAY, JANUARY 13, 2026 at 2:00 P.M.

LOUIS RIEL ROOM

1. Welcome and Land Acknowledgement**2. Approval of Agenda****3. Closed Session****4. Motion(s) Raised from Closed Session****5. Open Session**

5.1. Approval of Minutes of December 16, 2025

5.2. Business Arising

5.3. Continuing Business

5.4. New Business

5.4.1. Creation of New Ad-Hoc Committee

- Artificial Intelligence Ad-Hoc Committee

5.4.2. Undergraduate Studies Committee (Sen. Gatien)

5.4.2.1. Faculty of Health Studies

Nursing & Psychiatric Nursing

5.4.2.1.1. Faculty of Health Studies Policy Changes

- Admission Appeal Policy

5.4.2.2. Faculty of Science

Biology

5.4.2.2.1. Biology Course Revisions

- 15:280 Comparative Vertebrate Anatomy

Non-Departmental Courses

5.4.2.2.2. Non-Departmental Course Revisions

- 99:101 Writing and Communications in the Sciences
- 99:102 Introduction to Indigenous Sciences

5.4.2.3. Registrar's Office

5.4.2.3.1. Academic Dates for Approval

- Undergraduate Academic Dates 2026-2028

5.4.3. Graduate Studies Committee (Sen. Ardelli)

5.4.3.1. Faculty of Graduate Studies

5.4.3.1.1. Faculty of Graduate Studies Policy Changes

- Membership in the Faculty of Graduate Studies (Criteria)

5.4.3.2. Faculty of Health Studies - Master of Psychiatric Nursing

5.4.3.2.1. Graduate Psychiatric Nursing New Courses

- 75:635/GRHS 6013 Indigenous Wellness, Resilience, Advocacy and Allyship
- 75:636/GRHS 6014 Leadership in Advanced Psychiatric Nursing Practice

5.4.3.2.2. Graduate Psychiatric Nursing Course Deletions

- 75:657 Advanced Clinical Practice in Psychiatric Nursing I
- 75:658 Advanced Clinical Practice in Psychiatric Nursing II
- 75:659 Health Services Leadership & Administration I
- 75:660 Health Services Leadership & Administration II

5.4.3.2.3. Graduate Psychiatric Nursing Course Revisions

- 75:655 Seminar Topics in Psychiatric Nursing

5.4.3.2.4. Graduate Psychiatric Nursing Curriculum & Program Changes

- MPN Calendar Revisions

5.4.3.2.5. Graduate Psychiatric Nursing Policy Changes

- Admissions Policy Revisions
- Leave of Absence Policy
- Scholarly Activities Policy

5.4.3.3. Registrar's Office

5.4.3.3.1. Academic Dates for Approval

- Graduate Academic Dates 2026-2028

5.4.4. Indigenous Curricular Content Committee (Sen. Lagimodière)

5.4.4.1. New Courses for Indigenous Content Course Requirement List

- 12:290 Archaeology of the Americas
- 68:201 Indigenous Sport, Game & Play
- 69:203 Indigenous Foodways of the Western Hemisphere

5.4.5. Registrar's Office: For Information

5.4.5.1. Retroactive Student Record Corrections

5.4.6. Ad-Hoc Committee Reports

5.4.6.1. Liberal Education Requirement Review Committee (Sen. Kennedy)

- Liberal Education Requirement Revision Proposal

5.4.6.2. External Review of Programs & Units Policy Review Committee (Sen. Gatien)

5.4.6.3. Senate Awards for Excellence Review Committee (Sen. Gatien)

5.4.7. Individual Reports

5.4.7.1. Brandon University Students' Union (BUSU) President (Sen. Adamu)

5.4.7.2. Board of Governors Representative (Sen. Lumgair)

5.4.7.3. Members of Deans' Council

- Dean of the Faculty of Arts (Sen. Kennedy)
- Dean of the Faculty of Education (Sen. Farrell)
- Acting Dean of the Faculty of Health Studies (Sen. Ross)
- Acting Dean of the School of Music (Sen. Zacharias)
- Dean of the Faculty of Science (Sen. LeMoine)
- Dean of Students (Sen. Whelpton)
- Chief Information Officer (Sen. Sucha)
- University Registrar (Sen. McDaniel)

- 5.4.7.4. Associate Vice-President (Indigenous Initiatives) (C. Lagimodiere)
- 5.4.7.5. Vice-President (Administration & Finance) (Sen. Hickey)
- 5.4.7.6. Vice-President (Research & Graduate Studies) (Sen. Ardelli)
- 5.4.7.7. Acting Provost & Vice-President (Academic) (Sen. Gatien)
- 5.4.7.8. President (Pres. Bovis-Crossen)

6. Other Business

7. Correspondence

8. Adjournment



SUBJECT TO APPROVAL

MOTION NO.120.JAN26

AGENDA ITEM NO.5.4.1

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY:

SUBJECT: Creation of New Ad-Hoc Committee – Artificial Intelligence Framework for Brandon University.

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate establish an ad-hoc committee to create guidelines or framework regarding Artificial Intelligence at Brandon University.

AND

THAT the ad-hoc committee have membership as follows:

- One academic Dean, elected by the Deans’ Council;
- One faculty representative from each Faculty/School;
- Two student Senators;
- Vice President Research & Graduate Studies; and
- Director of the Centre for Teaching and Learning Technology.

AND

THAT the Committee provide a final report to the Senate in April, 2026.

BACKGROUND/RATIONALE:

Motion created from December 16, 2025 report to Senate by Sen DiMuro.

MOTION # 120.JAN26

Senate 2026-01-13

Pg.2

PREPARED BY: **Megan Wady**
 Administrative Assistant, Academic Governance

DECISION:
DATE: **January 13, 2026**

PER:

SUBJECT TO APPROVAL**MOTION NO.121.JAN26****AGENDA ITEM NO.5.4.2.1.1**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Department of Nursing & Psychiatric Nursing, Faculty of Health Studies

SUBJECT: Faculty of Health Studies Policy Changes

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approves of the following policy changes, as submitted by the Department of Nursing & Psychiatric Nursing, Faculty of Health Studies.

- Admission Appeal Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance**DECISION:** **PER:**
DATE: January 13, 2026



FHS Admission Appeal Policy (w friendly amendment from FC)

From Michelle McFarlin <McFarlinM@BrandonU.CA>

Date Mon 01/12/2025 09:58

To Brandon University Senate <Senate@BrandonU.CA>

Cc Meagan Barnett <BarnettM@BrandonU.CA>; Nancy McPherson <McPhersonN@BrandonU.CA>; Linda Ross <ROSS@BrandonU.CA>

 1 attachment (34 KB)

FHS Admission Appeal Policy (w friendly amendment from FC).docx;

Good morning,

At our November 24th Faculty Council, the revisions to the FHS Admission Appeal Policy were approved. I am now sending these your way for USC/Senate approvals.

Please note that the revisions were recommended by USC (noting that applicants cannot appeal the admission criteria, only the extenuating circumstance(s)).

Thanks!
Michelle

FACULTY OF HEALTH STUDIES

Subject: Admission Appeal Policy **Date:** April 28, 2025

Department: Nursing/Psychiatric Nursing **Revised:**

Program: Bachelor of Nursing/ **Approved at Faculty Council:**

Bachelor of Science in Psychiatric Nursing April 28, 2025

Approved at Senate:

Purpose:

Applicants who ~~wish to be admitted to Year 2 who a) do not meet program admission eligibility criteria or b)~~ have been denied admission to the Faculty of Health Studies, Bachelor of Nursing or Bachelor of Science in Psychiatric Nursing programs may [request an exception to policy, or request reconsideration on the basis of extenuating circumstances to be explained by the applicant](#)~~submit an admission appeal~~, in writing, for consideration.

Process:

1. When considering an appeal, applicants are advised to consult a member of the Brandon University Student Union (BUSU) who can provide information, assistance and support through the process.

2. A) Applicants who wish to [request an exception to policy, or request reconsideration on the basis of extenuating circumstances to be explained by the applicant](#)~~appeal program admission criteria~~ are required to submit a formal request with supporting rationale, in writing, to the Chair, Admissions Committee prior to May 1 application ~~deadline~~.

B) Applicants who wish to [request an exception to policy, or request reconsideration of the decision of the Admissions Committee on the basis of extenuating circumstances](#)~~appeal a decision by the Admissions Committee~~ are required to submit a formal request with supporting rationale, in writing, within three (3) business days of the electronic notification of the Admission Committee's decision. The request will be submitted directly to the Chair of the Admissions Committee, Faculty of Health Studies.

3. The Chair of the Admissions Committee will convene a sub-committee ~~of the Admissions Committee~~ to review the applicant's written request for appeal. The applicant will be notified of the sub-committee's decision, [with supporting rationale](#), regarding the appeal within three (3) business days. [The subcommittee will consist of two members of the original Admissions Committee \(one of whom is the Chair of the Admissions Committee\), two new members \(one from Nursing and one from Psychiatric Nursing\), and a senior Health Studies student \(i.e. a 3rd or 4th year student\).](#)

4. Applicants who do not accept the decision of the sub-committee may submit an appeal to the Dean, Faculty of Health Studies. The applicant is required to submit a formal request for appeal with supporting rationale, in writing, within three (3) business days of the electronic notification of the decision by the sub-committee. The request will be submitted directly to the Dean, Faculty of Health ~~Studies~~.

5. The Dean, Faculty of Health Studies, will review formal requests for appeal of the decision by the sub-committee of the FHS Admissions Committee, in consultation with the Chair, FHS Admissions Committee,

Commented [LR1]: USC made the point that one cannot appeal the admission criteria - the criteria are the criteria, but an applicant could ask for an exception to policy with rationale, and/or request reconsideration on the basis of extenuating circumstances.

Commented [LR2]: The rationale for this proposed hybrid committee including some members from the original Admissions Committee is in recognition of the importance of understanding professional standards of the regulatory body, as well as the expectations of the regulatory body for program approval.

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Commented [LR3]: USC agreed that the final level of appeal remain with the Dean of Health Studies, given that these are professional programs. Thus, there is a need for a clear understanding of professional standards, expectations of the regulatory body (either CRNM or CRPNM), etc.

determine if there is rationale to support the appeal for admission, and inform the applicant and Chair, Admissions Committee, of the decision, in writing, within five (5) business days.

Note:

1. All documentation related to Admission appeals will be kept confidential.
2. The decision of the Dean, Faculty of Health Studies is final.



SUBJECT TO APPROVAL

MOTION NO.122.JAN26

AGENDA ITEM NO.5.4.2.2.1

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Department of Biology, Faculty of Science

SUBJECT: Biology Course Revisions

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate approves of the following course revisions, as submitted by the Department of Biology, Faculty of Science.

- 15:280 Comparative Vertebrate Anatomy
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance

DECISION:
DATE: January 13, 2026

PER:



Senate approved changes will come into effect on September 1, 2026.

SENATE OFFICE USE ONLY

Revised Course #	15:310/BIOL 3023
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A. COURSE IDENTIFICATION (CURRENT)

Level of Study: Undergraduate Graduate

Course Number: 15:280

Course Title: Comparative Vertebrate Anatomy

Faculty/School: Science

Department: Biology (15)

Calendar Entry (paste screenshot from current online Calendar below):

15:280 COMPARATIVE VERTEBRATE ANATOMY (3)

Prerequisite: 15:163.

This course provides a thorough examination of the vertebrate body plan, adopting a comparative approach to the study of the vertebrate systems (e.g. skeletal, muscular, respiratory, etc.). Lectures examine evolutionary relationships among the major vertebrate classes, and look at how the systems of representatives of those classes are adapted to their particular way of life. The laboratory will involve dissections to familiarize students with the systems discussed in lecture.

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

B. PROPOSED COURSE INFORMATION REVISIONS

Enter information **only** in the fields below where proposed changes are being made.

CHANGE:

Course Level to: 300/3000

Course Title to:

Credit Hours to:

Short Title to (max 25 characters):

Course Type to:

Subject Identifier (ex. GEOG):

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

Prerequisite(s): None

Specific Course(s): 15:267 ANIMAL DIVERSITY

Permission of:

AND/OR

Corequisite(s): None

Specific Course(s):

AND/OR



Antirequisite(s): None
Specific Course(s):

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

Course change from 200-level to 300-level to align with course content and update prerequisite.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

15:3xx COMPARATIVE VERTEBRATE ANATOMY (3)

Prerequisite: 15:267.

This course provides a thorough examination of the vertebrate body plan, adopting a comparative approach to the study of the vertebrate systems (e.g. skeletal, muscular, respiratory, etc.). Lectures examine evolutionary relationships among the major vertebrate classes, and look at how the systems of representatives of those classes are adapted to their particular way of life. The laboratory will involve dissections to familiarize students with the systems discussed in lecture.

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

Calendar Placement:

Biology Major (Biomedical Science Stream) degrees; listed as one of the 300/400 level courses student can choose from to complete their 18 ch (4-year) or 12 ch (3-year) of additional major degree requirements.
4-YEAR DEGREE (HONOURS)
Students considering a 4-Year (Honours) Degree, Biology Major (Biomedical Science Stream) must complete a minimum of 48 credit hours consisting of:
Choose: 12 credit hours of the following of which 3 ch are at the 400 level: 12
3XX
4-YEAR MAJOR
Students considering a 4-Year Biology Major (Biomedical Science Stream) must complete a minimum of 48 credit hours consisting of:
Choose: 18 credit hours of the following of which 9 ch are at the 400 level:
3XX
3-YEAR MAJOR
Students considering a 3-Year Biology Major (Biomedical Stream) must complete a minimum of 36 credit hours consisting of:
Choose: 12 credit hours of the following of which 3 ch are at the 400 level:
3XX



D. REQUIRED SUPPORTING DOCUMENTATION

Detailed Course Outline

E. RATIONALE & JUSTIFICATION

Explain why these proposed revisions are being made to this course and, if significant changes are being made, provide reasoning to explain why this should be considered a course change rather than a new course. Provide sufficient detail to permit USC/GSC and Senate to evaluate the request fully and effectively.

The content being covered in this course is above a 200 level course, as it involves in depth discussion of vertebrate anatomy and complex dissections of several different vertebrate organisms. This is comparable to similar courses found at other institutions.

Furthermore, making this course a 300 level course would provide more upper year options for Biology majors in the Biomedical stream to fulfill their degree requirements.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 2025-12-05

Dean's Approval Date: 2025-12-05

SENATE OFFICE USE ONLY

USC/GSC

Approval/Completion Date: 2025-12-18

Senate

Approval/Completion Date:

Calendar

Edit Date:



BRANDON UNIVERSITY

15:3xx – Comparative Vertebrate Anatomy Course Outline

Department of Biology, Brandon University

Instructor: Dr. Mark MacDougall
Office: 3-11 in Brodie Building
Office Hours: By appointment
E-mail: macdougallm@brandonu.ca

Lectures: Monday, Wednesday, and Friday from 9:30 – 10:40 AM; in 3-47 in Brodie Building.

Territory Acknowledgement: Brandon University has campuses on Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds and around the world. In this way, we carry on the Indigenous customs of our home in Brandon. We acknowledge Brandon is on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.

COURSE OVERVIEW

Course description: This course provides a thorough examination of the vertebrate body plan, adopting a comparative approach to the study of the vertebrate systems (e.g. skeletal, muscular, respiratory, etc.). Lectures examine evolutionary relationships among the major vertebrate classes and look at how the systems of representatives of those classes are adapted to their particular way of life. The laboratory will involve dissections to familiarize students with the systems discussed in lecture. 3 lecture hours per week, 3 laboratory hours per week, one term.

Prerequisites: Biology 15:267

Course objectives: This course will provide you with an understanding of the anatomy and evolution of vertebrates and their body plan. Vertebrates are one of the most complex, integrated, and anatomically diverse animal groups, and their anatomy is an excellent tool for understanding evolutionary change and the relationship between form and function.

Lectures: To maximize your benefit from this course you are expected to familiarize yourself with the information presented in lectures. The topics covered in Biology 15:3xx are based on information found in the textbook, but additional content and examples are provided during lectures.

COURSE MATERIALS

Textbook: The following textbook is used the lecture component of this course: Kardong, K.V. Vertebrates: Comparative Anatomy, Function, Evolution, 8th Edition. McGraw-Hill. The PDF and web versions are available for purchase at: <https://www.mheducation.com/highered/product/Vertebrates-Kardong.html>

For lab you will also need the following textbook: Kardong, K.V. Comparative Vertebrate Anatomy 8th edition: a laboratory dissection guide. McGraw-Hill.

You will also require a dissection kit, which are available for purchase at the bookstore.

Notes and the course Moodle page: Lecture slides will be posted on the course Moodle page before each lecture. It is strongly recommended that you print or download these and bring them with you to class to help you take notes more efficiently. These lecture slides are provided to *help* with note-taking, *not to replace* note-taking. You are expected to check the course Moodle page regularly.

TESTS, GRADING, & RELATED POLICIES

Course evaluation: Your grade in Biology 15:3xx will be determined by your performance on two Term Tests, a Final Exam, and the laboratory component of the course.

Item	Date(s)	Weight
Term Test I	Monday, October 6	15%
Term Test II	Friday, November 7	15%
Final Exam	December 17	30%
Lab Component	Weekly	40%

Verbal Description	Letter Grade	Grade Points	Grade Percentage
Distinction	A+	4.3	90 and above
	A	4.0	85 – 89
	A-	3.7	80 – 84
Superior	B+	3.3	77 – 79
	B	3.0	73 – 76
	B-	2.7	70 – 72
Average	C+	2.3	67 – 69
	C	2.0	63 – 66
	C-	1.7	60 – 62
Marginal	D	1.0	50 – 59
Failure	F	0.0	< 50

About Term Tests: The two non-cumulative Term Tests will be 50-minute tests held during lecture time, composed of multiple-choice questions. Term Test I, held on October 6, will cover material from weeks 1–5. Term Test II, held on November 7, will cover material from weeks 6–10.

During Term Tests, students will be asked to only have out pens, pencils, erasers, student ID, and a clear water bottle. Nothing else is allowed to be out while you are writing.

Make Up Test Policy: If you miss an in-class assignment, presentation, or test due to illness, disability or domestic affliction, you will be asked to provide documentation as evidence, and the marks will be prorated accordingly. Please see the Brandon University Calendar 3.14 for details regarding Final Examinations.

Note that holidays, pre-purchased plane tickets, family plans (unless critical, such as death of an immediate family member), lack of preparation, and too many other tests are not acceptable excuses.

About the Final Exam: The Final Exam will be a three-hour exam held during the official final exam period; it will include multiple-choice and true or false questions. The Final Exam will be cumulative. The date, time, and location of the Final Exam will be available in the final exam schedule published by the Registrar’s Office.

COURSE SCHEDULE

Date	Topic	Lect. #
Week 1: Sept. 3-9	Introduction to Comparative Vertebrate Anatomy	1
Week 2: Sept. 8-12	The Origin of Vertebrates and Vertebrate Life History	2
Week 3: Sept. 15-19	Integument	3
Week 4: Sept 22-26	The Skeletal System: The Skull	4
Week 5: Sept. 29-Oct. 3	The Skeletal System: The Vertebral Column and Limbs	5
October 6	TERM TEST I (Weeks 1–5)	N/A
Week 6: Oct 8-10	The Muscular System	6
Week 7: Oct:15-17	The Respiratory System	7
Week 8: Oct. 20-24	The Circulatory System	8
Week 9: Oct. 27-31	The Digestive System	9
Week 10: Nov. 3-7	The Urogenital System	10
November 7	TERM TEST II (Weeks 6–10)	N/A
Week 11: Nov. 10-14	Study Break – No Classes	N/A
Week 12: Nov. 17-21	The Endocrine System	11
Week 13: Nov. 24-28	The Nervous System	12
Week 14: Dec. 1-5	Sensory Organs	13
Week 15: Dec. 8	Review lecture	N/A
December 17	FINAL EXAM (cumulative)	N/A

NOTE: Schedule is subject to change. Select topics may be added or omitted from the above schedule and/or combined between lectures due to time constraints. Omitted topics will not be on the term tests or final exam - only what is covered in class is considered examinable material. Changes will be announced in lecture and on Moodle.

COURSE POLICIES

Attendance and classroom management: As you have enrolled in this course, your attendance is expected at lecture, Term Tests, and the Final Exam. The tested course material is discussed in class

only. You are responsible for acquiring lecture information for missed classes from your classmates. E-mail and office hours are not substitutes for attending class.

Please come to class prepared and ready to participate, and never hesitate to ask questions. Please show respect for your instructor and classmates by arriving on time, listening quietly, participating when appropriate, and staying until the end of lecture. Please switch cell phones to silent mode and refrain from using them during class. Laptops and tablets are permitted for note-taking only (not for web surfing, email, viewing movies etc.); please ensure that the speakers are turned off.

For more information, please see the Brandon University Calendar 3.13.1 for details.

Email policy: Your instructor will endeavor to respond to your emails as soon as possible; however, please allow one full business day for responses to your emails. The University's official method of correspondence with students is through Brandon University e-mail accounts, and it is your responsibility to keep your BU e-mail account active and check it on a regular basis. All e-mails from students should use formal language, must include your full name and have “Biology 15:3xx” and the specific topic of your email in the subject heading.

Every attempt will be made to follow this syllabus, but its contents are subject to change. Changes and updates will be announced in lecture and on the course Moodle page.

STUDENT SUPPORTS AND SERVICES

John E. Robins Library (<https://www.brandonu.ca/library/>): Various services are available to students at the BU Library. Services include borrowing, interlibrary loans, online references, and study rooms.

Academic Skills Centre (102 A.E. McKenzie Building) provides all BU students **free** help with their writing. The Centre can show you:

- how to decipher assignment instructions and make a writing plan
- teach you guidelines for different writing tasks, such as a literature review or introduction paragraph
- identify strengths in your writing and show you areas where you could improve
- talk with you about how to organize your ideas
- help you learn how to incorporate and cite sources
- answer any other writing questions you have!

To view the schedule and make appointments, please visit: <https://www.brandonu.ca/academic-skills/writing-skills/>

Personal Counselling: Services are available for a variety of student issues. For an appointment, call 204-727-9737, or drop by Student Services (105 McKenzie Building).

Manitoba Mental Health Clinic Crisis Line: Available 24 hours a day, 7 days a week at: 1-888-322-3019

Campus Security: 204-727-9700 or 204-727-9620 (call or text): Located in front of Harvest Hall. Campus security officers have received specialized police/corrections training and CPR & First Aid training. Contact in case of emergencies, theft, locked out, lost-and-found, or if you are feeling unsafe.

- **The Safewalk Program** is available to everyone. Campus Security Officers will provide an escort anywhere on the University property evenings/night, weekends, etc.

OTHER PROCEDURES, POLICIES, & RULES

Copyright in instructional settings: The Department of Biology recognizes that students may desire access to recorded lectures to support their learning. Although there are good academic reasons to record lectures, it is imperative that the protection of the intellectual and privacy rights of faculty and students are also maintained. The instructor and Brandon University hold copyright over the course materials, presentations, and lectures that form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without the written permission of Dr. MacDougall. Course materials (both paper and digital) are for the participant's private study and research. Failure to request written permission may result in disciplinary action under the Statement of Student Rights and Responsibilities Policy and the Academic Dishonesty and Misconduct Policy.

Academic integrity: See section 3.15 (Academic Integrity) of the Undergraduate Calendar and the Brandon University Academic Integrity Policy. Violations of this policy will not be tolerated. Plagiarism, cheating, falsification of records or research misconduct will result in disciplinary action. A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- Requirement to repeat the assignment or examination, with or without grade reduction
- Assignment of a grade of zero in the assignment, test or exam
- Assignment of "F-AD" in the course in which the offence is committed
- Suspension from some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses
- -Suspension from all Brandon University teams, clubs or like organizations for a period of 1 to 5 years
- Suspension from the faculty for a period of 1 to 5 years
- Expulsion from the faculty
- Suspension from the University for a period of 1 to 5 years
- Expulsion from the University
- Cancellation or revocation of degree

Accessibility and accommodation: Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility Services (SAS) works with students who have permanent, chronic, or temporary disabilities. SAS supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students registered with SAS. If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or magnussonm@brandonu.ca. Additional information is available on the Student Accessibility Services website <https://www.brandonu.ca/student-services/student-accessibility-services/> If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outlined in your letter.

Equity policy: Brandon University is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. The course instructor will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the BU Diversity and Human Rights Advisor (<https://www.brandonu.ca/diversity/>).

BU AI DISCLAIMER: ChatGPT and other AI technologies are emerging tools – these technologies are rapidly developing and changing, with new uses being explored constantly. These tools can be used in productive, creative, interesting, and useful ways. They might also be used in dishonest, unproductive, even malicious, or destructive ways. Brandon University supports and upholds principles of academic freedom, academic integrity, and academic honesty. We also uphold safe computing practices and advocate for good mental and physical health. These principles are upheld by policies such as the Academic Integrity Policy, the Discrimination and Harassment Prevention Policy and Procedures, the Violence Prevention Policy and Procedures, the Sexualized Violence Policy, and the IT Acceptable Use Policy.

ChatGPT is not a tool that provides health advice and should not be used to address mental or physical health concerns. Students can seek appropriate counselling supports through Student Services, and BU employees can seek counselling supports through EFAP.

WHY NOT AI?

Writing is thinking.

Thinking skills will help you advance in your field of inquiry and in your career, earning a greater return on your educational investment here.

At Brandon University, we try to help you develop your thinking by helping you develop your writing through learning tasks.

Skip Writing, skip thinking

When a student bypasses that writing either using emerging Artificial Intelligence (AI) tools, or by using someone else's writing, then learning to think more critically and creatively through writing cannot happen for that student.

When a student bypasses their own writing/thinking by using AI-generated text then submits it for marking without crediting AI's part in the assignment, that is academic misconduct. AI-generated text is still quite detectable.

BU's Academic Integrity Policy covers this in 4.1 Plagiarism and 4.2 Cheating. A student pretending they wrote something they did not can face penalties such as loss of course credit, registry in a database, or even the end of that student's time at university.

AI-generated text has problems

AI-generated text can be inaccurate, vague, outdated, biased, generic, illogical, fake, and wrong. AI-generated text cannot:

- do common sense thinking,
- recognize the many assumptions with which we think well,
- take context into account,
- weigh the value of anything.
- Write with your distinctive voice.

AI text also comes with unresolved questions about how it uses your data from interaction, which creates concerns about your privacy and security. An important and unresolved question is AI's uncredited use of intellectual property, opening the door for potential future liability.

AI-generated text is detectable in submitted assignments, and BU faculty are empowered to use those detection methods as they ensure you are learning to do your own thinking by building on the credited work of others.

This course **bans** the use of AI-generated text entirely. It is a **punishable offense** to submit completed assignments in a course containing any AI-generated text.

SUBJECT TO APPROVAL**MOTION NO.123.JAN26****AGENDA ITEM NO.5.4.2.2.2**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Department of Biology, Faculty of Science

SUBJECT: Biology Course Revisions, Non-Departmental Courses

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approves the Non-Departmental course revisions, as submitted by the Department of Biology, Faculty of Science.

- 99:101 Writing and Communications in the Sciences
- 99:102 Introduction to Indigenous Sciences

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance**DECISION:** **PER:**
DATE: **January 13, 2026**



Senate approved changes will come into effect on September 1, 2026.

SENATE OFFICE USE ONLY

Revised Course #	17:101/SCIE 1001
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A. COURSE IDENTIFICATION (CURRENT)

Level of Study: Undergraduate Graduate

Course Number: 99.101

Course Title: Writing and Communication in the Sciences

Faculty/School: Science

Department: Non-Departmental (99)

Calendar Entry (paste screenshot from current online Calendar below):

This course teaches the fundamentals and goals of writing in the sciences and provides the opportunity for students to engage in practical writing exercises. It should be taken in the student's first year to prepare them for written assignments during their degree. Fundamentals include grammar, sentence structure, paragraph cohesion, writing goals (e.g. abstract, thesis, lab report, peer-review, target audience), effective communication, paraphrasing, referencing, academic integrity, use of library databases to aid in writing projects, and understanding of common writing software and language tools (e.g. artificial intelligence).

3 lecture hours per week, one term

B. PROPOSED COURSE INFORMATION REVISIONS

Enter information **only** in the fields below where proposed changes are being made.

CHANGE:

Course Level to:

Course Title to:

Credit Hours to:

Short Title to (max 25 characters):

Course Type to:

Subject Identifier (ex. GEOG):

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

Prerequisite(s): None
 Specific Course(s):
 Permission of:

AND/OR

Corequisite(s): None
 Specific Course(s):

AND/OR



Antirequisite(s): None
 Specific Course(s):

Cannot Be Held With: 99.101

Cross-Listed With:

Additional Information/Clarification:

Change course number from 99.101 to 17.101.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

Calendar Placement:



D. REQUIRED SUPPORTING DOCUMENTATION

Detailed Course Outline

E. RATIONALE & JUSTIFICATION

Explain why these proposed revisions are being made to this course and, if significant changes are being made, provide reasoning to explain why this should be considered a course change rather than a new course. Provide sufficient detail to permit USC/GSC and Senate to evaluate the request fully and effectively.

Senate has approved the new faculty-specific, non departmental departments, Science is submitting a revision form to change the home department for this course, 99:101 should therefore be reflected in the calendar as 17:101.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 2025-12-05

Dean's Approval Date: 2025-12-05

SENATE OFFICE USE ONLY

USC/GSC

Approval/Completion Date: 2025-12-18

Calendar

Edit Date:

Senate

Approval/Completion Date:

Course Outline

Scientific Writing and Communication 99.1xx

Instructor:

Slot:

Textbook:

This course teaches the fundamentals and goals of writing in the sciences and provides the opportunity for students to engage in practical writing exercises. It should be taken in the student's first year to prepare them for written assignments during their degree. Fundamentals include grammar, sentence structure, paragraph cohesion, writing goals (e.g. abstract, thesis, lab report, peer-review, target audience), effective communication, paraphrasing, referencing, academic integrity, use of library databases to aid in writing projects, and understanding of common writing software and language tools (e.g. artificial intelligence).

There will be 5 practical writing assignments in this course, worth 20% each, that will assess your development of writing and communication skills. There is no final exam.

This course will address the following learning objectives:

- Week 1:
- A) Understand the goals of scientific writing
 - B) Understand how scientific writing differs from other forms of writing, such as conventional "literature", and journalism;
 - C) Understand the aims and the process of peer-review and its importance in scientific literature;
 - D) How to evaluate scientific, peer-reviewed papers and the strength of the information contained in them;
 - E) How to critique work and be constructive about giving criticism;
- Week 2:
- A) Know how to do a literature review, including library/database skills, topic selection, an understanding of the levels of evidence (e.g. newspaper articles vs peer-reviewed evidence);
 - B) How to read scientific papers;
- Week 3
- Assignment #1 Due: finding and writing a short review of a scientific, peer reviewed paper
- A) Learning how to use word processing software (e.g. Word), including the use of Table of Contents, headings, inserting figures and tables with titles and captions, cross-referencing, margins, general formatting, exporting as PDF;
 - B) Writing resources, such as books, library help, short courses, and online materials;

- Week 4: A) Understand the structure and content of different types of scientific documents, such as primary research articles/lab reports, reviews, essays, brief reports, case studies, news and views articles, reflective writing, research proposals/grants, thesis, posters, reports for the public, and social media (thanks to Roberto for much of this list);
- B) Discussion of discipline-specific scientific writing traditions and journal article styles such as APA;
- a. Here, there should be good examples of the different types of scientific document;
 - b. There should be an exercise such as writing a news and views article based on a specific research article;

Week 5: Assignment #2 Due: Constructing an annotated bibliography, using word processing functions, with multiple types of sources.

- A) Be able to target scientific writing to different audiences (e.g. other experts in the field, other scientists who are not experts in the field, and non-scientists);
- a. different types of information and the different levels of detail that go into scientific documents aimed at different target audiences.
 - b. examples of scientific articles aimed at different audiences;
 - c. There should also be exercises where students, as *e.g.* write the same scientific article but aimed at the different audiences, such as expert, scientist but non-expert, and general public.

- Weeks 6&7: A) Understand key features of scientific writing
- B) Understand different writing styles, such as the use of present vs past tense, I vs we;
- C) Understand the structure of a sentence with regards to the emphasis placed on words based on word location;
- D) understand how different paragraph structures can fulfill the writing goals according with the communicative expectations of the target audience"
- E) Understand how to paraphrase;
- a. the reason we paraphrase
 - b. how to take good notes when reading a scientific document;
 - c. how to paraphrase (and how not to);
- F) Understand how to properly reference;
- a. why we reference
 - b. instruction/guides on the use of reference managers, from creating the reference database to in-text citation to generating a reference list;
 - c. good (and bad) examples of referencing to be used as models;

Weeks 8: Assignment #3 Due: Summarize a scientific article for multiple audiences, using paraphrasing and referencing properly, using word processing tools

A) For primary research articles/lab reports, understand what kind of content goes into the various parts, such as what kinds of information go into an abstract, introduction, materials and methods, results, and discussion sections.

- a. good examples of papers that do this as models;

- Week 9&10
- A) How to overcome writer's block
 - B) How to start by planning and organizing a scientific document/document structure, logical progression of ideas/concepts and evidence, critical thinking in formulating arguments;
 - C) How to write an effective hypothesis and/or objective (s) statement;
 - a) This could include planning the structure of a short paper base on bullet points of concepts and supporting evidence;
 - b) Could also include a short assignment formulating a clear hypothesis or objective statement based on a text provided;

Week 11: Assignment #4 Due: Given some data, write a short paper, including all sections learned in Weeks 8 & 9

- A) Understand how to prepare a figure/graph/table and legend;
 - a. instruction/guides on preparing a figure and figure legend, including how to properly label axes (including font sizes), datapoints, annotations, figure titles, and figure legend text.
 - b. use of software (e.g. Excel) to generate different types of graphs (e.g. histograms, line, scatterplot, bar);
 - b. good (and bad) examples of figures/graphs/tables with legends as models;
 - c. There should also be exercises where students need to generate their own figures/graphs/tables, title, and figure legend.

- Week 12/13
- A) How to communicate in a oral presentation
 - a. how to succinctly summarize for an academic presentation
 - b. use of PowerPoint (limiting text, using bullets, how to insert tables and figures)

Assignment #5 Due in Week 13: Present a 5 to 10 minute oral presentation on a scientific subject of the student's choice, using PowerPoint, including the skills learned in (b).

Academic Conduct

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 (ICAI, 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 www.brandonu.ca/senate-office/senate-policies. Please also refer to Section 3.14 in the Brandon University Calendar for more information.

BU AI Disclaimer

ChatGPT and other AI technologies are emerging tools – these technologies are rapidly developing and changing, with new uses being explored constantly. These tools can be used in productive, creative, interesting and useful ways. They might also be used in dishonest, unproductive, even malicious or destructive ways. Brandon University supports and upholds principles of academic freedom, academic integrity, and academic honesty. We also uphold safe computing practices and advocate for good mental and physical health. Please view the [IT Acceptable Use Policy](#).

Grade Allocation

The following grade allocation is used at Brandon University. Please refer to Section 3.12.3 in the Brandon University Calendar for more information.

Final Mark (%)	Grade	Grade Points	Final Mark (%)	Grade	Grade Points
90 – 100	A+	4.3	67 - 69	C+	2.3
85 - 89	A	4.0	63 - 66	C	2.0

80 - 84	A-	3.7	60 - 62	C-	1.7
77 - 79	B+	3.3	50 - 59	D	1.0
73 - 76	B	3.0	0 - 49	F	0
70 - 72	B-	2.7			

Accessibility Services

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the Student Accessibility Coordinator (magnussonm@brandonu.ca) or complete a Student Information form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact SAS early in the term to discuss the accommodations outlined in your letter of accommodation. Additional information is available on the Student Accessibility Services website: <https://www.brandonu.ca/student-services/student-accessibility-services/>

Mental Health and Wellness

Personal Counsellors at Brandon University are dedicated to providing support to students' wellness, primarily their mental well-being, through prevention activities, early identification and timely interventions using a holistic lens. Please contact the Personal Counsellors in the Student Services Department by calling 204-727-9737 or emailing vodonc@brandonu.ca to make an appointment. There are crisis counselling appointments available daily.



Senate approved changes will come into effect on September 1, 2026.

SENATE OFFICE USE ONLY

Revised Course #	17:102/SCIE 1002
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A. COURSE IDENTIFICATION (CURRENT)

Level of Study: Undergraduate Graduate

Course Number: 99.102

Course Title: Introduction to Indigenous Sciences

Faculty/School: Science

Department: Non-Departmental (99)

Calendar Entry (paste screenshot from current online Calendar below):

Prerequisite: Nil.

This course introduces students to Indigenous science by learning about Indigenous worldviews, knowledge, ethics, and practices. The relationship between science and Indigenous worldviews and practices will be explored through diverse fields that include, but are not limited to, Indigenous approaches to agriculture and related activities, astronomy, physics, and mathematics, chemistry, geology, geography, and psychology. Central to this exploration is examining the similarities and differences between Indigenous worldviews and practices and western science, the impacts of colonialism on Indigenous practices and knowledge systems, decolonization, and contemporary topics and issues facing Indigenous communities. This course will centre the importance of Indigenous worldviews to science, environmental knowledge, and land-based relationships. 3 lecture hours per week, one term

B. PROPOSED COURSE INFORMATION REVISIONS

Enter information **only** in the fields below where proposed changes are being made.

CHANGE:

Course Level to:

Course Title to:

Credit Hours to:

Short Title to (max 25 characters):

Course Type to:

Subject Identifier (ex. GEOG):

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

Prerequisite(s): None
Specific Course(s):
Permission of:

AND/OR

Corequisite(s): None
Specific Course(s):

AND/OR



Antirequisite(s): None
 Specific Course(s):

Cannot Be Held With: 99.102

Cross-Listed With:

Additional Information/Clarification:

Change course number from 99.102 to 17.102.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

Calendar Placement:



D. REQUIRED SUPPORTING DOCUMENTATION

Detailed Course Outline

E. RATIONALE & JUSTIFICATION

Explain why these proposed revisions are being made to this course and, if significant changes are being made, provide reasoning to explain why this should be considered a course change rather than a new course. Provide sufficient detail to permit USC/GSC and Senate to evaluate the request fully and effectively.

Senate has approved the new faculty-specific, non departmental departments, Science is submitting a revision form to change the home department for this course, 99:102 should therefore be reflected in the calendar as 17:102.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 2025-12-05

Dean's Approval Date: 2025-12-05

SENATE OFFICE USE ONLY

USC/GSC

Approval/Completion Date: 2025-12-18

Senate

Approval/Completion Date:

Calendar

Edit Date:

Course Outline/Syllabus Proposal for New Course in the Faculty of Science

Working Title: 99:1xx Introduction to Indigenous Science

Instructor: TBD

Location: TBD

Course Description

This course introduces students to Indigenous science by learning about Indigenous worldviews, knowledge, ethics, and practices. The relationship between science and Indigenous worldviews and practices will be explored through diverse fields that include, but are not limited to, Indigenous approaches to agriculture and related activities, astronomy, physics, and mathematics, chemistry, geology, geography, and psychology. Central to this exploration is examining the similarities and differences between Indigenous worldviews and practices and western science, the impacts of colonialism on Indigenous practices and knowledge systems, decolonization, and contemporary topics and issues facing Indigenous communities. This course will centre the importance of Indigenous worldviews to science, environment knowledge, and land-based relationships.

Content Disclaimer: This course will examine diverse topics related to Indigenous science, ethics, and worldview, and aims to be engaging by having a plurality of activities and assignments. However, this course will also cover and discuss materials that you may find difficult related to the impacts of colonialism on Indigenous peoples. Contact the course instructor if you are concerned with any of the learning materials, and topics.

Land Acknowledgement: Course Instructor should include a land acknowledgement. See Chris Lagimodiere email on updated language. Example from email:

“Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world. In this way, we carry on the Indigenous customs of our home in Brandon. We acknowledge Brandon is on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.

The plants, animals and people who share their history and traditions on the land and water of this area deeply influence our gatherings, like this one. Thank you to all for sharing this space with us today.”

Course Objectives

After completing this course, successful students will:

1. Gain an appreciation of diverse Indigenous worldviews, ethics, perspectives, and practices and the intersections and distinctions between Indigenous worldviews and practices and what can be called ‘western science;’

2. Learn about various practices and discoveries by Indigenous communities, understand their importance, and engage and be introduced to activity related to different disciplines in science (e.g., astronomy, agriculture);
3. Understand the legacy and impact of colonialism on Indigenous communities and steps towards decolonization; and
4. Be introduced to contemporary issues related to Indigenous communities as they relate to land practices that include but are not limited to food provisioning and access, ethics and relationships to the land, issues related to contemporary unequal access to land, and impacts of various economic activities (e.g., mining) to self-governance, Indigenous sovereignty and Indigenous knowledge and practices.

Assessment and Activities

These are assessment ideas that can be offered.

Assignment	Grade
Class Assignments and Activities <ul style="list-style-type: none"> - Different activities that should reflect some of the disciplines; assignments to be decided by Course Instructor - Some graded and some based on completion - Some activities can be based on various events or workshops held in the wider BU community (e.g., Teaching circles, in consultation with any IPC events related to the topic) 	35%
Group Project (e.g., for a large class) <ul style="list-style-type: none"> - To encourage collaborative learning, a group project at the discretion of the course instructor can be designed to incorporate lessons, sharing knowledge amongst students and instructor. - This can be tailored towards in-class learning (more engaging practical activities) or online if needed (e.g., concept teaching, sharing knowledge and learning). 	20%
Reflection Paper (750words). Examples include <ul style="list-style-type: none"> - Reviewing a movie from a list - Exploring resources (e.g., report or a few media reports) and answering a question surrounding Indigenous education and knowledge. 	15%
End of term self and peer assessment on group Work and progress with the course	10%
Final Exam <ul style="list-style-type: none"> - End of term exam on content from the lecture and course 	20%

Student Support Information

Academic Integrity

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Statement on Accessibility and Accommodation

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete this [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

Mental Health Supports for Students

Brandon University has two Counsellor Therapists who support students to resolve personal challenges that may arise during their academic career. Appointments can be made by calling 204-727-9737.

Appointments and walk-ins with a University Knowledge Keeper can be made by contacting 204-727-7443.

In addition, the University subscribes to Therapy Assistance Online (TAO). TAO includes interactive sessions, mindfulness exercises and practice tools all aimed at helping you achieve your goals. Please visit brandonu.ca/personal-counselling/tao

These services are free for students.

24-hour Crisis Supports:

Over 18 Years of Age: Mobile Crisis Unit 204-725-4411

Under 18 Years of Age: Child and Adolescent Treatment Centre 204-578-2700

Sexual Assault Crisis Line: 1-888-292-7565

Academic Skills Centre

The Academic Skills Centre at Brandon University aids students in a wide range of academic subjects. They offer one-on-one writing support, writing workshops, and other resources to assist students in their scholarly work. While not compulsory or required for this course, I highly recommend exploring these services. They can be a part of your wider learning experience across all your courses to assist and develop your writing style and research skills.

To explore their services and resources, and to book appointments, visit the centre's website here:

<https://www.brandonu.ca/academic-skills/>

Weekly Topics and readings

The following is a list of weekly topics along with select potential learning materials that can accompany the weeks. Learning materials and course readings will be provided over Moodle or purchased at the Brandon University bookstore. In addition, potential book resources include:

- Pulling Together: Manitoba Foundations Guide, Brandon Edition
(<https://www.brandonu.ca/indigenous/gatherings/pulling-together-manitoba-foundations-guide>)
- Haudenosaunee Environmental Task Force: *Words that come Before All Else*
(<http://www.hetf.org/resources> for more information)
- Knowing Home: Braiding Indigenous Science with western Science
(<https://pressbooks.bccampus.ca/knowinghome/>)

In addition, a useful textbook with ideas on integrating Indigenous learning in the classroom can be found at the BU Library:

Castellon, A. (2017). *Indigenous Integration: 100+ lesson ideas for Secondary and College teachers*. Tellwell. (Available at John E. Robbins library)

Week 1: Introduction to the course

Getting to know each other; Reading the Syllabus; Introduction to the Instructor; Expectations and the course; Questionnaire about the course

Week 2: What is Indigeneity: Indigenous Communities in Canada and the World

Indigeneity; Indigenous Communities here [in Canada] and select places around the world; Various practices; Notes on terminology

- Potential Learning Materials
 - Pulling Together, Chapter 1: Introduction to Indigenous Peoples;

- Select Parts of the United Nation Declaration of the Rights of Indigenous Peoples (<https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples>)

Week 3: What is Indigenous Science? Part I

Indigenous Practice and Approaches; What is Science? What is Western Science? What is Indigenous Science?

- Potential Learning Materials:
 - Hacking, I. (1983) select writings on science;
 - Cajete (2000) 'Chapter 2 on Philosophies on Native Science'

Week 4: What is Indigenous Science? Part II

Environmental ethics; Role of elders & knowledge keepers; ceremony; language and oral tradition; stories

- Potential Learning Materials:
 - Cajete (2008) 'Native Science and Sustaining Indigenous Communities'
 - Whyte (2018) What do Indigenous Knowledges do for Indigenous Peoples?

Week 5: Indigenous Perspectives, Practices and Relationships I

Relationship to land and environment; Traditional Ecological Knowledge; Changing Environments and Ecological Knowledge; Weather and Climate; Water

- Potential Learning Materials:
 - McGregor, D. (2014). 'Traditional Knowledge and Water Governance: The ethic of responsibility. *AlterNative: An International Journal of Indigenous Peoples*, 10(5), 494-507.
 - Film: Mauro, I. (2010). Qapirangajuq: Inuit Knowledge and Climate Change. <https://www.youtube.com/watch?v=ATMJmIfbXR0;>

Week 6: Indigenous Perspectives, Practices and Relationships II

Plants; Animals; Food; Harvesting and Hunting; Topics in geology and chemistry

- Potential Learning Materials:
 - Kimmerer, R. W. (2013). *Braiding Sweet Grass. Chapter: Picking Sweet Grass*
 - Armstrong, J. (2020). A Single Strand: The Nsyilxcin Speaking People's Tmixw Knowledge as a Model for Sustaining a Life-Force Place

Week 7: Indigenous Perspectives, Practices and Relationships III

Cultural landscapes and transformation; Conservation Practices; Materials and Architectures; Consciousness, the Self and Community

- Potential Learning Materials:
 - Ortiz (2018) Indigenous Sustainability: Language: Community Wholeness, and Solidarity

- Kovach (2021) Chapter 6 - Situating Self, Culture, and Purpose in Indigenous Methodologies'
- Tallbear, K. - Select pages from book *Native American DNA*

Week 8: Indigenous Perspectives, Practices and Relationships IV

Astronomy; Physics and Time; Mathematics

- Potential Learning Materials:
 - Hamacher, D. (2023). *The First Astronomers: How Indigenous Elders read the stars*. Allen & Unwin. Select Pages
 - Nicole Mortillaro, CBC News (2019). 'We come from the stars': How Indigenous peoples are taking back astronomy. <https://www.cbc.ca/news/science/indigenous-astronomy-1.5077070>
 - Tillinghast-Raby, A. (2023). A Number System Invented by Inuit Schoolchildren Will Make Its Silicon Valley Debut. <https://www.scientificamerican.com/article/a-number-system-invented-by-inuit-schoolchildren-will-make-its-silicon-valley-debut1/>

Week 9: Historical Legacies of Colonialism on Indigenous Practices I

Scientific Management and Dispossession of Indigenous Communities from Land; Loss of Knowledge and Culture

- Potential Learning Materials:
 - Pulling Together: Chapter 2: Colonialism
 - Smith, Chapter 3 'Colonizing Knowledges';

Week 10: Historical Legacies of Colonialism on Indigenous Practices II

Themes of colonialism, continued from last week; Responses to environmental practices; Landscape studies; Environmental assessments and Traditional Ecological Knowledge

- Potential Learning Materials:
 - Giancarlo (2020) 'Indigenous student labour and settler colonialism at Brandon Residential School'
 - Spak (2005) The Position of Indigenous Knowledge in Canadian Co-management Organizations'
 - Nadasdy (1999). 'The Politics of TEK: Power and the "Integration" of Knowledge.

Week 11: Contemporary Topics on Environment and Indigenous Communities I

Case studies; Re-emerging Cultural Landscapes; Climate change and Environmental Change; Impact of Pollution and Responses

- Potential Learning Materials:
 - Indigenous Climate Action (2023). Decolonizing Climate Policy in Canada. <https://static1.squarespace.com/static/5e8e4b5ae8628564ab4bc44c/t/6572ef1200810a3f9b708453/1702031212873/DCP+Phase+2+Part+1.pdf>

Week 12: Contemporary Topics on Environment and Indigenous Communities II

Indigenous Agriculture and Food Sovereignty

- Potential Learning Materials:
 - LaDuke (2008). 'Protecting the Culture and Genetics of Wild Rice'
 - Settee (2018) 'Indigenous Food Sovereignty in Canada'

Week 13: Course Conclusion - Re-Indigenizing Knowledge: Pathways forward

Issues in Reconciliation; Future Pathways; Indigenous Self-Determination and Sovereignty

- Potential Learning Materials
 - Pulling Together, Chapter 3: Decolonization
 - Linda Tuhiwai Smith, Chapter 8 'Twenty-Five Indigenous Projects'

Grading System

Letter Grade	Percentage (%)	Grade Point
A+ Exceptional	90-100	4.30
A Excellent	85-89	4.00
A- Excellent	80-84	3.70
B+ Very Good	77-79	3.30
B Good	73-76	3.00
B- Good	70-72	2.70
C+ Competent	67-69	2.30
C Fairly Competent	63-66	2.00
C- Fairly Competent	60-62	1.70
D Barely Passing	50-59	1.00
F Failing	0-49	0.00



SUBJECT TO APPROVAL

MOTION NO.124.JAN26

AGENDA ITEM NO.5.4.2.3.1

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Registrar's Office

SUBJECT: Undergraduate Academic Dates 2026-2028

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate approves the following academic date revisions, as submitted by the Registrar's Office:

- Undergraduate Academic Dates 2026-2028
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: January 13, 2026

SECTION 1. IMPORTANT DATES

2026-27 ACADEMIC YEAR

2026 FALL TERM

September 7 – Monday

- UNIVERSITY CLOSED: Labour Day

September 8 – Tuesday

- Fall Orientation: new students
- Field Experience begins: *BEd (AD)* Yr 2; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

September 9 – Wednesday

- Classes begin: Fall and full-year (both-term) courses (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)
- Tuition deadline: Fall fees payable in full

September 11 – Friday

- Field Experience ends: *BEd (AD)* Yr 2; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

September 14 – Monday

- Classes begin: Fall courses for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

September 18 – Friday

- Add/drop deadline: Fall courses for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*
- Refund deadline (100%): Fall courses for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

September 23 – Wednesday

- Add/drop deadline: Fall and full-year (both-term) courses (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)
- Refund deadline (100%): Fall and full-year (both-term) courses (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)

September 30 – Wednesday

- UNIVERSITY CLOSED: National Day for Truth and Reconciliation

October 12 – Monday

- UNIVERSITY CLOSED: Thanksgiving Day

October 13 – Tuesday

- Graduation: no ceremony

October 15 – Thursday

- Last day of classes before Field Experience begins for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

October 19 – Monday

- Field Experience begins: *BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

November 9 – Monday

- Fall study break begins: no classes scheduled (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)

2027 WINTER TERM

January 4 – Monday

- Winter Orientation: new students

November 11 – Wednesday

- UNIVERSITY CLOSED: Remembrance Day

November 13 – Friday

- Fall study break ends: no classes scheduled (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)

November 16 – Monday

- Classes resume: Fall and full-year (both-term) courses (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)

November 20 – Friday

- Field Experience ends for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

November 23 – Monday

- Voluntary Withdrawal (VW) deadline: Fall courses (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)
- Refund deadline (50%): full-year (both-term) courses
- Classes resume for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

*December 10 – Thursday

- ***Dec 10 follows the Monday slot schedule (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)

December 11 – Friday

- Classes end: Fall courses (except *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*)
- Voluntary Withdrawal (VW) deadline: Fall courses for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

December 12 – Saturday

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

December 13 – Sunday

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

December 14 – Monday

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

December 18 – Friday

- Application deadline: February 2027 graduation

December 21 – Monday

- Classes end: Fall courses for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

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

- Classes begin: Winter courses for *Education: BEd (AD)*; *BEd (IP)* Yr 5; *BMus/BEd Yr 5*

January 5 – Tuesday

- Classes begin: Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Classes resume: full-year (both-term) courses
- Tuition deadline: Winter fees payable in full

January 8 – Friday

- Add/drop deadline: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*
- Refund deadline (100%): Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

January 19 – Tuesday

- Add/drop deadline: Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Refund deadline (100%): Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

February 15 – Monday

- UNIVERSITY CLOSED: Louis Riel Day

February 16 – Tuesday

- Winter study break begins: no classes scheduled (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

February 19 – Friday

- Winter study break ends: no classes scheduled (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

February 23 – Tuesday

- Voluntary Withdrawal (VW) deadline: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*
- Graduation: no ceremony

March 1 - Monday

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

March 4 – Thursday

- Classes end: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

March 5 – Friday

- School of Music examinations: Applied Music for *BMus/BEd Yr 4 and Yr 5*

March 8 - Monday

- Field Experience begins: *BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 4 and Yr 5*

March 25 – Thursday

- Application deadline: May 2027 Convocation

March 26 – Friday

- UNIVERSITY CLOSED: Good Friday

March 29 – Monday

- Voluntary Withdrawal (VW) deadline: Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

April 5 – Monday

- Classes begin: PENT Block 1 courses

April 9 – Friday

- Classes end: Winter and full-year (both-term) courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

April 12 – Monday

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

April 13 – Tuesday

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

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

- Field experience begins: *BEd (IP) Yr 3 and Yr 4; BMus/BEd Yr 2*

April 29 – Thursday

- Classes end: PENT Block 1 courses

April 30 – Friday

- Field Experience ends: *BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 4 and Yr 5*

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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
- Classes begin: PENT Block 2 courses
- Field Experience begins: *BEd (IP) Yr 3 and Yr 4; BMus/BEd Yr 2*

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 courses
- Refund deadline (50%): 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

May 27 – Thursday

- Classes end: PENT Block 2 courses

May 28 – Friday

- Field Experience ends: *BMus/BEd Yr 2*

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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
- Classes begin: PENT Block 3 courses

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
- Field Experience ends: *BEd (IP) Yr 3 and Yr 4; BMus/BEd Yr 2*

June 10 – Thursday

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

June 11 – Friday

- Field Experience ends: *BEd (IP) Yr 3 and Yr 4*

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

June 24 – Thursday

- Classes end: PENT Block 3 courses

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SUMMER 1

June 28 – Monday

- Classes begin: PENT Block 4 courses

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
- Classes end: PENT Block 4 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

2027-28 ACADEMIC YEAR

2027 FALL TERM

September 6 – Monday

- UNIVERSITY CLOSED: Labour Day

September 7 – Tuesday

- Fall Orientation: new students

- Field Experience begins: *BEd (AD) Yr 2; BEd (IP) Yr 5; BMus/BEd Yr 5*

September 8 – Wednesday

- Classes begin: Fall and full-year (both-term) courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Tuition deadline: Fall fees payable in full

September 10 – Friday

- Field Experience ends: *BEd (AD) Yr 2; BEd (IP) Yr 5; BMus/BEd Yr 5*

September 13 – Monday

- Classes begin: Fall courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

September 17 – Friday

- Add/drop deadline: Fall courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*
- Refund deadline (100%): Fall courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

September 22 – Wednesday

- Add/drop deadline: Fall and full-year (both-term) courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Refund deadline (100%): Fall and full-year (both-term) courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

September 30 – Thursday

- UNIVERSITY CLOSED: National Day for Truth and Reconciliation

October 11 – Monday

- UNIVERSITY CLOSED: Thanksgiving Day

October 14 – Thursday

- Last day of classes before Field Experience begins for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

October 18 – Monday

- Field Experience begins: *BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

October 19 – Tuesday

- Graduation: no ceremony

November 8 – Monday

- Fall study break begins: no classes scheduled (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

November 11 – Thursday

- UNIVERSITY CLOSED: Remembrance Day

November 12 – Friday

- Fall study break ends: no classes scheduled (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

November 15 – Monday

2028 WINTER TERM

January 3 – Monday

- Winter Orientation: new students
- Classes begin: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

January 4 – Tuesday

- Classes begin: Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Classes resume: full-year (both-term) courses
- Tuition deadline: Winter fees payable in full

- Classes resume: Fall and full-year (both-term) courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

November 19 – Friday

- Field Experience ends for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

November 22 – Monday

- Classes resume for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

November 24 – Wednesday

- Voluntary Withdrawal (VW) deadline: Fall courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Refund deadline (50%): full-year (both-term) courses

December 8 – Wednesday

- Voluntary Withdrawal (VW) deadline: Fall courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

***December 10** – Friday

- Classes end: Fall courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- ***Dec 10 follows the Monday slot schedule (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

December 11 – Saturday

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

December 12 – Sunday

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

December 13 – Monday

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

December 17 – Friday

- Application deadline: February 2028 graduation

December 20 – Monday

- Classes end: Fall courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

December 22 – Wednesday

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

December 24 – Friday through **January 2** – Sunday

- UNIVERSITY CLOSED: winter holiday break

January 7 – Friday

- Add/drop deadline: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*
- Refund deadline (100%): Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

January 18 – Tuesday

- Add/drop deadline: Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)
- Refund deadline (100%): Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

February 15 – Tuesday

- Graduation: no ceremony

February 21 – Monday

- UNIVERSITY CLOSED: Louis Riel Day

February 22 – Tuesday

- Winter study break begins: no classes scheduled (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

February 22 – Tuesday

- Voluntary Withdrawal (VW) deadline: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

February 25 – Friday

- Winter study break ends: no classes scheduled (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

February 29 - Tuesday

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

March 2 – Thursday

- Classes end: Winter courses for *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*

March 3 – Friday

- School of Music examinations: Applied Music for *BMus/BEd Yr 4 and Yr 5*

March 6 - Monday

- Field Experience begins: *BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 4 and Yr 5*

March 23 – Thursday

- Voluntary Withdrawal (VW) deadline: Winter courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

March 24 – Friday

- Application deadline: June 2028 Convocation

April 3 – Monday

- Classes begin: PENT Block 1 courses

April 7 – Friday

- Classes end: Winter and full-year (both-term) courses (except *Education: BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 5*)

April 10 – Monday

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

April 11 – Tuesday

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

April 12 – Wednesday

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

April 14 – Friday

- UNIVERSITY CLOSED: Good Friday

April 24 – Monday

- Field experience begins: *BEd (IP) Yr 3 and Yr 4*

April 26 – Wednesday

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

April 27 – Thursday

- Classes end: PENT Block 1 courses

April 28 – Friday

- Field Experience ends: *BEd (AD); BEd (IP) Yr 5; BMus/BEd Yr 4 and Yr 5*

2028 SPRING/SUMMER TERM

SPRING 1

May 1 – Monday

- Classes begin: Spring 1 and Spring 1-2 (both-term) courses
- Tuition deadline: Spring 1 fees payable in full
- Classes begin: PENT Block 2 courses
- Field Experience begins: *BMus/BEd Yr 2*

May 2 – 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 16 – Tuesday

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

May 18 – Thursday

- Classes end: Spring 1 courses

May 22 – Monday

- UNIVERSITY CLOSED: Victoria Day

May 23 – Tuesday

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

May 25 – Thursday

- Classes end: PENT Block 2 courses

SPRING 2

May 29 – Monday

- Classes begin: Spring 2 courses
- Classes resume: Spring 1-2 (both-term) courses
- Tuition deadline: Spring 2 fees payable in full
- Classes begin: PENT Block 3 courses

May 30 – Tuesday

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

June 1 – Thursday

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

June 2 – Friday

- Convocation: Faculty of Arts, Faculty of Health Studies
- Field Experience ends: *BEd (IP) Yr 3 and Yr 4; BMus/BEd Yr 2*

June 7 – Wednesday

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

June 13 – Tuesday

- Voluntary Withdrawal (VW) deadline: Spring 2 courses

June 15 – Thursday

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

June 19 – Monday

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

SUMMER 1

June 26 – Monday

- Classes begin: PENT Block 4 courses

June 30 – Friday

- UNIVERSITY CLOSED: Canada Day observance

July 3 – Monday

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

July 4 – 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 18 – Tuesday

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

July 20 – Thursday

- Classes end: Summer 1 courses
- Classes end: PENT Block 4 courses

July 24 – Monday

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

June 20 – Tuesday

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

June 22 – Thursday

- Classes end: PENT Block 3 courses

SUMMER 2

July 31 – Monday

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

August 1 – Tuesday

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

August 7 – Monday

- UNIVERSITY CLOSED: Civic Holiday

August 10 – Thursday

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

August 16 – Wednesday

- Voluntary Withdrawal (VW) deadline: Summer 2 courses

August 18 – Friday

- Application deadline: October 2028 graduation

August 21 – Monday

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

August 24 – Thursday

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

August 25 – Friday

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



SUBJECT TO APPROVAL

MOTION NO.125.JAN26

AGENDA ITEM NO.5.4.3.1.1

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Faculty of Graduate Studies, Graduate Studies Committee

SUBJECT: Faculty of Graduate Studies Policy Changes

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate approves the following Graduate Studies Policy revisions, as submitted by the Graduate Studies Committee.

- Membership in the Faculty of Graduate Studies (Criteria)
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: January 13, 2026



For Senate - FGS Membership Rationale

From Amber Barbeau <BarbeauA@BrandonU.CA>

Date Mon 22/12/2025 08:42

To Brandon University Senate <Senate@BrandonU.CA>

Hi Megan,

Below is the rationale from Bernadette for the new Faculty of Graduate Studies Membership Document:

The membership criteria and categories of the Faculty of Graduate Studies were revised to clearly define the qualifications, responsibilities, and expectations associated with participation in graduate education at Brandon University. The revised membership criteria emphasizes that membership requires active engagement in graduate teaching, supervision, research, scholarly and artistic work, institutional service, and adherence to ethical and regulatory standards. By clarifying eligibility requirements and distinguishing the roles of Full, Adjunct, and Associate members, the changes ensure alignment between an individual's expertise and their level of involvement in graduate supervision, teaching, and examination. These revisions enhance transparency, equity, and consistency in appointments made by the Graduate Studies Committee of Senate and strengthen oversight of the academic quality and integrity of graduate programs.

Best,
Amber

Amber Barbeau

BRANDON UNIVERSITY

Registrar's Office | Room 117, A.E. McKenzie Building

270 – 18th Street | Brandon, MB R7A 6A9

TEL 204-727-9738

barbeaua@brandonu.ca



We respect the treaties that were made on these lands and acknowledge that Brandon University campuses are located on Treaty 1 and Treaty 2 Lands, traditional homelands of the Dakota, Anishanabek, Cree, Oji-Cree, Dene, and Metis peoples.



Membership in the Faculty of Graduate Studies

1.0 Criteria and Procedures

- 1.1 Only members of the Faculty of Graduate Studies may be involved in graduate student supervision and teaching.
- 1.2 Members of the Faculty of Graduate Studies (FGS) will be those faculties duly appointed by the Graduate Studies Committee of Senate. Members will normally be at the rank of Lecturer, Assistant Professor, Associate Professor, or Professor; possess a PhD degree or other terminal degree appropriate to the discipline; and will be of such academic achievement and distinction as to enable them to undertake the instruction or supervision of students registered in a specified graduate program. Adjunct Professors, Research Chairs, Professor Emeritus, or Dean Emeritus may hold membership in the FGS.

2.0 Membership Categories

2.1 Sessional Membership

Sessional Members provide partial graduate education activities for limited periods of time (up to one-year appointments).

Qualifications:

Appropriate scholarly, creative work, performance, and/or professional qualifications commensurate with program needs.

Responsibilities may include:

- Teaching a graduate course;
- Organizing, conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, and/or practicum/field experiences.
- Participating as an internal or external member of a Thesis Committee;
- Teaching or participating in the delivery of a graduate course;
- Participating as a reader on a research project or comprehensive examination;
- Participating as a juror for a recital;
- Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, and/or practicum/field experiences.

2.2 Affiliate Membership

Affiliated Members provide partial graduate educational activities for limited periods of time and for a specific graduate student or project. Affiliate memberships are valid until the completion of the specific project with which they are associated, or three years, whichever comes first. Affiliate members assigned to a project which lasts longer than three years must apply for renewal of their Affiliate status; after an initial three-year term, Affiliate status must be renewed on an annual basis.

Qualifications:

Appropriate scholarly, creative work, performance, and/or professional or personal qualifications commensurate with program needs.

Responsibilities may include:

- Participating as an internal or external member of a Thesis Committee;
- Teaching or participating in the delivery of a graduate course;
- Participating as a reader on a research project or comprehensive examination;

- Participating as a juror for a recital;
- Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, and/or practicum/field experiences.

2.3 Associate Membership

Associate Members provide partial graduate educational activities for limited periods of time. Associate membership is valid until the expiration of the member's term of employment at the University or the expiration of the member's adjunct status.

Qualifications:

Appropriate scholarly, creative work, performance, and/or professional qualifications commensurate with program needs.

Responsibilities may include:

- Participating as an advisor on a Thesis Committee;
- Participating as an internal or external member of a Thesis Committee;
- Teaching a graduate course;
- Participating as a reader on a research project or comprehensive examination;
- Participating as a juror for a recital;
- Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, and/or practicum/field experiences.

2.4 Full Membership

Full Members in the FGS are tenured or tenure-track faculty who provide graduate educational activities on a continuing and substantial basis. Full membership in the FGS is valid as long as the member remains a tenured or tenure-track employee of the University.

Qualifications:

Appropriate current content scholarly, creative work, performance, and/or professional qualifications commensurate with program needs including:

- PhD degree or other terminal degree appropriate to the discipline.
- An appropriate track record of peer-reviewed research publications or other evidence of peer-reviewed scholarly productivity appropriate to the discipline.
- A program of research, scholarship, and/or performance.

Responsibilities may include:

- Participating as an advisor on a Thesis Committee;
- Participating as an internal or external member of a Thesis Committee; Supervising a research project;
- Teaching a graduate course;
- Participating as a reader on a research project and/or comprehensive examination; Participating as a juror for a recital;
- Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, and/or practicum/ field experiences;
- Serving as a general advisor for a graduate student (e.g. general mentoring; program counseling for students regarding course selection or career path).
- Chairing or participating as a member of a graduate department or program committee.

3.0 Application and Review Process

Faculty of Graduate Studies Membership Applications will be considered at the Senate Graduate Studies Committee monthly meetings from September to April of each year. Any new or renewal applications received after the April meeting will be considered for an electronic vote in mid-August.

- 3.1** Faculty seeking membership or membership renewal in the Faculty of Graduate Studies will submit a letter of application to the Dean of their Faculty/School through the online application process at: <https://www.brandonu.ca/graduate-studies/faculty-of-graduate-studies-committee-membership-application/>
- 3.2** The submitted application is received in the Registrar's Office and then forwarded to the appropriate Faculty/School (Dean, Graduate Chair/Coordinator, and Assistant).
- 3.3** The membership application is processed within the Faculty/School and notification of a decision should be forwarded to the Registrar's Office. The Dean of the Faculty/School will notify the applicant should the application not be approved.
- 3.4** Upon receipt of the Dean's notice of approval, the application is added to the next Senate Graduate Studies Committee meeting agenda.
- 3.5** If approved at the Senate Graduate Studies Committee, the Registrar's Office will forward a letter of membership confirmation to the applicant and copy the appropriate Dean.
- 3.6** A list of memberships in need of renewal will be distributed at the Senate Graduate Studies Committee meeting in March of each year.

An updated list of the Faculty of Graduate Studies membership is kept online under the heading Faculty Resources at:

www.brandonu.ca/graduate-studies/

4.0 Appeal Process

4.1 Application Denied by Faculty/School

Individuals whose application for membership in the Faculty of Graduate Studies has been denied at the Faculty/School level may appeal the decision to the Senate Graduate Studies Committee whose decision is final.

4.2 Applications Denied by the Senate Graduate Studies Committee

Senate Graduate Studies Committee decisions on Faculty of Graduate Studies membership applications are final and binding.

Approved by Senate December 14, 2021

Membership in the Faculty of Graduate Studies

The Faculty of Graduate Studies (FGS) is committed to fostering excellence in graduate education by ensuring that its members meet the highest standards of academic and professional qualifications. Membership in the FGS is a privilege that comes with specific responsibilities and expectations. The Graduate Studies Committee (GSC) of Senate appoints members of the FGS. It is also the responsibility of the GSC, through its Chair, to provide leadership in all matters pertaining to graduate studies. This includes overseeing the academic quality and integrity of graduate programs in the Faculties of Arts, Education, Health Studies, and Science and the School of Music, and ensuring that graduate students are provided with quality training in research, scholarly and artistic work. Members are expected to be actively engaged in this endeavor. Membership in the FGS is required before an individual may supervise or co-supervise graduate students, or serve on graduate student supervisory committees, be a voting member of a graduate examination committee, or teach graduate courses.

The following criteria outline the requirements for membership:

1. Qualifications

Those members that have followed the conventional career development pattern that is typically associated with a degree/accreditation pathway must hold the terminal degree/accreditation in their field of expertise (e.g., Ph.D., or equivalent) and appropriate to the discipline. Members whose career development diverges from this model (e.g., knowledge gained through professional practice, community work, lived experience, and non-formal learning contexts), will receive equitable treatment, valuation, and consideration.

Active Scholarship: Members must also demonstrate a sustained record of scholarly activity, creative works, or other evidence of research contributions relevant to their discipline and membership status.

2. Professional Experience

Teaching Experience: Members should have experience teaching at the graduate level or demonstrate the capacity to do so.

Graduate Supervision: Members must show evidence of successful supervision or co-supervision of graduate students, where applicable.

3. Forms of Research and Scholarly Contributions

The GSC values all forms of contributions to research and will consider the value and impact of all research outputs and a broad range of impact measures including qualitative indicators of research impact. These include but are not limited to the following (listed alphabetically):

- Advances to equity, diversity, inclusion and accessibility in the research ecosystem.
- Co-creation or transfer of products, technology, processes, services or advice useful to specific organizations (in the private, public or non-profit sectors), communities or society.

- Communication of research results and knowledge translation to specialist or non-specialist audiences, including the public (e.g., magazine/newspaper articles, media interviews, blog posts, social media publications or public lectures).
- Community service that leverages expertise, such as membership on advisory committees, or journal editorships.
- Contributions to organizations (from the private, public or non-profit sectors), communities or society may, at times, take the form of confidential technical and internal reports to protect information that is proprietary, confidential or about an identifiable individual. In such cases, the applicant should highlight the importance of these contributions.
- Contributions to policies, guidelines, regulations, laws, standards and/or practice.
- Creation, curation, sharing or reuse of datasets.
- Creation, direction, facilitation and/or strengthening of partnerships or collaborations in the local, Canadian or international research community, or with other communities, including through research networks, large collaborative projects or community-engaged research.
- Creation of companies or organizations that promote research or the use of research results.
- Development of tools, including software, for use by researchers or by others in the public or private domain.
- Intellectual property: including patents, copyrights, trademarks or trade secrets.
- Publications: including articles, broadcasts, communications, pre-prints, monographs, memoirs or special papers, review articles, conference/symposia/workshop proceedings, posters and abstracts, government publications, recordings, and reports documenting industrial contributions or contributions to engineering practice.
- Support for traditional knowledge or Indigenous ways of knowing, including cultural practices.
- Research creation including the creation of original works (e.g., performances, compositions, installations, exhibitions, films, or digital media) that embody or express research insights, critical reflection and contextualization that situate creative works within scholarly, theoretical, or cultural frameworks, innovation in methods or media that expand how knowledge is produced, interpreted, or mobilized, engagement with communities, audiences, or cultural partners that extends the reach and impact of academic research, and documentation and dissemination of research-informed creative outcomes in venues appropriate to the discipline (e.g., juried exhibitions, peer-reviewed performances, scholarly publications).

Source: The San Francisco Declaration on Research Assessment (DORA): Guidelines on the assessment of contributions to research, training and mentoring (www.nserc-crsng.gc.ca).

4. Institutional Commitment

- Graduate Program Participation: Members must actively contribute to the development and delivery of graduate programs.

- Committee Service: Members are expected to serve on graduate committees, such as thesis examination committees, program advisory committees, or other related bodies.
- Mentorship: Members must be committed to mentoring graduate students and fostering their academic and professional growth.

5. Ethical Standards

Adherence to Policies: Members must comply with institutional policies, including those related to Academic Integrity and the Responsible Conduct of Research, Scholarship and Creative Work, any Regulatory Requirements (e.g., Ethical Conduct for Research Involving Humans) and other relevant policies.

Professional Conduct: Members must uphold the highest standards of professional and ethical behavior in their interactions with students, colleagues, and the broader academic community.

6. Membership Categories

FGS recognizes different categories of membership to accommodate diverse roles and responsibilities:

Full Members:

Full members in the FGS are tenured or tenure-track faculty of Brandon University who are required to conduct research or provide graduate educational activities as part of their employment and are eligible to supervise students/trainees

The responsibilities may include:

- Participating as a thesis advisor;
- Participating as an advisor on a Thesis Committee;
- Participating as an internal or external member of a Thesis Committee;
- Teaching a graduate course;
- Participating as a reader on a research project and/or comprehensive examination;
- Preparing students for and/or participating as a juror for a recital;
- Organizing/conducting/evaluating graduate colloquia, presentations, exhibitions, seminars, and/or practicum/ field experiences;
- Serving as a general advisor for a graduate student (e.g. general mentoring; program counseling for students regarding course selection or career path).
- Chairing or participating as a member of a graduate department or program committee.

Adjunct members:

Adjunct members in the FGS are external experts or professionals who provide specialized expertise to graduate programs and have received the designation of Adjunct Professor at Brandon University (i.e., through procedures outlined in the Senate Policy on Adjunct Professors at Brandon University).

The responsibilities may include:

- Participating as a thesis advisor;

- Participating as an advisor on a Thesis Committee;
- Participating as an internal or external member of a Thesis Committee;
- Teaching a graduate course;
- Participating as a reader on a research project and/or comprehensive examination;
- Preparing students for and/or participating as a juror for a recital;
- Maintaining a high level of scholarship and research during their appointment.

Associate members:

Associate Members contribute to graduate education for limited periods of time (up to three years) and for a specific graduate student or project. Independent supervision of students or projects is not permitted.

The responsibilities may include:

- Participating as an internal or external member of a Thesis Committee;
- Teaching or participating in the delivery of a graduate course;
- Participating as a reader on a research project or comprehensive examination;
- Preparing student for and/or participating as a juror for a recital;

7. Application and Renewal Process

Initial Application: Prospective members must submit a detailed application, including a CV, evidence of scholarly activity, and a statement of intent outlining their contributions to graduate education.

Review and Approval: Applications are reviewed by the FGS Membership Committee, which makes recommendations for approval.

Renewal: Associate and Adjunct Memberships are subject to periodic review, typically every five years, to ensure continued compliance with criteria.

 FGS membership applications will be considered at the Senate GSC monthly meetings.

Individuals seeking membership or membership renewal in the FGS will submit a letter of application to the Dean of their Faculty/School through the online application process at: <https://www.brandonu.ca/graduate-studies/faculty-of-graduate-studies-committee-membership-application/>

The submitted application is received in the Senate Office and then forwarded to the appropriate Faculty/School (Dean, Graduate Chair/Coordinator, and Assistant).

The membership application is processed within the Faculty/School and notification of a decision should be forwarded to the Senate Office. The Dean of the Faculty/School will notify the applicant should the application not be approved.

Upon receipt of the Dean’s notice of approval, the application is added to the next Senate GSC meeting agenda.

If approved at the Senate GSC, the Senate/Graduate Studies Office will forward a letter of membership confirmation to the applicant and copy the appropriate Dean.

A list of memberships in need of renewal will be distributed at the Senate GSC meeting in March of each year.

An updated list of the Faculty of Graduate Studies membership is kept online under the heading Faculty Resources at: www.brandonu.ca/graduate-studies/

8. Revocation of Membership

Full membership in the FGS is valid as long as the member remains a tenured or tenure-track employee of the University.

Appointment to Adjunct Professor shall be for a term of up to three years. The appointment may be renewed at the expiration of the term.

Any membership may be revoked for failure to meet the criteria, unethical behavior, or non-compliance with institutional policies. Such decisions are made following thorough review and due process.

A member may submit a request for voluntary revocation at any time.

The Faculty of Graduate Studies values the contributions of its members and is committed to supporting their ongoing development as educators, researchers, and mentors. By maintaining these membership criteria, FGS ensures the highest standards of excellence in graduate education.

SUBJECT TO APPROVAL**MOTION NO.126.JAN26****AGENDA ITEM NO.5.4.3.2.1**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Faculty of Health Studies – Master of Psychiatric Nursing

SUBJECT: Graduate Psychiatric Nursing New Courses

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate approves the following new courses, as submitted by the Department of Graduate Psychiatric Nursing, Faculty of Health Studies:

- 75:635/ GRHS 6013 Indigenous Wellness, Resilience, Advocacy and Allyship
 - 75:636/ GRHS 6014 Leadership in Advanced Psychiatric Nursing Practice
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance

DECISION:
DATE: January 13, 2026

PER:

Senate approved changes will come into effect on September 1, 2024.

SENATE OFFICE USE ONLY

New Course #	75:635/ GRHS 6013 75:636 /GRHS 6014
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A. NEW COURSE DETAILS

Level of Study: Undergraduate Graduate
 Start Term & Year: Spring 2028

Course Level:
 Faculty/School: Health Studies
 Department: Psych Nursing Graduate (75)
 Subject Identifier (ex. GEOG): MPN

Course Title: INDIGENOUS WELLNESS, RESILIENCE, ADVOCACY, AND ALLYSHIP
 Short Title:

Credit Hours: 3
 Course Type: Lecture

Term Duration: One term
 Hrs/wk: Lab hrs/wk: 0

Prerequisite(s): None OR
 Specific Course(s): Pre-requisite: Prog OR
 Permission of

AND/OR:
 Corequisite(s): None OR
 Specific Course(s):

AND/OR:
 Antirequisite(s): None OR
 Specific Course(s):

Cannot Be Held With:
 Cross-Listed With:

Include Course In (check all that apply):

- Required major core courses
 Required minor core courses
 Liberal Education list
 Major group/area/"plus" lists:
 Minor group/area/"plus" lists:

Additional Information/ Clarification: Pre- requisite: Proof of Bachelors Indigenous Studies course OR online acceptable course

B. NEW COURSE CALENDAR INFORMATION

Calendar Description: With a focus on systems of oppression, racism within health care, and the resurgence of Indigenous culture and community, this course provides an advanced exploration of the impact of colonization. Topics will include anti-indigenous racism, Indigenous Identities, policy shifts, and advocacy. Students will learn and integrate strategies and solutions to advocate for equity, inclusion, and social justice in their Advanced Psychiatric Nursing practice.

Calendar Placement: 7.8 Curriculum outline
 7.9 Course description

C. LIBRARY CONSULTATION

Before a new course proposal can be forwarded to the Curriculum & Academic Planning (CAP) Committee or the Senate Graduate Studies Committee (GSC) for consideration, formal consultation with the University Library is required, and a Library Impact Statement must be submitted to the appropriate Dean's Office.

The Library Collection Analysis Request form is available online at <https://brandonu.libwizard.com/f/LibraryAnalysisRequest>.

A Library Collection Analysis Request has been submitted to the Library for review.

A Library Impact Statement has been returned by the Library and is available in the Dean's Office.

This is a variable content course (such as a Topics/Tutorials or Readings course) where the content covered will differ significantly from one offering to another; accordingly, a Library Collection Analysis is not required.

D. REQUIRED SUPPORTING DOCUMENTATION

Detailed course outline

E. RATIONALE/ADDITIONAL INFORMATION

Enter a detailed rationale for the creation of this new course. Provide sufficient detail on how the proposed course meets degree outcomes and improves curriculum development in the program.

As part of a recent curriculum review, the MPN Steering Committee has developed two new courses—a Leadership course (this course) and an Indigenous Health course—to be added to the MPN program. These new courses, which will be offered annually, will replace six existing stream courses (75:657, 75:658, 75:659, 75:660, 75:661, and 75:662) that were previously offered on a biennial basis. This change is part of a broader effort to revise and update course syllabi across the program to eliminate redundant objectives and improve overall program efficiency

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 10/27/25

Dean's Approval Date: 10/27/25

SENATE OFFICE USE ONLY

CAP/GSC	November 17, 2025	Senate	
	Approval/Completion Date		Approval/Completion Date
Calendar		F & R Services	
	Edit Date		Copy Sent



**BRANDON
UNIVERSITY**

BRANDON CAMPUS

270-18th Street
Brandon, Manitoba
Canada
R7A 6A9

www.brandonu.ca

**FACULTY OF
HEALTH STUDIES**

**Master of Psychiatric Nursing
Program**

COURSE SYLLABUS

75 :XXX

**INDIGENOUS WELLNESS, RESILIENCE,
ADVOCACY, AND ALLYSHIP**

**SESSION:
SPRING**

FACULTY: KAREN BATSON

Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world.

We acknowledge that Winnipeg and Brandon are on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Winnipeg and Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.

The plants, animals and people who share their history and traditions on the land and water of this area are deeply influential. We are grateful to gather on these lands today.

SECTION I: COURSE OUTLINE & SYLLABUS

COURSE NAME: INDIGENOUS WELLNESS, RESILIENCE, ADVOCACY, AND ALLYSHIP	TERM: 3 (THREE)	
INSTRUCTOR:	COURSE NO:	SECTION: SPRING SESSION
	MAY 5 – JUNE 19 TH, 2025	

COURSE FORMAT

Online course, one term. 3 credit hours.

COURSE PREREQUISITES

Proof of Bachelors Indigenous Studies course OR online acceptable course

COURSE DESCRIPTION

With a focus on systems of oppression, racism within health care, and the resurgence of Indigenous culture and community, this course provides an advanced exploration of the impact of colonization. Topics will include anti-indigenous racism, Indigenous Identities, policy shifts, and advocacy. Students will learn and integrate strategies and solutions to advocate for equity, inclusion, and social justice in their Advanced Psychiatric Nursing practice.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Analyze the socio-cultural, political, and historical factors related to the history and impact of colonial institutions and systems.
2. Determine systemic and structural anti-indigenous racism, within health care and social systems.
3. Compile strategies, solutions, and promising practices to implement into Advanced Practice Psychiatric Nursing to advocate for equity, inclusion, and social justice for Indigenous clients.

REQUIRED TEXTS

Joseph, C. (2018). *21 things you may not know about the Indian Act: Helping Canadians make reconciliation with Indigenous peoples a reality*. Indigenous Relations Press.

Lux, M.K. (2016). *Separate Beds: A History of Indian Hospitals in Canada, 1920s – 1980s*. University of Toronto Press.

Robertson, D.A. (2025). *52 Ways to Reconcile: How to Walk with Indigenous Peoples on the path to healing*. McClelland & Stewart.

OPTIONAL TEXTS

Anderson, K. (2000). *A Recognition of Being: Reconstructing Native Womanhood*. Sumach Press.

Innes, R., & Anderson, K. (2015). *Indigenous men and masculinities: Legacies, identities, regeneration*. University of Manitoba Press.

COURSE SEQUENCE

Date	Week	Topics	Topics Covered	Readings
	1	History and Impact of Colonial Institutions	The Indian Act Indian Hospitals TB Sanatoriums CD Howe Ship	Textbook: Separate Beds: A History of Indian Hospitals in Canada, 1920-1980 Textbook: 21 Things you may not know about the Indian Act.
	2	Land Sovereignty, Environment and Health	Water Land Traditional Practices Land Sovereignty	Movie: Angry Inuk – Alethea Arnaquq-Baril – National Film Board of Canada Series: Freedom Road – Angelina McLeod – National Film Board of Canada
	3	Anti-Indigenous Racism in Health Care	History and Examples of Racism	Discussion Paper: Allan, B., & Smylie, H. (2015). First peoples, second class treatment: The role of racism in the health and well-being of Indigenous Peoples in Canada. Wellesley Institute.
	4	Youth and Elders – Spanning the Life Cycle	Birth Childhood Adolescence Adulthood Elderhood	Series: The Unforgotten https://theunforgotten.cma.ca/film
	5	Indigenous Identity	Masculinity Feminism Two- Spirit Cultural Appropriation and Pretendians	Excerpts From: Textbook Chapters: Indigenous man and masculinities Textbook Chapters: A Recognition of Being Textbook Chapters: Voicing Identity: Cultural Appropriation and Indigenous Issues
	6	Policy Shift, Community Momentum and Resilience	Brain Sinclair Jordan’s Principle Joyce’s Law Search the Landfill MMIWG	Textbook: 52 Ways to Reconcile: How to walk with Indigenous People on the Path to Healing
	7	Local Issues – Poster Presentations and Discussion		

Last day for Voluntary Withdrawal –

EVALUATION PROFILE

COURSE OVERVIEW

Indigenous wellness, resiliency, advocacy, and allyship is an asynchronous, paced online course. The course instructor and class members will participate in weekly discussion forums to discuss unit content and relevant, related issues. Students will also be exposed to the process of collaborative learning. Each student is expected to contribute to the learning of each other through the discussion forums. Exploring the content and sharing its interpretation and application are hallmarks of graduate education. By helping each other understand and embrace the content, learning becomes a shared responsibility.

ASSIGNMENT REQUIREMENTS

This course uses the concept of UNGRADING. Ungrading is the practice of minimizing or eliminating grades to focus on meaningful feedback and student learning. Ungrading has derived from re-examining cultural biases and colonized practices. As educators and learners reflect on ways to decolonize educational practices and curriculum, ungrading allows the focus to be on learning, critical reflection, and meaningful feedback so that students can improve. Ungrading is informed by Relational pedagogy (compassionate, connective, critical). In educational practice, Relational pedagogy alters power dynamics so that students are treated as the lead actors in their own learning, thereby promoting self-analysis reflection and meta-teaching; leading to the outcome in which Instructors and students come to a shared understanding of what a student's final grade should be.

The student will be responsible for weekly discussions (Reflection on Reading Forums), a poster presentation with facilitated discussion, and a self-reflective interview with the course instructor. Below is a more detailed description of the requirements of the course.

ASSIGNMENT REQUIREMENTS

Forum Discussion

The primary purpose of this course is reading and reflection. For that reason, most of the objectives are focused on the students' intentions engaging with the material presented in class. Students should show, a good grasp on the readings as well as reflection on how the topic of the readings show up in their families, communities, and workplaces. A series of questions and comments will be posted on a weekly basis by the professor to facilitate online discussion. Students are expected to post their thoughts and respond to the posts by the professor and other class members. Each student is expected to make substantive postings to the discussion board **twice a week**. Each post should be between 250 and 300 words. One post should be a discussion post which follows and expands on a colleague's argument and the other should be a post which brings a new idea or concept to the forum for their classmates to consider.

Poster Presentation and Facilitated Discussion

Students will determine a current affair in their community that is reflective of the discussions in class. They will then use that current affair to develop an academic poster and discussion questions on the topic. The poster presentation should include a minimum of 5 academic references found outside of class materials. The poster should reflect on the current affair, the current knowledge, and any policy or programs that address the current affair. The poster also needs to have at least 2 discussion questions that will engage colleagues in discussion. All posters should be uploaded on Moodle on the first day of the last week of classes so that discussion can occur throughout the week.

Self-Reflective Evaluation

During Week 14, you will be scheduled for an hour 1-1 ZOOM interview with the professor. The purpose of this interview is to dialogue to determine the final letter grade for this course.

The instructor reserves the right to change the grade if appropriate in relation to the assignments and expectations described in the course outline.

For this interview, please prepare a self-reflective evaluation document based on the following questions:

- a) Three things I learnt in this course that will stick with me are...
- b) As I look back on the work we did in the course, the strengths I see in my contributions are...
- c) I discovered this about myself...
- d) I found the concept, reading, assignment _____ fun because...
- e) I found the concept, reading, assignment _____ useful because...
- f) I found the concept, reading, assignment _____ not useful because ...
- g) I really struggled when we read or talked about the concept _____. Here's what I'm thinking about now or continuing to wrestle with...
- h) Some of the ways I supported the learning and exploration of my classmates in the course are...
- i) I did approximately _____ of the assigned readings.
- j) When I look back on the contributions I made throughout the course, and my assignments, I think my grade should be _____ for the following reasons...

GRADING PROFILE

Percentage	Letter Grade	Grade Point
95-100	A+	4.3
90-94	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
70-74	B-	2.7
65-69	C+	2.3
60-64	C	2.0
55-59	C-	1.7
50-54	D	1.0
0-49	F	0.0

A minimum degree grade point average (GPA) of 3.0, with no grade below B must be maintained to continue in the Master of Psychiatric Nursing (MPN) Program/Brandon University Faculty of Graduate Studies. (See Policy on [Academic Performance](#)).

SECTION II: UNIVERSITY AND DEPARTMENT POLICIES

ACADEMIC INTEGRITY POLICY

The integrity of the degrees conferred by Brandon University, the quality of relationships between faculty, students, and staff, and the reputation of the institution depend upon all members of the community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014).

It is expected that students, faculty members and staff at Brandon University, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community.

This particular policy is designed for students to ensure that the University's standards are upheld in a fair and transparent fashion. Students are responsible for the entire content and form of their work at Brandon University. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the University to support learning (e.g., Academic Skills Centre). Students who are in doubt as to what constitutes a departure from academic integrity in a particular instance should consult their course instructor.

A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

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

To view Brandon University's Academic Integrity Policy in full, please visit [this link](#).

STATEMENT ON ACCESSIBILITY AND ACCOMMODATION

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete this [Student Information](#) form to request a confidential

discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

STATEMENT ON DISCRIMINATION AND HARASSMENT PREVENTION POLICY

Every member of the Brandon University community has both the right to work and study in an environment that is free from discrimination and harassment, and the responsibility to maintain a discrimination and harassment free environment. This policy applies to all members of the Brandon University community, which includes all employees, students, contractors and suppliers of services, volunteers, visitors, and individuals who are connected to any University initiatives. This policy applies to all members of the University community in their interaction with other members of the University community. The context of the interaction need not be University-related if the parties' primary relationship is through their mutual connection to the University.

Discrimination is defined by Brandon University as:

- differential treatment of people based on the person's actual or presumed membership in, or association with, some class or group of people, rather than on their personal merit; or
- differential treatment of an individual or group on the basis of any protected characteristic; or
- failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any protected characteristic.

Harassment is defined by Brandon University as:

- a course of abusive and unwelcome conduct or comment based on a protected characteristic
- a series of objectionable and unwelcome sexual solicitations or advances
- a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome
- a reprisal or threat of reprisal for rejecting a sexual solicitation or advance.
- objectionable conduct that creates a risk to the health of a worker
- severe conduct that adversely affects a worker's psychological or physical well-being Conduct is considered to be "objectionable" if it is based on any of the protected characteristics

Anyone who believes they have been subject to discrimination and/or harassment, or anyone who receives an inquiry or concern about discrimination and/or harassment from a member of the Brandon University community is encouraged to connect with the Diversity and Human Rights Advisor:

Cheryl Fleming
Room 333, Clark Hall
P: 204-727-9785
flemingc@brandonu.ca

STATEMENT ON SEXUALIZED VIOLENCE POLICY AND PROTOCOL

Brandon University is committed to cultivating a productive and respectful environment that ensures the safety and security of all members of the Brandon University community and is working toward

preventing sexualized violence. Brandon University strives to ensure complainants can choose to participate in the continuum of support and investigation with a respondent at any level at which they feel comfortable. The Sexualized Violence Education and Prevention Coordinator works with complainants to determine their needs for support and/or workplace and academic accommodation and assists with access to these supports and/or accommodation. Complainants will not be required or pressured to make a formal report, nor do they need to involve police.

Sexualized Violence defined by Brandon University as a spectrum of non-consensual sexual contact, behavior, and violence. Examples include sexual harassment, sexual assault, sexual exploitation, criminal harassment, perpetrated by anyone – an acquaintance, classmate, professor, family member, colleague, supervisor/dean, non-academic staff, friend past or current dating partner, intimate partner, or stranger. Sexualized violence can affect anyone, regardless of gender, race, class, dis/ability, citizenship, age, or size.

Brandon University encourages all members of its community who have experienced sexualized violence to consider accessing the services of the Sexual Violence Education and Prevention (SVEP) Coordinator:

Jessica Laxdal
Sexual Violence Education and Prevention Coordinator
431-542-1707
312 Clark Hall
LaxdalJ@BrandonU.CA

<https://www.brandonu.ca/sexualviolence/>

Off-campus resources include:

- Klinik Sexual Assault Crisis Program 24-hour Hotline: 1-888-292-7565
- Sexual Assault Advocate, The Women's Resource Centre: (204)726-8632 or faith@thewomenscentrebrandon.com.
- REES Campus, anonymous third-party reporting: <https://www.reescommunity.com/campus/>

MASTER OF PSYCHIATRIC NURSING POLICIES

<https://www.brandonu.ca/mpn/forms/>

C. LIBRARY CONSULTATION

Before a new course proposal can be forwarded to the Curriculum & Academic Planning (CAP) Committee or the Senate Graduate Studies Committee (GSC) for consideration, formal consultation with the University Library is required, and a Library Impact Statement must be submitted to the appropriate Dean’s Office.

The Library Collection Analysis Request form is available online at <https://brandonu.libwizard.com/f/LibraryAnalysisRequest>.

A Library Collection Analysis Request has been submitted to the Library for review.

A Library Impact Statement has been returned by the Library and is available in the Dean’s Office.

This is a variable content course (such as a Topics/Tutorials or Readings course) where the content covered will differ significantly from one offering to another; accordingly, a Library Collection Analysis is not required.

D. REQUIRED SUPPORTING DOCUMENTATION

Detailed course outline

E. RATIONALE/ADDITIONAL INFORMATION

Enter a detailed rationale for the creation of this new course. Provide sufficient detail on how the proposed course meets degree outcomes and improves curriculum development in the program.

As part of a recent curriculum review, the MPN Steering Committee has developed two new courses—a Leadership course (this course) and an Indigenous Health course—to be added to the MPN program. These new courses, which will be offered annually, will replace six existing stream courses (75:657, 75:658, 75:659, 75:660, 75:661, and 75:662) that were previously offered on a biennial basis. This change is part of a broader effort to revise and update course syllabi across the program to eliminate redundant objectives and improve overall program efficiency

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 10/27/25

Dean’s Approval Date: 10/27/25

SENATE OFFICE USE ONLY

CAP/GSC	November 17, 2025	Senate	
	Approval/Completion Date		Approval/Completion Date
Calendar		F & R Services	
	Edit Date		Copy Sent

FACULTY OF HEALTH STUDIES

**Master of Psychiatric Nursing
Program**

COURSE SYLLABUS

75:XXX

**LEADERSHIP IN ADVANCED PRACTICE
PSYCHIATRIC NURSING**

**SESSION:
WINTER YEAR**

**FACULTY:
FACULTY NAME**



Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world.

We acknowledge that Winnipeg and Brandon are on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Winnipeg and Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.

The plants, animals and people who share their history and traditions on the land and water of this area are deeply influential. We are grateful to gather on these lands today.

SECTION I: COURSE OUTLINE & SYLLABUS

COURSE NAME: LEADERSHIP IN ADVANCED PRACTICE PSYCHIATRIC NURSING	TERM: TWO	
INSTRUCTOR: INSTRUCTOR NAME MOODLE KEY: KEY	ONLINE: ASYNCHRONOUS	
EMAIL: FACULTY@BRANDONU.CA PHONE: (204) XXX-XXXX	COURSE NO: 75:XXX	SECTION: WINTER

COURSE FORMAT

3 hours per week, one term.

COURSE PREREQUISITES

Prerequisite: Admission to the Master of Psychiatric Nursing program is required to register for this course.

COURSE DESCRIPTION

This course focuses on key aspects of leadership in advanced psychiatric nursing practice, including leadership theory, change management, practice models, and professional growth. These elements will be analyzed within the framework of modern health care systems, considering legislative and ethical influences on leadership roles. The course will also examine theoretical concepts and evidence-based approaches that support leadership positions in health care.

COURSE LEARNING OBJECTIVES (WITH PROFESSIONAL PRACTICE REQUIREMENTS)

By the end of the course, students will be able to:

- demonstrate knowledge and skills necessary for leadership roles in advanced psychiatric nursing practice;
- apply leadership theories in relation to health services delivery;
- analyze aspects of the health care delivery system and the impact on organizational effectiveness;
- evaluate ethical and legal considerations of health care leadership and decision-making;
- recognize how to foster a supportive workplace culture and resolve conflicts in healthcare;
- utilize research findings to assess and analyze complex leadership problems;
- evaluate the principles of leadership development and mentorship;
- identify one's leadership style and behaviour, and;
- propose solutions to current issues in nursing leadership.

REQUIRED RESOURCE

Walton, N., & Waddell, J. (2025). *Yoder-Wise's Leading and Managing in Canadian Nursing* (3rd ed.). Elsevier.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional readings may be required throughout the course and will be made available to students through the journal database at the John E. Robbins Library, Brandon University.

COURSE SEQUENCE

Class	Topics
Class 1	Introduction to Leadership in Advanced Psychiatric Nursing Practice
Class 2	Leadership Theories and Frameworks
Class 3	Self-Assessment and Professional Identify
Class 4	Power and Decision Making
Class 5	Communication and Mentorship
Class 6	Interprofessional Collaboration
Class 7	Innovative Change and Advocacy
Class 8	Ethical Leadership and Legislation
Class 9	Supportive Workplace Culture and Conflict Resolution
Class 10	Current Issues in Advanced Psychiatric Nursing Practice
Class 11	Evidence-Based Leadership
Class 12	Leadership Vision

Assigned readings and weekly activities are outlined in Moodle.

Winter study break: Dates

Voluntary Withdrawal (VW) Deadline: Date

EVALUATION PROFILE

- Weekly Forum Discussion 25%
- Forum Discussion Self-Evaluation 5%
- Leadership Self-Assessment and Development Plan 25
- Leadership Implementation and Reflection 20
- Editorial Assignment 25

ASSIGNMENT REQUIREMENTS

Weekly Forum Discussion and Self-Evaluation

A series of questions will be posted on a weekly basis by the course instructor to facilitate online discussion. Students are expected to post their thoughts and respond to the posts by the course instructor and other class members. Each student is expected to respond to the Forum Questions within a timely manner and reflect on at least one other students' post during the time allotted. The maximum word count for each post is 250 to 300 words. Two to three quality posts are expected each week. As a guide, one post should be your original thoughts, and the other should be a response to another student.

Near the end of the course students will submit a brief (500 word) self-evaluation of their online participation. This self-evaluation will address the criteria included in the participation rubric in Appendix A – Online Discussion Evaluation and include relevant examples. Please complete and submit Appendix A with the self-evaluation write up and suggest an overall grade. Students will be marked on their participation throughout the course as well as their ability to critically reflect on their own participation.

Leadership Self-Assessment and Development Plan

Students will engage in a comprehensive self-examination of their current leadership style, strengths, and areas for growth within the context of advanced psychiatric nursing practice. Using structured assessment tools such as SWOT analysis, leadership inventories, or 360-degree feedback, students will critically evaluate their leadership effectiveness in clinical, educational, or administrative roles.

Building on this analysis, students will create a personalized leadership development plan that is grounded in established leadership theories. The plan should include specific goals, actionable strategies, and measurable outcomes for growth, while also reflecting on how leadership impacts patient outcomes, team dynamics, and healthcare systems.

The self-assessment will be a maximum of 6 pages in length, double spaced (not including title page or reference page) and must use APA (7th ed.) format. The instructor will provide feedback on the content of the paper, as well as adherence to APA and writing style.

Leadership Implementation and Reflection

In this follow-up assignment, students will implement at least one identified leadership development goal from the self-assessment. Students will apply leadership strategies in their work environment and document the process and outcomes.

Students will keep a reflective journal throughout the implementation phase, tracking progress, challenges, and insights and submit a written evaluation report analyzing the experience, outcomes, and alignment with your original development plan and chosen leadership theories.

The implementation reflection will be a maximum of 6 pages in length, double spaced (not including title page or reference page) and must use APA (7th ed.) format. The instructor will provide feedback on the content of the paper, as well as adherence to APA and writing style.

Editorial Assignment

The purpose of an editorial is to explore opinions; to explain concepts; to focus thoughts and summarize ideas; and to engage in critical thinking. Each student will select a topic relevant to leadership in advanced psychiatric nursing practice, identify a major issue, review the current literature (books, peer-reviewed articles and the grey literature), take a position and write an editorial (like those seen in CBC news) defending your position. The student will pose a thought provoking question based on the information provided and lead online discussion arising from the question during the week of their presentation.

The editorial assignments will be posted on Moodle for other students to comment on and engage in collegial discussion. Scheduling of the editorial and facilitated discussion will occur on the course Moodle site during the first week of class.

Maximum word count 1000 (approximately 4 pages typed double space, excluding title page and reference list). The assignment should follow APA 7th edition, including title page, in-text citations, and reference page.

GRADING PROFILE

Percentage	Letter Grade	Grade Point
95-100	A+	4.3
90-94	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
70-74	B-	2.7
65-69	C+	2.3
60-64	C	2.0
55-59	C-	1.7
50-54	D	1.0
0-49	F	0.0

A minimum degree grade point average (GPA) of 3.0, with no grade below B must be maintained to continue in the Master of Psychiatric Nursing (MPN) Program/Brandon University Faculty of Graduate Studies. (See Policy on [Academic Performance](#)).

OPERATIONAL DETAILS

*Assignments will be accepted if late, however, late submissions will be docked 10 % for every 24 hours late.
Voluntary Withdrawal Deadline – November 19, 2025*

Please speak with the course instructor ahead before using artificial intelligence (AI) for this course (i.e. ChatGTP).

Credit AI: cite a genAI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it. Acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location. Take care to vet the secondary sources it cites. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Work with AI responsibly, in ways that support your learning and preserve your academic integrity. You are responsible for any inaccurate, distorted, biased, offensive or uncredited content you submit. Protect yourself by being open and honest in the way you use AI for this course. Fact-check all content provided by AI.

Uncredited usage is wrong and will cost those students who fail to credit AI. Uncredited use of AI, no matter how small, is considered plagiarism under the Academic Integrity Policy. Please review the policy <https://www.brandonu.ca/senate-office/senate-policies/>

SECTION II: UNIVERSITY AND DEPARTMENT POLICIES

ACADEMIC INTEGRITY POLICY

The integrity of the degrees conferred by Brandon University, the quality of relationships between faculty, students, and staff, and the reputation of the institution depend upon all members of the community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014).

It is expected that students, faculty members and staff at Brandon University, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community.

This particular policy is designed for students to ensure that the University's standards are upheld in a fair and transparent fashion. Students are responsible for the entire content and form of their work at Brandon University. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the University to support learning (e.g., Academic Skills Centre). Students who are in doubt as to what constitutes a departure from academic integrity in a particular instance should consult their course instructor.

A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- a. Requirement to repeat the assignment or examination, with or without grade reduction
- b. Assignment of a grade of zero in the assignment, test or exam
- c. Assignment of "F-AD" in the course in which the offence is committed
- d. Suspension from some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses

- e. Suspension from all Brandon University teams, clubs or like organizations for a period of 1 to 5 years
- f. Suspension from the faculty for a period of 1 to 5 years
- g. Expulsion from the faculty
- h. Suspension from the University for a period of 1 to 5 years
- i. Expulsion from the University
- j. Cancellation or revocation of degree.

To view Brandon University's Academic Integrity Policy in full, please visit [this link](#).

STATEMENT ON ACCESSIBILITY AND ACCOMMODATION

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete this [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

STATEMENT ON DISCRIMINATION AND HARASSMENT PREVENTION POLICY

Every member of the Brandon University community has both the right to work and study in an environment that is free from discrimination and harassment, and the responsibility to maintain a discrimination and harassment free environment. This policy applies to all members of the Brandon University community, which includes all employees, students, contractors and suppliers of services, volunteers, visitors, and individuals who are connected to any University initiatives. This policy applies to all members of the University community in their interaction with other members of the University community. The context of the interaction need not be University-related if the parties' primary relationship is through their mutual connection to the University.

Discrimination is defined by Brandon University as:

- differential treatment of people based on the person's actual or presumed membership in, or association with, some class or group of people, rather than on their personal merit; or
- differential treatment of an individual or group on the basis of any protected characteristic; or
- failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any protected characteristic.

Harassment is defined by Brandon University as:

- a course of abusive and unwelcome conduct or comment based on a protected characteristic
- a series of objectionable and unwelcome sexual solicitations or advances
- a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome
- a reprisal or threat of reprisal for rejecting a sexual solicitation or advance.
- objectionable conduct that creates a risk to the health of a worker
- severe conduct that adversely affects a worker's psychological or physical well-being Conduct is considered to be "objectionable" if it is based on any of the protected characteristics

Anyone who believes they have been subject to discrimination and/or harassment, or anyone who receives an inquiry or concern about discrimination and/or harassment from a member of the Brandon University community is encouraged to connect with the Diversity and Human Rights Advisor:

Cheryl Fleming
Room 333, Clark Hall
P: 204-727-9785
flemingc@brandonu.ca

STATEMENT ON SEXUALIZED VIOLENCE POLICY AND PROTOCOL

Brandon University is committed to cultivating a productive and respectful environment that ensures the safety and security of all members of the Brandon University community and is working toward preventing sexualized violence. Brandon University strives to ensure complainants can choose to participate in the continuum of support and investigation with a respondent at any level at which they feel comfortable. The Sexualized Violence Education and Prevention Coordinator works with complainants to determine their needs for support and/or workplace and academic accommodation and assists with access to these supports and/or accommodation. Complainants will not be required or pressured to make a formal report, nor do they need to involve police. Sexualized Violence defined by Brandon University as a spectrum of non-consensual sexual contact, behavior, and violence. Examples include sexual harassment, sexual assault, sexual exploitation, criminal harassment, perpetrated by anyone – an acquaintance, classmate, professor, family member, colleague, supervisor/dean, non-academic staff, friend past or current dating partner, intimate partner, or stranger. Sexualized violence can affect anyone, regardless of gender, race, class, dis/ability, citizenship, age, or size. Brandon University encourages all members of its community who have experienced sexualized violence to consider accessing the services of the Sexual Violence Education and Prevention (SVEP) Coordinator:

Jessica Laxdal
Sexual Violence Education and Prevention Coordinator
431-542-1707
312 Clark Hall
LaxdalJ@BrandonU.CA

<https://www.brandonu.ca/sexualviolence/>

Off-campus resources include:

- Klinik Sexual Assault Crisis Program 24-hour Hotline: 1-888-292-7565
- Sexual Assault Advocate, The Women's Resource Centre: (204)726-8632 or faith@thewomenscentrebrandon.com.
- **REES Campus**, anonymous third-party reporting: <https://www.reescommunity.com/campus/>

Master of Psychiatric Nursing Policies

<https://www.brandonu.ca/mpn/forms/>

Appendix A: Online Discussion Evaluation

Criteria	Unsatisfactory (0-10)	Good/Average (10-20)	Excellent (20-30)
Original Thought	Contributions add minimal original thought to the discussions. The contributions repeat what others have said and are not integrated in the tread of the conversation. The contributions are not in student’s own words but merely copy information from other sources.	A good number of student postings are meaningful. In most cases, the contributions are well connected to the thread of discussion. The student occasionally asks good questions and initiates discussion.	The vast majority of postings are meaningful, original, and add to the learning experience. The student asks very good questions and makes important comments that generate excellent discussion.
Timeliness	The student posts after the weekly sessions are incomplete or late, and thus the discussion content are not useful to others.	Student often makes contribution when the discussion threads are active. Classmates benefit from those contributions.	The student always posts their contributions when the weekly discussion threads are active.
Frequency	The student participates 2 times a week less than 60% of the time.	The student participates 2 times a week between 60% and 90% of the time.	The student participates 2 times a week more than 100 % of the time.
Integration	Student rarely integrates material from previous units to formulate ideas and generate dialogue.	Student occasionally integrates material from the previous units to formulate ideas and generate dialogue.	Student consistently integrates material from previous units to formulate ideas and generate dialogue.
Respect/ Collaboration/ Collegiality	Student rarely engages with others in a respectful, collegial, collaborative way.	Student engages in a respectful, collegial, collaborative way most of the time.	In all situations, the student has engaged in a respectful, collegial, collaborative way.
Grammar/ Spelling	Student postings do not generally follow the rules of grammar and spelling.	Student postings occasionally follow the rules of grammar and spelling.	Student postings consistently follow the rules of grammar and spelling.
Writing Style	Writing style is cumber-some and ideas are not clear. Minimal adherence to word count.	Writing style is adequate to share ideas and adheres to the word count between 40% and 80% of the time.	Writing flows and ideas are effectively expressed and adheres to the word count more than 80% of the time.

SUBJECT TO APPROVAL**MOTION NO.127.JAN26****AGENDA ITEM NO.5.4.3.2.2**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Faculty of Health Studies – Master of Psychiatric Nursing

SUBJECT: Graduate Psychiatric Nursing Course Deletions

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approves the following course deletions, as submitted by the Department of Graduate Psychiatric Nursing, Faculty of Health Studies:

- 75:657 Advanced Clinical Practice in Psychiatric Nursing I
- 75:658 Advanced Clinical Practice in Psychiatric Nursing II
- 75:659 Health Services Leadership & Administration I
- 75:660 Health Services Leadership & Administration II

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance**DECISION:**
DATE: January 13, 2026**PER:**

DEFINITIONS – COURSE DELETION PROPOSAL FORM

A. COURSE DELETION REQUEST DETAILS

Level of Study	Indicator distinguishing undergraduate courses from graduate courses
Course Number	The 5-digit numeric course identifier (example: 16:151)
Course Title	The title of the course proposed for deletion
Faculty/School	The Faculty/School proposing the course deletion
Department	The specific department proposing the course deletion
Cross-Listed Courses	Where agreement has been made with another department to have the proposed course recognized by that department towards its major/minor requirements, the other department's/departments' associated course number(s) must be listed in this field.

DEFINITIONS – COURSE DELETION PROPOSAL FORM

A. COURSE DELETION REQUEST DETAILS

Level of Study	Indicator distinguishing undergraduate courses from graduate courses
Course Number	The 5-digit numeric course identifier (example: 16:151)
Course Title	The title of the course proposed for deletion
Faculty/School	The Faculty/School proposing the course deletion
Department	The specific department proposing the course deletion
Cross-Listed Courses	Where agreement has been made with another department to have the proposed course recognized by that department towards its major/minor requirements, the other department's/departments' associated course number(s) must be listed in this field.

Senate approved changes will come into effect on September 1, 2025.

A. COURSE DELETION REQUEST DETAILS

Level of Study: Undergraduate Graduate

Course Number: 75:659 Faculty/School: Health Studies

Course Title: Health Services Leadership & Department: Psych Nursing - Graduate (75)

Cross-Listed Course(s): n/a

Delete Cross-Listed Course(s)? Yes No

B. COURSE DELETION CALENDAR INFORMATION

Include all locations this course should be deleted in the upcoming Calendar.

Changes required for the 2026/27 academic year.
 Page 51 (7.8) from the table in the curriculum outline.
 Page 53 (7.9) course and course description.

C. RATIONALE

The MPN Steering Committee is reviewing and updating syllabi and courses in the program. This course will be deleted and replaced with 75:XXX LEADERSHIP IN ADVANCED PRACTICE PSYCHIATRIC NURSING (3 credit hours), which will be offered annually in the winter term beginning in the 2027/28 academic year.

D. APPROVALS

Cross-Listed Dept Approval Date:

Faculty Council Approval Date: **October 27, 2025** Dean's Approval Date: **October 27, 2025**

SENATE OFFICE USE ONLY

CAP/GSC	November 17, 2025	Senate	
	Approval/Completion Date		Approval/Completion Date
Calendar		F & R Services	
	Edit Date		Copy Sent

DEFINITIONS – COURSE DELETION PROPOSAL FORM

A. COURSE DELETION REQUEST DETAILS

Level of Study	Indicator distinguishing undergraduate courses from graduate courses
Course Number	The 5-digit numeric course identifier (example: 16:151)
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Faculty/School	The Faculty/School proposing the course deletion
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Senate approved changes will come into effect on September 1, 2025.

A. COURSE DELETION REQUEST DETAILS

Level of Study: Undergraduate Graduate

Course Number: 75:660 Faculty/School: Health Studies

Course Title: Health Services Leadership & Department: Psych Nursing - Graduate (75)

Cross-Listed Course(s): n/a

Delete Cross-Listed Course(s)? Yes No

B. COURSE DELETION CALENDAR INFORMATION

Include all locations this course should be deleted in the upcoming Calendar.

Changes required for the 2026/27 academic year.
Page 51 (7.8) from the table in the curriculum outline.
Page 53 (7.9) course and course description.

C. RATIONALE

The MPN Steering Committee is reviewing and updating syllabi and courses in the program. This course will be deleted and replaced with 75:XXX INDIGENOUS WELLNESS, RESILIENCE, ADVOCACY, AND ALLYSHIP (3 credit hours), which will be offered annually in the spring term beginning in the 2027/28 academic year.

D. APPROVALS

Cross-Listed Dept Approval Date:

Faculty Council Approval Date: **October 27, 2025** Dean's Approval Date: **October 27, 2025**

SENATE OFFICE USE ONLY

CAP/GSC	November 17, 2025	Senate	
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DEFINITIONS – COURSE DELETION PROPOSAL FORM

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SUBJECT TO APPROVAL**MOTION NO.128.JAN26****AGENDA ITEM NO.5.4.3.2.3**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Faculty of Health Studies – Master of Psychiatric Nursing

SUBJECT: Graduate Psychiatric Nursing Course Revisions

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approves the following course revisions, as submitted by the Department of Graduate Psychiatric Nursing, Faculty of Health Studies.

- 75:655 Seminar Topics in Psychiatric Nursing

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance**DECISION:** **PER:**
DATE: January 13, 2026

Senate approved changes will come into effect on September 1, 2025.

SENATE OFFICE USE ONLY

Revised Course #	
-------------------------	--

A. COURSE IDENTIFICATION (CURRENT)

 Level of Study: Undergraduate Graduate

Course Number: 75:655

Course Title: Seminar topics in Psychiatric Nursing

Faculty/School: Health Studies

Department: Psych Nursing - Graduate (75)

Calendar Entry (paste screenshot from current online Calendar below):

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. Resources and supports for assuming a leadership role in relation to health issues will be explored. Students will develop strategies for engaging in shaping health policy and practice, as well as strategies for responding to trends.


B. PROPOSED COURSE INFORMATION REVISIONS

 Enter information **only** in the fields below where proposed changes are being made.

CHANGE:

Course Level to:

Course Title to:

Credit Hours to:

Short Title to (max 25 characters):

Course Type to:

Subject Identifier to (ex. GEOG):

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

 Prerequisite(s) to: None OR Specific Course(s) OR Permission of:

OR

AND/OR:

 Corequisite(s) to: None OR Specific Course(s)

AND/OR:

 Antirequisite(s) to: None OR Specific Course(s)

Cannot Be Held With:

Cross-Listing to:

Additional Information/ Clarification:

As part of a recent curriculum review, the MPN Steering Committee has developed two new courses—a Leadership course and an Indigenous Wellness course—to be added to the MPN program. The change requested here is part of a broader effort to revise and update course syllabi across the program to eliminate redundant objectives given the creation of the new courses.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

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. Students will develop strategies for engaging in shaping health policy and practice, as well as strategies for responding to trends.

Calendar Placement:

7.9 Course Description

D. REQUIRED SUPPORTING DOCUMENTATION
 Detailed course outline

E. RATIONALE & JUSTIFICATION

Explain why these proposed revisions are being made to this course and, if significant changes are being made, provide reasoning to explain why this should be considered a course change rather than a new course. Provide sufficient detail to permit CAP/GSC and Senate to evaluate the request fully and effectively.

The syllabus for Seminar Topics (75:655) has not been updated since the MPN program's inception in 2011. As part of a comprehensive review of all standardized syllabi, the MPN Steering Committee has revised the Seminar Topics course to reflect current program needs. Updates include a revised course description and updated course objectives. In conjunction with the creation of a new course, 75:XXX Leadership in Advanced Practice Psychiatric Nursing (3 credit hours), the objectives for Seminar Topics have been adjusted to eliminate overlap and ensure clear distinction between the two courses.

F. APPROVALS

Cross-Listed Dept. Approval Date:

 Faculty Council Approval Date: **October 27, 2025**

 Dean's Approval Date: **October 27, 2025**
SENATE OFFICE USE ONLY

CAP/GSC	November 17, 2025	Senate	
	Approval/Completion Date		Approval/Completion Date
Calendar		F & R Services	
	Edit Date		Copy Sent

Questions on completing this form should be referred to:

 Registrar's Office, registrar@brandonu.ca, 204-727-9738



**BRANDON
UNIVERSITY**

270-18th Street
Brandon, Manitoba
Canada
R7A 6A9

FACULTY OF HEALTH STUDIES

**Master of Psychiatric
Nursing Program**

Course Syllabus

75:655

**Seminar Topics in
Psychiatric Nursing**

XXXX

Faculty: XXXX

Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world.

We acknowledge that Winnipeg and Brandon are on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Winnipeg and Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.

The plants, animals and people who share their history and traditions on the land and water of this area are deeply influential. We are grateful to gather on these lands today.

SECTION I: COURSE OUTLINE & SYLLABUS

COURSE NAME: Seminar Topics
COURSE NUMBER: 75:655
TERM: Winter
Instructor: Name Phone: Fax: Office: Email: Office Hours: Moodle Key

COURSE FORMAT

Online course, one term. 3 credit hours.

COURSE PREREQUISITES

Admission to the Master of Psychiatric Nursing program is required to register for this course.

COURSE DESCRIPTION

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. Students will develop strategies for engaging in shaping health policy and practice, as well as strategies for responding to trends.

COURSE OBJECTIVES

At the completion of this course, students will be able to:

- Analyze circumstances and trends that may impact on health, mental health, and psychiatric nursing practice;
- Discuss political and organizational decision-making processes;
- Discuss factors influencing policy decisions and strategies to support development of effective policy;
- Develop resources, such as policy briefs and policy dialogues, to support policy development related to a selected issue; and
- Analyze and propose solutions to a current issue in the students' workplace.

COURSE TEXTS (REQUIRED)

American Psychological Association. (2019). Publication manual of the American Psychological Association (7 th ed.). Washington, DC: Author.

Anthony, W., & Huckshorn, K. A. (2008). Principled leadership in mental health services and programs. Boston, MA: Centre for Psychiatric Rehabilitation, Boston University.

Anthony & Huckshorn text .pdf is posted on Moodle, or is available online

ADDITIONAL COURSE RESOURCES

- Course Moodle page for communication, course material, and grades.
- Assigned course text readings and articles posted on Moodle.
- Instructor – lectures posted on Moodle & professor contact via Zoom arranged by appointment
- Access to the BU library or other libraries is required to conduct literature search.
- Additional resources posted by course instructor, **as course progresses.**
- Additional resources from peers posted by course instructor, **as course progresses.**

Oxman, A., & Hanney, S. (Eds.). (2009). SUPPORT Tools for evidence-informed health Policy making (STP). Health Research Policy and Systems, 7 (Suppl 1). SUPPORT Tools available online from <http://www.health-policy-systems.com/supplements/7/S1>

COURSE STRUCTURE

It is anticipated that advanced practice psychiatric nurses will be employed in leadership roles requiring that each will act as a change agent in efforts to facilitate change as the need(s) arise. Course assignments are structured to enhance the application of course theory to the process of facilitating change by preparing materials that will support/maintain change.

COURSE EVALUATION

Evaluation Strategy	Mark %
Online Forum (6) Discussion Participation (Self Evaluation)	30%
Kritik Peer to Peer Learning & Evaluation Activity Introductory Assignment 1	0%
Kritik Peer to Peer Learning & Evaluation Activity Assignment 2: Policy Brief	30%
Kritik Peer to Peer Learning & Evaluation Activity Assignment 3: Publishable Paper	40%

On-line Forum Discussion (30%)

On-line forum discussion will occur during weeks 2 - 7. A series of questions will be posted for each of these weeks to facilitate discussion. While reflecting upon these questions and comments, students are required to participate in weekly on-line forum discussion by submitting commentary that reflects the depth and breadth

expected at the graduate education level. Each student is expected to make substantive commentary postings a minimum of **three times (3x) per week**. Each On-Line Forum Discussion (with corresponding threads) **begins on specified Mondays @ 800 CST and closes on specified Sundays @ 2345**.

Each student will complete a self-evaluation of On-line Forum Discussion performance using the **On Line Forum Discussion Performance: Self Evaluation** (posted on Moodle). The completed self-evaluation is to be uploaded to Moodle on or prior to April 4 @ 1600 CST.

Please Note: The course professor reserves the right to revise received Self-Evaluation marks in instances where a self-evaluation of On-Line Forum Discussion performance does not reflect an accurate evaluation of performance.

KRITIK PEER-TO-PEER LEARNING & EVALUATION ACTIVITY ASSIGNMENT REQUIREMENTS

This course involves the use of [Kritik](#), a peer-to-peer learning and evaluation platform. Kritik is a web platform designed to assist students with further development of critical thinking skills through use of [Bloom's Taxonomy] (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#:~:text=Familiarly known as Bloom's Taxonomy,Analysis%2C Synthesis%2C and Evaluation.>).

Kritik Registration/Support

Students will receive an email invitation to register for a Kritik account and enrolment into the course on Kritik. A fee of **\$23.00** must be paid directly to Kritik for its use.

Rubric

A rubric is used for the **THREE (3)** peer-to-peer learning & evaluation (Kritik) activity assignments. Since rubrics specify the criteria for peer review and evaluation, students should use each rubric as a frame of reference for assignment completion, both during all three stages (outlined below).

Each peer-to-peer learning & evaluation activity assignment has three (3) unique stages:

Stage 1: Create → Follow the instructions, adhere to the criteria outlined in the corresponding rubric and compose a creation.

Stage 2: Evaluate → Anonymously score assigned peers' creations based on the corresponding rubric and provide written comments.

Stage 3: Feedback → Provide peer evaluators with anonymous feedback about how motivational/critical (insightful, constructive & useful) evaluation comments were.

Kritik Peer-to-Peer Learning Activity Assignment Grading

Participation in **Kritik Peer-to-Peer Learning Activity Assignments** involves the allocation of three (3) scores: Creation score, Evaluation score and Participation score. Together, these sets of three (3) scores per course assignment add up to 30 and 40% of the final course mark, totaling 70% for Kritik assignments 2 & 3. To understand what these scores mean and exactly how they are calculated, please read the section **How Scoring Works** in Kritik's [help center](#).

How to get help: For any questions about the platform, please visit Kritik's [help center](#). If difficulties occur using the Kritik platform, **instead** of emailing course professor, it is best to contact **Kritik directly** for assistance with difficulties/questions, using **the live chat** on the [Kritik Website](#). A Kritik representative will respond promptly, within a few minutes, **weekdays**, during **business hours**. If, after initiating contact with Kritik for assistance, over 24 hrs. lapses (weekdays), with no assistance received from Kritik, please contact course professor via email ryank@brandonu.ca about the issue.

Kritik Peer to Peer Learning & Evaluation Activity Assignment Details

Students will complete **THREE (3)** peer-to-peer learning & evaluation **activity assignments**.

Although **Assignment #1** provides students with a **non-evaluated** opportunity to become familiar with Kritik, **Assignments #2 & 3 are evaluated**. These latter evaluated assignments necessitate the integration/reflection of course content and build upon learning opportunities through reflection about and integration of peer feedback as the course proceeds.

Kritik Peer to Peer Learning & Evaluation Activity Assignments are written creations that must reflect the student's adherence to the criteria specified in each rubric.

Kritik Peer to Peer Learning & Evaluation Activities are **anonymous** amongst peers. Author and peer evaluator **identity protection** is ensured by Kritik IT. After students have completed file upload in Kritik, Kritik IT support will access the file, strip its meta data and re-upload each assignment creation to Kritik for access by assigned peer evaluator.

To ensure that the course instructor can identify authorship of assignments, both Kritik creation assignments 2 & 3 are to be uploaded to Moodle by the due date and time, as well.

In addition to adhering to **assignment requirements** specified in this syllabus and assignment **objectives** specified in the **Activity Details** on **Kritik**, students are expected to meet **evaluation criteria** detailed in the Peer Learning & Evaluation Activity Assignment **rubric**

Please note it is expected that **writing will extend beyond** that of the required course text and lecture material. With that said, it is **not permissible** to cite from the required course text and/or ppt material. It is also **not permissible** to cite authors of Edited Books, Authors of Edited book Chapters, Editorials, nor conference presentations. Moreover, the majority of **citations** must be made from **primary (refereed) sources only** with **no more than two citations from secondary sources**.

For the purpose of these assignments **Systematic and/or Scoping Reviews** are considered **secondary** sources and as such, information derived from them should be kept to a minimum. For clarification of primary vs. secondary sources please refer to APA Manual.

The primary sources of original refereed publications posted on Moodle, may be used.

In addition to those references posted within course weeks, please see *Additional Reference Material & Additional References* near bottom on Moodle.

To facilitate peer evaluation, the location of all references used within a Peer-to-Peer Learning & Evaluation Activity Assignment must be provided at the end of each reference listed. (Please specify the name of Moodle row and folder).

For those students who wish to incorporate primary refereed sources, not posted on Moodle, a copy of the refereed article **must be emailed directly** to course professor, **before** the **Create** stage **ends**, for each assignment. The course professor will post those articles on Moodle to ensure timely access to the article by peer evaluators during the **Evaluate** stage. Please note, that upon receipt of such articles, the course professor **will not** provide a review for suitability/applicability of the article's content prior to posting.

Additional Peer-to-Peer Learning Activity Assignment Information

- Pay attention to the due dates/times (specified on Kritik) for each of the three unique Kritik stages (see page 5), for all assigned peer to peer activity assignments.
- No creations will be accepted after the create stage has ended.

- During the evaluation stage students must evaluate ALL peer creations assigned to them, not just ONE. Each student can expect to be **assigned 3 (THREE)** peer evaluations to complete.
- When evaluating peer creations, an explanation must be given by peer evaluator **for each criterion** that is allocated full score/mark.
- When evaluating peer creations, an explanation must be given by peer evaluator **for each criterion** that is allocated less than full score/mark.
- In instances where a student does not exercise due diligence when evaluating peer creations, overall scores will be adjusted (marks reduced). In other words, if a student allocates full marks for a creation's criterion when that creation does fulfill rubric criteria, and it is determined that marks, should have been deducted, the student who conducted the peer evaluation can expect their overall **Peer-to-Peer Learning Activity Assignment** mark to be reduced by course professor.
- In accordance with above, creations assigned **generous (inaccurate)** scores will be assessed individually by course professor with subsequent creation score adjustment, where indicated.
- In situations where there is disagreement with a peer evaluation, please use Kritik's **grade dispute** feature to notify course professor of the concern/disagreement, **instead** of emailing course professor directly with concern/disagreement.

Peer to Peer Learning & Evaluation Activity Assignment Time Frames & Due Dates

Introductory Kritik Activity Assignment 1: completed during weeks **6 & 7**

- **begins Feb. 10 @ 0800 & ends Feb. 23 @0800 (13 days)**

Note: The Kritik **Introductory** Activity is **compulsory**. The intent of this activity is to provide an ungraded opportunity for students to become familiar with Kritik in advance of participating in graded Kritik Activities.

Students must pay attention to the due dates/times for each of the **three unique stages** (see page 4).

Peer to Peer Learning & Evaluation Activity **Assignment 2: Policy Brief (30%)**

- **Activity begins Feb. 23 @ 0800 & ends March 15 @0800 (20 days)**
- **Policy Brief due March 4th @0800 hrs. CST**

Students must pay attention to the due dates/times for each of the **three unique stages** (see page 5).

A policy brief explained

A policy brief is a tool used to provide balanced information for the purpose of assisting decision-makers to select options for policy and/or program decisions. In general, a policy brief is a short summary of what is known about a particular issue or problem and identifies potential courses of action along with the strengths and weaknesses of each course of action. The brief includes a recommendation for a specific course of action based on consideration of the evidence.

The policy brief is often thought of as being neutral, but it can also be used by advocates to communicate a particular point of view. Regardless of whether the author has a particular preference, the brief must present a balanced account of a range of options, and the suggested recommendations must be supported by evidence.

Target Audience

A policy brief is prepared for decision-makers who may or may not be familiar with the topic. The brief synthesizes information from the literature and from other sources in a way that enables the reader to understand the issue, context, stakeholders, and options for selecting a course of action.

The brief should be written for a professional rather than an academic audience. Be sure to specify who the brief is being written for (e.g. senior management, Board of NGO, politicians) and focus on content that is important to the target audience.

Assignment Requirements

Each student will identify an issue of concern and prepare a policy brief based on the issue. It is anticipated that this assignment will enable students to consider an issue of concern in their workplace and develop information that will assist decision-makers within the organization to decide upon a course of action. Preparing a policy brief will facilitate the development of skills in communicating with decision-makers in a manner that supports effective decisions.

A cover page with identifiers and headers is not to be included with this Assignment.

In addition to a **150-word** executive summary, the brief should be between **1000 - 1500 words** in length. References and resources are not included in word count. References must be in APA format (both in text citations and reference list).

The brief will:

- be based on a high-priority issue identified by the student.
- include a clear and concise statement of the issue. Usually no more than two sentences.
- contextualize the issue without identifying the organization and province.
- include essential background information necessary for decision-makers to understand the context of the issue.
 - Specifically, when did the issue emerge? How did it develop? What is the magnitude of the issue or potential for improvement?
 - Identify trends related to access, costs, and quality as well as who the issue is problematic for.
 - Explain why the organization has an interest in the issue.
 - Specifically, what are the implications? How many people are affected? How serious are adverse outcomes? What will happen if action is not taken?
 - Include information on what has already been done and the results of that action. Include information on the key stakeholders and each stakeholder's perspective on the issue.
- propose 3-5 options for action and outline key implementation considerations for each. Include information from relevant academic literature, other relevant documentation (documents), and information from key informants in the workplace.
- provide a recommendation for one course of action that is based on the information presented. Include rationale for its selection.

Standardization of assignments is required for Kritik use. Therefore, students are asked to refer to U of T (2021) Toolkit posted on Moodle. Headings to include are as follows:

- Title
- Executive Summary
- Background
- Research Results
- Proposed Policy Options
- Research Implications
- Recommendation
- Conclusions

CONFIDENTIALITY

Since authorship of assignments and peer evaluations are to be confidential with the identity of all involved protected, students are expected to provide a description of an issue of concern while omitting organization-specific information.

Although Forum Discussions are not confidential, students should refrain from discussing organization specific information that might lead to identification of an organization that forms the basis for assignment 2 & 3 completion.

Peer to Peer Learning & Evaluation Activity **Assignment 3: Publishable Paper (40%)**

- **Activity begins March 15 @ 0800 & ends April 4 @1600 (21 days)**
- **Manuscript creation due March 21 @ 0800 hrs. CST**

Students must pay attention to the due dates/times for each of the **three unique stages** (see **page 5**).

It is anticipated that the policy brief will be of interest to a broader audience. Therefore, the student is expected to expand upon Assignment 2 content and incorporate peer feedback (as appropriate) into a manuscript that could be submitted for publication.

A cover page with identifiers and headers **are not** to be included with this Assignment.

The student will:

- submit a manuscript of between 1500 – 2000 words in length (including abstract). References and resources are not included in word count. References must be in APA format (both in text citations and reference list).
- identify a target audience and select a suitable journal to reach the target audience from the list provided below.
- adhere to APA guidelines.
- review and adhere to the submission requirements for the selected journal. The paper will be written considering audience expertise and learning needs.
- identify the name of the target journal and explain rationale for journal selection (within the assignment conclusion).

Journal options:

- Administration & Policy in Mental Health & Mental Health Services Research
<http://www.springer.com/public+health/journal/10488>
- Journal of Psychosocial Nursing & Mental Health Services <http://www.slackjournals.com/JPN>

Other journals may be considered if the paper content is better suited to a journal not identified above. If this is the case, the student is encouraged to discuss other journal options with the course professor.

Regardless, the target journal including rationale for choice must be clearly identified when submitting the paper.

AI-generated student submissions

ChatGPT and other AI technologies are emerging tools– these technologies are rapidly developing and changing, with new uses being explored constantly. Although these tools can be used in productive, creative, interesting, and useful ways, they might also be used in dishonest, unproductive, malicious and/or in destructive ways. BU supports and upholds principles of academic freedom, academic integrity, and academic honesty.

Course instructor CHOICE

Currently, a BU course instructor may choose to ban the use of AI-generated text entirely or allow it under stated rules. **My decision**, as course professor, is **not to permit** the use of AI text generation **at any step** of your learning within this (75:655) course.

In this course, you will be relying solely on your knowledge, skills and judgement. As course professor, I believe that writing involves thoughtful reflection and original critical thinking processes. In this course (75:655) the use of AI-generated text is **banned entirely**, and it is a **violation of the Academic Integrity policy** (see below) to submit completed course assignments containing any AI-generated text.

GRADING PROFILE

Percentage	Letter Grade	Grade Point
95-100	A+	4.3
90-94	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
70-74	B-	2.7
65-69	C+	2.3
60-64	C	2.0
55-59	C-	1.7
50-54	D	1.0
0-49	F	0.0

A minimum degree grade point average (GPA) of 3.0, with no grade below B must be maintained to continue in the Master of Psychiatric Nursing (MPN) Program/Brandon University Faculty of Graduate Studies. (See Policy on [Academic Performance](#)).

OPERATIONAL DETAILS

*Assignments will be accepted if late, however, late submissions will be docked 10 % for every 24 hours late.
Voluntary Withdrawal Deadline – November 19, 2025*

Please speak with the course instructor ahead before using artificial intelligence (AI) for this course (i.e. ChatGTP).

Credit AI: cite a genAI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it. Acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location. Take care to vet the secondary sources it cites. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Work with AI responsibly, in ways that support your learning and preserve your academic integrity. You are responsible for any inaccurate, distorted, biased, offensive or uncredited content you submit. Protect yourself by being open and honest in the way you use AI for this course. Fact-check all content provided by AI.

Uncredited usage is wrong and will cost those students who fail to credit AI. Uncredited use of AI, no matter how small, is considered plagiarism under the Academic Integrity Policy. Please review the policy <https://www.brandonu.ca/senate-office/senate-policies/>

SECTION II: UNIVERSITY AND DEPARTMENT POLICIES

ACADEMIC INTEGRITY POLICY

The integrity of the degrees conferred by Brandon University, the quality of relationships between faculty, students, and staff, and the reputation of the institution depend upon all members of the community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014).

It is expected that students, faculty members and staff at Brandon University, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community.

This particular policy is designed for students to ensure that the University's standards are upheld in a fair and transparent fashion. Students are responsible for the entire content and form of their work at Brandon University. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the University to support learning (e.g., Academic Skills Centre). Students who are in doubt as to what constitutes a departure from academic integrity in a particular instance should consult their course instructor.

A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

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

To view Brandon University's Academic Integrity Policy in full, please visit [this link](#).

STATEMENT ON ACCESSIBILITY AND ACCOMMODATION

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete this [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

STATEMENT ON DISCRIMINATION AND HARASSMENT PREVENTION POLICY

Every member of the Brandon University community has both the right to work and study in an environment that is free from discrimination and harassment, and the responsibility to maintain a discrimination and harassment free environment. This policy applies to all members of the Brandon University community, which includes all employees, students, contractors and suppliers of services, volunteers, visitors, and individuals who are connected to any University initiatives. This policy applies to all members of the University community in their interaction with other members of the University community. The context of the interaction need not be University-related if the parties' primary relationship is through their mutual connection to the University.

Discrimination is defined by Brandon University as:

- differential treatment of people based on the person's actual or presumed membership in, or association with, some class or group of people, rather than on their personal merit; or
- differential treatment of an individual or group on the basis of any protected characteristic; or
- failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any protected characteristic.

Harassment is defined by Brandon University as:

- a course of abusive and unwelcome conduct or comment based on a protected characteristic
- a series of objectionable and unwelcome sexual solicitations or advances
- a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome
- a reprisal or threat of reprisal for rejecting a sexual solicitation or advance.
- objectionable conduct that creates a risk to the health of a worker
- severe conduct that adversely affects a worker's psychological or physical well-being Conduct is considered to be "objectionable" if it is based on any of the protected characteristics

Anyone who believes they have been subject to discrimination and/or harassment, or anyone who receives an inquiry or concern about discrimination and/or harassment from a member of the Brandon University community is encouraged to connect with the Diversity and Human Rights Advisor:

Cheryl Fleming
Room 333, Clark Hall
P: 204-727-9785
flemingc@brandonu.ca

STATEMENT ON SEXUALIZED VIOLENCE POLICY AND PROTOCOL

Brandon University is committed to cultivating a productive and respectful environment that ensures the safety and security of all members of the Brandon University community and is working toward preventing sexualized violence. Brandon University strives to ensure complainants can choose to participate in the continuum of support and investigation with a respondent at any level at which they feel comfortable. The Sexualized Violence Education and Prevention Coordinator works with complainants to determine their needs for support and/or workplace and academic accommodation and assists with access to these supports and/or accommodation. Complainants will not be required or pressured to make a formal report, nor do they need to involve police.

Sexualized Violence defined by Brandon University as a spectrum of non-consensual sexual contact, behavior, and violence. Examples include sexual harassment, sexual assault, sexual exploitation, criminal harassment, perpetrated by anyone – an acquaintance, classmate, professor, family member, colleague, supervisor/dean, non-academic staff, friend past or current dating partner, intimate partner, or stranger. Sexualized violence can affect anyone, regardless of gender, race, class, dis/ability, citizenship, age, or size. Brandon University encourages all members of its community who have experienced sexualized violence to consider accessing the services of the Sexual Violence Education and Prevention (SVEP) Coordinator:

Jessica Laxdal
Sexual Violence Education and Prevention Coordinator
431-542-1707
312 Clark Hall
LaxdalJ@BrandonU.CA

<https://www.brandonu.ca/sexualviolence/>

Off-campus resources include:

- Klinik Sexual Assault Crisis Program 24-hour Hotline: 1-888-292-7565
- Sexual Assault Advocate, The Women's Resource Centre: (204)726-8632 or faith@thewomenscentrebrandon.com.
- **REES Campus**, anonymous third-party reporting: <https://www.reescommunity.com/campus/>



Master of Psychiatric Nursing Policies
<https://www.brandonu.ca/mpn/forms/>

SUBJECT TO APPROVAL**MOTION NO.129.JAN26****AGENDA ITEM NO.5.4.3.2.4**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Faculty of Health Studies – Master of Psychiatric Nursing

SUBJECT: Graduate Psychiatric Nursing Curriculum & Program Changes

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate approves of the Curriculum & Program changes, as submitted by the Department of Graduate Psychiatric Nursing, Faculty of Health Studies.

- MPN Calendar Revisions
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance

DECISION:
DATE: January 13, 2026

PER:

Health Studies Graduate Steering Committee Report

November 2025

Report Submitted by: Andrea Thomson

In alignment with **Priority D** of the University's Strategic Plan—to promote diversity and inclusive post-secondary educational opportunities—the Health Studies Graduate Steering Committee conducted a curriculum review to identify barriers and enhance inclusivity within the program.

Curriculum Changes

The Master of Psychiatric Nursing Program was established in 2010. A curriculum review conducted in 2016–2017 identified challenges with the Stream Courses (Advanced Clinical Practice, Administration and Leadership, and Education). At that time, these courses included a practicum component, which proved difficult for some students to arrange. As a result of the review, the practicum requirement was replaced with a project requirement.

In 2024–2025, a new curriculum review working group was formed (Dr. Dean Care, Kimberly Ryan, Dr. Candice Waddell-Henowitch, and Andrea Thomson). The group's review focused on the Stream Courses, which have continued to present challenges despite the shift from practicum to project requirements.

Challenges with the Stream Courses

- **Course scheduling challenges:** Each stream is offered biennially (Advanced Clinical Practice and Administration & Leadership in even years; Education in odd years). This creates difficulties with course planning, as students may face delays in completing coursework and registering for their thesis course depending on the timing of their chosen stream.
- **Low enrollment:** The Administration and Education streams have consistently low student enrollment.
- **Scheduling issues:** The second stream course runs during the spring and summer semester, which does not align with the graduate calendar (spring and summer courses are normally 6 weeks each).
- **Project completion difficulties:** Some students struggle to complete projects; as a result, papers are now accepted as an alternative.
- **Limited specialization:** Since the streams total only 6 credit hours, they do not provide significant opportunity for specialization.
- **Workload implications:** Delivering the streams adds 6 credit hours of workload every two years, creating additional staffing challenges.

As a result, the stream offerings were found to fall short of their intended goals and do not adequately support students or the overall program.

Proposed Curriculum Changes

Following a review of the MPN curriculum, as well as an examination of the curricula of other master's nursing programs in Manitoba, Alberta, Saskatchewan, and Ontario, it was recommended that all stream courses/options be removed. In their place, two new courses will be introduced: Leadership in Advanced Practice Psychiatric Nursing (developed by Dr. Care, Kimberly Ryan, and Andrea Thomson) and Indigenous Wellness, Resilience, Advocacy, and Allyship (developed by Karen Batson, Velvet Maud, and Dr. Candice Waddell-Henowitch). In addition, the course description for 75:655 Seminar Topics has been revised to remove overlap with the leadership content of the new course

Course Deletion – Winter Term	New Course – Winter Term
75.657 – Advanced Clinical Practice in Psychiatric Nursing I (3 credit hours - Winter Term, offered even calendar years) -Last offering Winter 2026	75:XXX Leadership in Advanced Practice Psychiatric Nursing (3 credit hours – Winter term) To be offered annually beginning in Winter 2028
75.659 – Health Services Leadership & Administration I (3 credit hours - Winter Term, offered even calendar years) -Canceled due to no student registration for Winter 2026	
██ ██ ██	
Course Deletion – Spring/Summer Term	New Course – Spring Term
75.658 – Advanced Clinical Practice in Psychiatric Nursing II (3 credit hours – Spring/Summer, offered even calendar years) -Last offering Winter 2026	75:XXX Indigenous Wellness, Resilience, Advocacy, and Allyship (3 credit hours – Spring term) To be offered annually beginning in Spring 2028
75.660 – Health Services Leadership & Administration II (3 credit hours – Spring/summer Term, offered even calendar years) -Canceled due to no student registration for Winter 2026	
██ ██ ██	

- The Indigenous Wellness, Resilience, Advocacy, and Allyship was presented to the Indigenous Curriculum Committee, however, this committee is only mandated with reviewing undergraduate courses at this time, therefore approval is not required at this level.

- Library faculty has reviewed the sample syllabi and has determined they have enough resources to support the two new courses proposed.
- All MPN students have been notified of the review and proposed changes. Those who have not yet registered for a stream were spoken to directly by the MPN Coordinator, and an email was sent out all students. The Clinical Practice and Administration Streams will have a final offering in 2026. The Education Stream will have a final offering in 2027. Students have reported excitement about the potential creation of the Indigenous Wellness, Resilience, Advocacy, and Allyship. The website has also been updated with a statement that the stream curriculum is under review.

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 1800 hours of two equivalent full-time years of practice experience in psychiatric/mental health nursing is required. Criminal Records Check, Child Abuse Registry, CPR and current immunization are not required for admission, but may be requested. 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.

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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. [Details on the application process are located within the Admission Policy. 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.

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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.

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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 ~~advanced/independent~~ practice roles, 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-day orientation—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 Advisor and Committee Membering 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 ~~as outlined in the Program Advisement policy.~~

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 ~~as outlined in the Program Progression policy.~~

~~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 ~~as outlined in the Scholarly Activities policy.~~

- ~~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 ~~as outlined in the Second Degree Requirements policy.~~

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 ~~as outlined in the Residency Requirements policy. 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 ~~course/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
Additional Required Courses in Streams		66
1. Clinical Practice Stream		

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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	
Education Specialized Stream		
75:661	Advanced Nursing Education I	3
75:662	Advanced Nursing Education II	3
3. Non-Specialized Stream		
Required Courses in a Non-Specialized Stream		
75:6XX	Leadership in Advanced Psychiatric Nursing Practice	3
75:6XX	Indigenous Wellness, Resilience, Advocacy, and Allyship	3
75:700	Thesis	
Coursework Total		24
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. Students will develop strategies for engaging in shaping health policy and practice, as well as strategies for responding to trends.~~
 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, 75:652, 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. In this course students will be provided with a structure to facilitate individual learning and thesis development. The focus of this course is on critical appraisal of the literature related to the students research topic. The student will work collaboratively with their thesis advisor(s) to meet

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the course objectives.

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.

75:6XX Leadership in Advanced Practice Psychiatric Nursing (3)

Prerequisite: Admission to the Master of Psychiatric Nursing program is required to register for this course.

This course focuses on key aspects of leadership in advanced psychiatric nursing practice, including leadership theory, change management, practice models, and professional growth. These elements will be analyzed within the framework of modern health care systems, considering legislative and ethical influences on leadership roles. The course will also examine theoretical concepts and evidence-based approaches that support leadership positions in health care.

Online course, one term.

75:6XX Indigenous Wellness, Resilience, Advocacy, and Allyship

Prerequisite: Proof of Bachelors Indigenous Studies course OR online acceptable course.

With a focus on systems of oppression, racism within health care, and the resurgence of Indigenous culture and community, this course provides an advanced exploration of the impact of colonization. Topics will include anti-Indigenous racism, Indigenous identities, policy shifts, and advocacy. Students will learn and integrate strategies and solutions to advocate for equity, inclusion, and social justice in their Advanced Psychiatric Nursing practice.

Online course, one term.

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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 1800 hours of practice experience in psychiatric/mental health nursing is required. Criminal Records Check, Child Abuse Registry, CPR and current immunization are not required for admission, but may be requested.

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. Details on the application process are located within the [Admission Policy](#).

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 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 advanced practice roles, 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.

7.3.2 PROGRAM ACCESS

Students may select full-time or part-time study. Courses are delivered largely online with an annual 2-day orientation 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 Advisor and Committee Member](#) 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 as outlined in the [Program Advisement](#) policy.

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 must complete program requirements within six years of admission to the MPN program as outlined in the [Program Progression](#) policy.

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 as outlined in the [Scholarly Activities](#) policy.

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 as outlined in the [Second Degree Requirements](#) policy.

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 as outlined in the [Residency Requirements](#) policy.

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 course 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
Additional Required Courses		6
Education Specialized Stream		
75:661	Advanced Nursing Education I	3
75:662	Advanced Nursing Education II	3
Non-Specialized Stream		
75:6XX	Leadership in Advanced Psychiatric Nursing Practice	3
75:6XX	Indigenous Wellness, Resilience, Advocacy, and Allyship	3
		Coursework Total
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. Students will develop strategies for engaging in shaping health policy and practice, as well as strategies for responding to trends.

Online course, one term.

75:656 ADVANCED READINGS IN PSYCHIATRIC NURSING (3)

Prerequisite: 75:651, 75:652, 75:653 and 75:654 and permission of Thesis Supervisor.

In this course students will be provided with a structure to facilitate individual learning and thesis development. The focus of this course is on critical appraisal of the literature related to the students research topic. The student will work collaboratively with their thesis advisor(s) to meet the course objectives.

Online course, 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.

75:6XX Leadership in Advanced Practice Psychiatric Nursing (3)

Prerequisite: Admission to the Master of Psychiatric Nursing program is

required to register for this course.

This course focuses on key aspects of leadership in advanced psychiatric nursing practice, including leadership theory, change management, practice models, and professional growth. These elements will be analyzed within the framework of modern health care systems, considering legislative and ethical influences on leadership roles. The course will also examine theoretical concepts and evidence-based approaches that support leadership positions in health care. Online course, one term.

75:6XX Indigenous Wellness, Resilience, Advocacy, and Allyship

Prerequisite: Proof of Bachelors Indigenous Studies course OR online acceptable course.

With a focus on systems of oppression, racism within health care, and the resurgence of Indigenous culture and community, this course provides an advanced exploration of the impact of colonization. Topics will include anti-indigenous racism, Indigenous Identities, policy shifts, and advocacy. Students will learn and integrate strategies and solutions to advocate for equity, inclusion, and social justice in their Advanced Psychiatric Nursing practice.

Online course, one term.

SUBJECT TO APPROVAL**MOTION NO.130.JAN26****AGENDA ITEM NO.5.4.3.2.5**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Faculty of Health Studies – Master of Psychiatric Nursing

SUBJECT: Graduate Psychiatric Nursing Policy Changes

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approves of the Graduate Psychiatric Nursing Policy changes, as submitted by the Department of Graduate Psychiatric Nursing, Faculty of Health Studies.

- Admissions Policy Revisions
- Leave of Absence Policy
- Scholarly Activities Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance**DECISION:**
DATE: January 13, 2026**PER:**

From: [Michelle McFarlin](#)
To: [Grad Studies](#)
Cc: [Andrea Thomson](#); [Hayley Bedford](#)
Subject: MPN Admissions Policy - for GSC/Senate approvals
Date: Monday, October 27, 2025 3:25:45 PM
Attachments: [Admission-Policy Revised Clean.docx](#)
[image001.png](#)
[Admission-Policy Track Changes.docx](#)

Good afternoon,

At our Faculty Council meeting today, the MPN Admissions Policy was approved (as revised).

The rationale for the changes to this Policy include:

- Revisions based on new curriculum (removal of stream courses)
- Additional clarification about the number of hours required to complete before applying to the program (1800 practice hours)
- Added proof or practice requirement to the Policy

If you require further information, please don't hesitate to contact our office.

With thanks,

Michelle McFarlin | Administrative Assistant to the Dean

BRANDON UNIVERSITY

Faculty of Health Studies

270 – 18th Street | Brandon, MB R7A 6A9

p. 204-727-7459

mcfarlinm@brandonu.ca



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**BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES**

Subject:	Admission Policy	Date:	June 28, 2010
Program:	Master of Psychiatric Nursing	Revised:	Sept. 18, 2025 June 27, 2020
		Approved at FHS Faculty Council:	June 22, 2020 October 27, 2025

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ADMISSION REQUIREMENTS

Approved at Senate: **May 18, 2021**

Students applying to enter the Master of Psychiatric Nursing (MPN) program must first apply and be admitted to Brandon University.

Entry into the MPN program requires:

- Licensure, or eligibility for licensure, as a registered psychiatric nurse or registered nurse in Canada with mental health nursing experience;
- 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;
- 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 1800 hours two equivalent full-time years of practice experience in psychiatric/mental 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 requested.~~

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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 [http:// www.brandonu.ca/mpn/admissions/](http://www.brandonu.ca/mpn/admissions/)

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:
 - o Educational preparation;
 - o Employment experience, indicating level of responsibility;
 - o Community service, including involvement in professional associations;
 - o Awards and honours
 - o Research projects and publications;
 - o 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;

2-3. Proof of practice hours;

3-4. 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)

4-5. Two confidential letters of reference, one from an academic referee is preferred and one from a supervisor within the past five ~~years~~years, is required. If an academic referee is ~~unavailable~~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 Health Studies Graduate~~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 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.

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**BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES**

Subject:	Admission Policy	Date:	June 28, 2010
Program:	Master of Psychiatric Nursing	Revised:	Sept 18, 2025
		Approved at FHS Faculty Council:	October 27, 2025
		Approved at Senate:	

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- 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 1800 hours of practice experience in psychiatric/mental nursing is required. Criminal Records Check, Child Abuse Registry, CPR and current immunization are not required for admission, but may be requested.

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 [http:// www.brandonu.ca/mpn/admissions/](http://www.brandonu.ca/mpn/admissions/)

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- o Community service, including involvement in professional associations;
- o Awards and honours
- o Research projects and publications;
- o 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. Proof of practice hours;

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- Research proposal synopsis to identify;
 - the phenomena or area(s) of interest for potential research and rationale
 - potential research questions
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5. 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.

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From: [Michelle McFarlin](#)
To: [Grad Studies](#)
Cc: [Andrea Thomson](#); [Hayley Bedford](#); [Linda Ross](#)
Subject: 2 MPN Policies - for GSC/Senate approvals
Date: Monday, November 24, 2025 2:50:19 PM
Attachments: [image001.png](#)
[Leave-of-Absence-Policy Oct 2025 CLEAN.docx](#)
[Leave-of-Absence-Policy Oct 2025 Track Changes.docx](#)
[Scholarly-Activities-Policy Oct 25 Track Changes.docx](#)
[Scholarly-Activities-Policy Oct 25 CLEAN.docx](#)

Good afternoon,

At our Faculty Council meeting today, the following Graduate (MPN) Policies were approved and now require GSC/Senate approvals.

1. Leave of Absence Policy

Rationale:

As recommended, the LOA will not count towards the 6-year program timeline. Additionally, students are not required to submit an Annual Progress Report when on leave, but a professional letter notifying of the student's return to the program must be sent to the MPN Program Coordinator.

2. Scholarly Activities Policy

Rationale:

Minor edits (mostly grammatical). Changed the language re: what is accepted as scholarly activities (i.e. Thesis Defense) and listed that students should retain a proof of attendance of scholarly activities, should it be required.

I've attached both the tracked changes and clean versions of each Policy. If you have any questions about these Policies, please do not hesitate to contact Andrea Thomson and/or Hayley Bedford.

With thanks,

Michelle McFarlin | Administrative Assistant to the Dean

BRANDON UNIVERSITY

Faculty of Health Studies

270 – 18th Street | Brandon, MB R7A 6A9

p. 204-727-7459

mcfarlinm@brandonu.ca



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BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES

Subject:	Admission Policy	Date:	June 28, 2010
Program:	Master of Psychiatric Nursing	Revised:	Sept. 18, 2025 June 27, 2020
		Approved at FHS Faculty Council:	June 22, 2020 October 27, 2025

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ADMISSION REQUIREMENTS

Approved at Senate: May 18, 2021

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- 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 1800 hours ~~two equivalent full-time years of~~ practice experience in psychiatric/mental 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.~~ requested.

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ADMISSION PROCEDURE

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 - o Awards and honours
 - o Research projects and publications;
 - o 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;

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**BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES**

Subject:	Admission Policy	Date:	June 28, 2010
Program:	Master of Psychiatric Nursing	Revised:	Sept 18, 2025
		Approved at FHS Faculty Council:	October 27, 2025
		Approved at Senate:	

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ADMISSION PROCEDURE

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- o Research projects and publications;
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- Innovation in clinical practice; and
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2. Proof of licensure as a registered psychiatric nurse or registered nurse in Canada;

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4. A Statement of Interest which must include (500-750 words):

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**BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES**

Subject:	Leave of Absence	Date:	November 29, 2010
Program:	Master of Psychiatric Nursing	Revised:	October 18, 2021 2025 June 2, 2025
		Approved at FHS Faculty Council:	June 22, 2020 November 24
		Approved at Senate:	May 18, 2021

In extenuating circumstances, such as bereavement, care-giving responsibilities or medical requirements, students may request a leave of absence from the Master of Psychiatric Nursing (MPN) program. A written request must be submitted to the MPN Program Coordinator for consideration by the Health Studies Graduate ~~MPN Program~~ Steering Committee.

If a request for a leave of absence has been granted, the student must adhere to the following conditions:

- 1) The program must be completed within six years of admission (not including the year(s) of the leave of absence (LOA)). ~~Students returning to the MPN program after a leave of absence will continue to adhere to the Program Progression policy.~~
- 2) The leave of absence can be granted for up to one year. The leave of absence will be reviewed annually. The leave may be extended once for a ~~total leave~~ total of two years. Students requiring a longer leave of absence must reapply for admission.
- 3) ~~Students must obtain a Letter of Permission if they plan to attend any other university during the leave of absence. Students who wish to take a course(s) at another post-secondary institution for transfer of credit to their degree program must obtain a Letter of Permission from the Registrar's Office.~~
- 4) Students on a ~~leave~~ leave of absence ~~must continue~~ are not required to submit an annual progress report.
- 5) The student must submit to the MPN Program Coordinator a professional letter notifying return to the program. The professional letter must be submitted four (4) months prior to returning to the program. Submission deadlines are May 1 (for Fall term), September 1 (for Winter term) and January 1 (for Spring/Summer term). The letter will be reviewed by the Health Studies Graduate Steering Committee.

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Commented [AT2]: Language obtained from <https://www.brandonu.ca/finance/student-resources/letter-of-permission/>

Commented [AT3R2]: Also noted in the Nursing/Psychiatric Nursing Policy

Commented [AT4]: As suggested by GSC

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**BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES**

Subject:	Leave of Absence	Date:	November 29, 2010
Program:	Master of Psychiatric Nursing	Revised:	October 21, 2025
		Approved at FHS Faculty Council:	November 24, 2025
		Approved at Senate:	

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If a request for a leave of absence has been granted, the student must adhere to the following conditions:

- 1) The program must be completed within six years of admission (not including the year(s) of the leave of absence). Students returning to the MPN program after a leave of absence will continue to adhere to the Program Progression policy.
- 2) The leave of absence can be granted for up to one year. The leave of absence will be reviewed annually. The leave may be extended once for a total of two years. Students requiring a longer leave of absence must reapply for admission.
- 3) Students who wish to take a course(s) at another post-secondary institution for transfer of credit to their degree program must obtain a Letter of Permission from the Registrar's Office.
- 4) Students on leave of absence are not required to submit an annual progress report.
- 5) The student must submit to the MPN Program Coordinator a professional letter notifying return to the program. The professional letter must be submitted four (4) months prior to returning to the program. Submission deadlines are May 1 (for Fall term), September 1 (for Winter term) and January 1 (for Spring/Summer term). The letter will be reviewed by the Health Studies Graduate Steering Committee.



BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES

Subject:	Scholarly Activities Guideline	Date:	November 29, 2010
Program:	Master of Psychiatric Nursing	Revised:	<u>October 21,</u>
		Approved at FHS Faculty Council:	September 28, 2020
		Approved at Senate:	May 18, 2021

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Purpose:

Graduate students are expected to engage in scholarly and research activities throughout their program of studies. By doing so, they are ~~provided~~provided with the opportunity to grow and develop their analytical abilities, critical thinking, research potential, and writing skills.

Policy:

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. These activities may include:

- Attendance at a Faculty of Health Studies Seminar Series presentation; ~~either face to face or via Zoom technology~~
- Participation as a presenter ~~at MPN Orientation at the annual On-Campus Session~~ in August (e.g. ~~Poster presentation, panel member or individual~~ presentation);
- Attendance or participation in a Graduate Student Symposium ~~or Thesis Defense~~ at Brandon University;
- Attendance or participation at local, national, or international conferences, ~~and~~;
- Other scholarly events as approved by MPN Program Coordinator or Thesis Advisor.

Procedure:

~~MPN students are expected to register and attend Faculty of Health Studies Seminar Series presentations.~~
~~† Scholarly activities must be reported annually to the MPN Coordinator/Thesis Advisor in the Annual Activity Progress Report due June 1st. Students should retain proof of attendance (e.g. receipts or participation certificates) and make available if required. 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.~~

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**BRANDON UNIVERSITY
FACULTY OF HEALTH STUDIES**

Subject:	Scholarly Activities Guideline	Date:	November 29, 2010
Program:	Master of Psychiatric Nursing	Revised:	October 21, 2025
		Approved at FHS Faculty Council:	September 28, 2020
		Approved at Senate:	May 18, 2021

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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. These activities may include:

- Attendance at a Faculty of Health Studies Seminar Series presentation;
- Participation as a presenter at MPN Orientation in August (e.g. Panel member or presentation);
- Attendance or participation in a Graduate Student Symposium or Thesis Defense at Brandon University;
- Attendance or participation at local, national, or international conferences, and;
- Other scholarly events as approved by MPN Program Coordinator or Thesis Advisor.

Procedure:

Scholarly activities must be reported annually to the MPN Coordinator/Thesis Advisor in the Annual Activity Progress Report due June 1st. Students should retain proof of attendance (e.g. receipts or participation certificates) and make available if required.



SUBJECT TO APPROVAL

MOTION NO.131.JAN26

AGENDA ITEM NO.5.4.3.3.1

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Registrar's Office

SUBJECT: Graduate Academic Dates 2026-2028

FOR: Approval Discussion Notice of Motion Information

RECOMMENDATION:

THAT the Senate approve the following Graduate Academic Dates for 2026-2028, as submitted by the Registrar's Office

- Graduate Academic Dates 2026-2028
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: January 13, 2026

SECTION 1. IMPORTANT DATES**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

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

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 courses
- Refund deadline (50%): 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

April 26 – Monday

- Final examinations end: Winter and full-year (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

2027-2028 ACADEMIC YEAR

2027 FALL TERM

September 6 – Monday

- UNIVERSITY CLOSED: Labour Day

September 7 – Tuesday

- Fall Orientation: new students

September 8 – Wednesday

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

September 13 – Monday

- Classes begin: *MEd* Fall courses

September 22 – 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 27 – Monday

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

September 30 – Thursday

- UNIVERSITY CLOSED: National Day for Truth and Reconciliation

October 11 – Monday

- UNIVERSITY CLOSED: Thanksgiving Day

October 19 – Tuesday

- Graduation: no ceremony

November 8 – Monday

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

November 11 – Thursday

2028 WINTER TERM

January 3 – Monday

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

January 4 – Tuesday

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

January 18 – Tuesday

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

February 15 – Tuesday

- Graduation: no ceremony

February 21 – Monday

- UNIVERSITY CLOSED: Louis Riel Day

February 22 – Tuesday

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

February 25 – Friday

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

- UNIVERSITY CLOSED: Remembrance Day

November 12 – Friday

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

November 15 – Monday

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

November 24 – Wednesday

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

***December 10** – Friday

- Classes end: Fall courses (except *MEd*)
- ***Dec 10 follows the Monday slot schedule (except *MEd*)

December 11 – Saturday

- School of Music examinations begin: Applied Music

December 12 – Sunday

- School of Music examinations end: Applied Music

December 13 – Monday

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

December 17 – Friday

- Application deadline: February 2027 graduation

December 22 – Wednesday

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

December 24 – Thursday through **December 31** – Friday

- UNIVERSITY CLOSED: winter holiday break

February 29 – Tuesday

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

March 23 - Thursday

- Voluntary Withdrawal (VW) deadline: Winter courses

March 24 - Friday

- Application deadline: June 2028 Convocation

April 7 – Friday

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

April 10 – Monday

- School of Music examinations begin: Applied Music

April 11 – Tuesday

- School of Music examinations end: Applied Music

April 12 – Wednesday

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

April 14 – Friday

- UNIVERSITY CLOSED: Good Friday

April 26 – Wednesday

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

2028 SPRING/SUMMER TERM

SPRING 1

May 1 – Monday

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

May 2 – 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 16 – Monday

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

May 18 – Thursday

- Classes end: Spring 1 courses

May 22 – Monday

- UNIVERSITY CLOSED: Victoria Day

May 23 – Tuesday

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

SPRING 2

May 29 – Monday

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

May 30 – Tuesday

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

June 1 – Thursday

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

June 2 – Friday

- Convocation: Faculty of Arts, Faculty of Health Studies

June 7 – Wednesday

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

June 13 – Tuesday

- Voluntary Withdrawal (VW) deadline: Spring 2 courses

June 15 – Thursday

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

June 19 – Monday

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

June 20 – Tuesday

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

SUMMER 1

June 30 – Friday

- UNIVERSITY CLOSED: Canada Day observance

July 3 – Monday

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

- Tuition deadline: Summer 1 fees payable in full

July 4 – 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 18 – Tuesday

- Voluntary Withdrawal (VW) deadline: Summer 1 courses

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

July 20 – Thursday

- Classes end: Summer 1 courses

July 24 – Monday

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

SUMMER 2

July 31 – Monday

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

August 1 – Tuesday

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

August 7 – Monday

- UNIVERSITY CLOSED: Civic Holiday

August 10 – Thursday

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

August 16 – Wednesday

- Voluntary Withdrawal (VW) deadline: Summer 2 courses

August 18 – Friday

- Application deadline: October 2028 graduation

August 21 – Monday

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

August 24 – Thursday

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

August 25 – Friday

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

SUBJECT TO APPROVAL**MOTION NO.132.JAN26****AGENDA ITEM NO.5.4.4.1**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Indigenous Curricular Content Committee

SUBJECT: New Courses for Indigenous Content Course Requirement List

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approve of the following courses to be added to the Courses for Indigenous Content Course Requirement List, as submitted by the Indigenous Curricular Content Committee

- 12:290 Archaeology of the Americas
- 68:201 Indigenous Sport, Game & Play
- 69:203 Indigenous Foodways of the Western Hemisphere

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Megan Wady**
Administrative Assistant, Academic Governance**DECISION:****DATE:** January 13, 2026**PER:**

MEMO

DATE: December 18, 2025

TO: Andrea McDaniel, University Registrar

FROM: Greg Gatien, Acting Provost & Vice-President (Academic)
Chris Lagimodiere, Associate Vice-President (Indigenous Initiatives)

CC: Megan Wady, Academic Governance Administrative Assistant

SUBJECT: Recommendations from the Indigenous Curricular Content (ICC) Committee for the Indigenous Content Course Requirement

The Indigenous Curricular Content (ICC) Committee met in October 2025 to review the proposals received for the Indigenous Content Course Requirement. The following is the list of courses that the Committee is recommending to Senate for inclusion on the list of courses approved for the Indigenous Course Requirement, effective the 2026/2027 academic year:

- #12:290 – “Archaeology of the Americas”
- #68:201 – “Indigenous Sport, Game & Play”
- #69:203 – “Indigenous Foodways of the Western Hemisphere”

Please find attached the motions approved by the ICC Committee, for Senate review and approval.

Indigenous Curricular Content Committee Motion

Subject: Application Indigenous Content Course Requirement – Course #12:290 – “Archaeology of the Americas”

Meeting Date: October 21, 2025

Recommendation/Motion:

THAT the Indigenous Curricular Content Committee (ICCC) recommend to Senate that course #12:290 – “Archaeology of the Americas” be added to the list of courses approved for the Indigenous Content Course Requirement, effective the 2026/2027 academic year, and until such time as there are revisions proposed to the course title and/or course description, or a review is implemented by the ICCC.

Background/Rationale:

As per the *Indigenous Content Course Requirement Guiding Principles*.

Prepared by:
Shannon Downey
Executive Officer to the Provost & Vice-President (Academic)

APPROVED: October 21, 2025

PER: 

Application for Inclusion on the List of Courses Approved for the Indigenous Content Course Requirement

Instructions:

- Download this form and save it to your files.
- Open and complete this form using Microsoft Word (desktop application).
- Text fields will expand as necessary.
- Handwritten forms will not be accepted.
- Submit the completed form to vpa@brandonu.ca.
- Application deadline is October 1, 2025.

Course Number: 12:290

Cross Registered Number:
(as applicable)

Course Title: Archaeology of the Americas

Faculty/School: Arts

Department: Anthropology

Select one of the following:

- A. This is an application for a new course in the BU Undergraduate Calendar and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- B. This is an application for an existing course in the BU Undergraduate Calendar with no changes proposed to the course title and/or course description, and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- C. This is an application for an existing course in the BU Undergraduate Calendar with proposed changes to the course title and/or course description, and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- D. This is an application for to an existing course in the BU Undergraduate Calendar that is already included on the list of courses approved for the Indigenous Content Course Requirement, with proposed changes to the course title and/or course description.

NOTE: Revision(s) to the course title and/or course description made at other governance levels may require re-review and approval by the ICC Committee in relation to the list of courses approved for the Indigenous Content Course Requirement.

The Indigenous Curricular Content (ICC) Committee criteria for courses to be added to/remain on the Indigenous Content Course Requirement are:

- *Students gain a better understanding of their own personal connection with the Indigenous story that happened here and continues to happen here.*
- *Recognition of an Indigenous worldview and diverse perspectives of Indigenous people.*
- *Meaningful, done in a good way, respectful of Indigenous people, inclusive of Indigenous knowledge.*
- *Majority of the course includes a focus on Indigenous content.*
- *Learning outcomes and objectives be part of the course description to ensure continuity over time.*
- *Historical connection to the course subject area.*

For example:

- *Acknowledgment of the distinct Indigenous Nations (First Nations, Métis, or Inuit).*
- *Acknowledgement of Indigenous presence prior to contact.*
- *Acknowledgment that Indigenous knowledge is equal to western knowledge.*
- *Teaches the historical Indigenous experience, such as:*
 - *Colonization*
 - *Treaty agreements*
 - *The Indian Act*
 - *The Reserve system*
 - *Road Allowance Communities*
 - *Red River Resistance*
 - *Indian Residential Schools*
 - *The Sixties Scoop*
 - *TB Sanatoriums*
 - *Truth and Reconciliation*
- *Meaningful to this traditional territory, or Canadian Indigenous experience.*

1. Provide the description for this course as it appears or is proposed to appear in the BU Undergraduate Calendar.

12:290 ARCHAEOLOGY OF THE AMERICAS (3) Prerequisite: Nil. This course presents a broad survey of the people of the New World from 40,000 years ago to the early European settlement period. Environmental adaptations, patterns of social interaction and technological developments are discussed in relation to specific regions including the Arctic, Plains, Parklands, Central America and the Andean Highlands. Special emphasis will be placed upon aspects of interaction between Plains and Eastern Woodland groups and the implication for Manitoba Prehistory. 3 lecture hours per week, one term

2. Explain how your course meets the priorities of the Indigenous Content Course Requirement.

The Department of Anthropology believes that our course 12:290 Archaeology of the Americas satisfies the criteria outlined for the Indigenous Content Course Requirement (ICCR). We respectfully request that it be considered for inclusion on the ICCR list.

The course is taught by Brandon University archaeologist Dr. Mary Malainey of the Department of Anthropology. She is the only person who has served as its instructor since the late Professor Emeritus Dr. B. A. Nicholson retired nearly 15 years ago.

ICCC Criteria

This second-year course focuses on Indigenous Peoples prior to European contact. It allows students to see how Indigenous societies lived prior to contact, not only in present day Canada but elsewhere in North America and beyond. The course provides students a deeper understanding of Indigenous cultures, lifeways, social interactions, and technologies. By illustrating adaptations to changing (and some very harsh) environments over time, it demonstrates that Indigenous knowledge systems, were and are equal to western ways of knowing. This course meets the criteria of the ICCC because: 1) it provides students with a better understanding to the story of Indigenous Peoples in this region and beyond; 2) Indigenous knowledge systems and their worldviews are recognized and acknowledged; 3) this course is taught in a good way; and, 4) nearly all the content is Indigenous focused.

Course description (from the Winter 2025 outline)

This course is a broad survey of the lifeways, cultural processes, and cultural history of the Indigenous peoples of the New World from earliest times until European settlement. A brief history of the practice of North American archaeology and its advancement will be presented. The focus will then shift to the human occupation of different parts of the New World. Environmental adaptations, patterns of social interaction and technological developments are discussed. Emphasis will be placed on North American cultures as well as state societies that developed in Mesoamerica and the Andes prior to European contact.

Goals of the Course (from the Winter 2025 outline)

1. To develop an appreciation of the sophistication and adaptability of the people who inhabited the New World from its first settlement to the time of European contact.
2. To understand the problems encountered and the techniques employed in interpreting the archaeological record.
3. To develop an appreciation of the richness and diversity of our shared New World heritage.

The first week of classes is a review of the practice of archaeology and history of archaeological interpretation. Students learn how racism and Manifest Destiny caused some to question the cultural achievements of Indigenous people. The majority (8 weeks or 67 percent) of the course is about the lifeways of the Indigenous people who inhabited North America prior to European contact. Acknowledging that earlier sites may exist, evidence of the humans found at the oldest archaeological sites is presented. In the Winter 2025 term, this included the Chiquihuite Cave site in Northern Mexico which dates from 26,500–19,000 years ago, and the human, mammoth and sloth trackways in White Sands National Park, which were made 23,000 to 21,000 years ago. Evidence of Ice Age and early Holocene (post-Ice Age) adaptations throughout what is now North America are considered. Following this, evidence of the specific adaptations of Indigenous people to various regions based on the available plants and animals is presented. The regions discussed

include the Great Plains, Arctic, Subarctic and Boreal Forest, Great Basin, Southwest, Plateau, Northwest Coast, California and Eastern Woodlands. The development and impact of the adoption of domesticated plants, in particular maize, squash and beans, is reviewed. The subsequent development of complex agricultural societies in the American Southwest (Hohokam, Mogollan and Anasazi), Eastern Woodlands (Adena, Hopewell and Mississippian) is discussed, along with the spread of agriculture to groups living around the Great Lakes and Plains along the Missouri River and Manitoba. The final three weeks (25 percent) focused on the city-states and state societies that emerged in Mesoamerica (Olmec, Zapotec, Teotihuacán, Maya, Toltec, Aztec) and the Andes (e.g., Chavín, Tiahuanaco, Paracas, Nasca, Moche, Inca).

For more information about this course, please contact:

Dr. Mary Malainey

Email: malaineym@brandonu.ca

Mobile: 204-801-3511

ICCC Approval Date: October 21, 2025

Indigenous Curricular Content Committee Motion

Subject: Application Indigenous Content Course Requirement – Course #68:201 – “Indigenous Sport, Game and Play”

Meeting Date: October 21, 2025

Recommendation/Motion:

THAT the Indigenous Curricular Content Committee (ICCC) recommend to Senate that course #68:201 – “Indigenous Sport, Game and Play” be added to the list of courses approved for the Indigenous Content Course Requirement, effective the 2026/2027 academic year, and until such time as there are revisions proposed to the course title and/or course description, or a review is implemented by the ICCC.

Background/Rationale:

As per the *Indigenous Content Course Requirement Guiding Principles*.

Prepared by:
Shannon Downey
Executive Officer to the Provost & Vice-President (Academic)

APPROVED: October 21, 2025

PER: 

Application for Inclusion on the List of Courses Approved for the Indigenous Content Course Requirement

Instructions:

- Download this form and save it to your files.
- Open and complete this form using Microsoft Word (desktop application).
- Text fields will expand as necessary.
- Handwritten forms will not be accepted.
- Submit the completed form to vpa@brandonu.ca.
- Application deadline is October 1, 2025.

Course Number: 68:201

Cross Registered Number:
(as applicable)

Course Title: Indigenous Sport, Game and Play

Faculty/School: Arts

Department: Native Studies

Select one of the following:

- A. This is an application for a new course in the BU Undergraduate Calendar and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- B. This is an application for an existing course in the BU Undergraduate Calendar with no changes proposed to the course title and/or course description, and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- C. This is an application for an existing course in the BU Undergraduate Calendar with proposed changes to the course title and/or course description, and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- D. This is an application for to an existing course in the BU Undergraduate Calendar that is already included on the list of courses approved for the Indigenous Content Course Requirement, with proposed changes to the course title and/or course description.

NOTE: Revision(s) to the course title and/or course description made at other governance levels may require re-review and approval by the ICC Committee in relation to the list of courses approved for the Indigenous Content Course Requirement.

The Indigenous Curricular Content (ICC) Committee criteria for courses to be added to/remain on the Indigenous Content Course Requirement are:

- *Students gain a better understanding of their own personal connection with the Indigenous story that happened here and continues to happen here.*
- *Recognition of an Indigenous worldview and diverse perspectives of Indigenous people.*
- *Meaningful, done in a good way, respectful of Indigenous people, inclusive of Indigenous knowledge.*
- *Majority of the course includes a focus on Indigenous content.*
- *Learning outcomes and objectives be part of the course description to ensure continuity over time.*
- *Historical connection to the course subject area.*

For example:

- *Acknowledgment of the distinct Indigenous Nations (First Nations, Métis, or Inuit).*
- *Acknowledgement of Indigenous presence prior to contact.*
- *Acknowledgment that Indigenous knowledge is equal to western knowledge.*
- *Teaches the historical Indigenous experience, such as:*
 - *Colonization*
 - *Treaty agreements*
 - *The Indian Act*
 - *The Reserve system*
 - *Road Allowance Communities*
 - *Red River Resistance*
 - *Indian Residential Schools*
 - *The Sixties Scoop*
 - *TB Sanatoriums*
 - *Truth and Reconciliation*
- *Meaningful to this traditional territory, or Canadian Indigenous experience.*

1. Provide the description for this course as it appears or is proposed to appear in the BU Undergraduate Calendar.

This course will introduce students to the history and importance of sport, games and play in Indigenous societies and cultures. Topics will include traditional sports and games, play as a form of research, the rise of the casino and the importance of sport and play in relation to Indigenous economics, laws and identities. Survey studies will focus on lacrosse, hockey, basketball, running, paddling, archery, equestrian sports, Indigenous sport heroes, sports business and sport and gender in Indigenous societies. Guest speakers and field trips may be included. 3 lecture hours per week, one term.

2. Explain how your course meets the priorities of the Indigenous Content Course Requirement.

This course responds to the Indigenous Content Course Requirement by preparing students in several ways to acknowledge and understand the historical and contemporary issues facing Indigenous Peoples in Canada today. A focus on the complex ways that sport, gaming and play affect lives and have been altered over time by the effects of colonization is a central aspect of the course. Following the example offered by Indigenous scholars of sports, sport history and sport culture, this course addresses many of the historical and contemporary ways that Indigenous Peoples use sport and play to further their goals of cultural preservation and personal improvement. By focusing on a variety of athletes, sports and games, students are introduced to a broad diversity of Indigenous cultures and communities from across the continent, learning about how their ideas of athleticism have shaped our own. Indigenous sports and games form the basis for many of today's most popular athletic spectacles, from lacrosse, football and basketball to soccer, rugby and baseball. In this course we address the effects of Indian Act bans on specific participation by Indigenous athletes in particular ways, and how the Indian Act was used to outlaw specific sports on reserves, such as lacrosse. The history of Residential School sports teams is addressed, as are the contemporary access and funding inequities between First Nations, Métis, and Inuit versus non-Indigenous Canadians. Traditional sports such as wrestling, paddling, archery, and running are explored in cultural and historical context, as well as more recent ideas of sport, including the Métis jig and the rounddance sometimes employed during #Ladback actions. In films and readings the experience of Residential School survivors and Indigenous athletes is centered, and these help to explore the broad diversity of Indigenous experience itself. A field trip to the Brandon Riverbank Discovery Centre includes a snowshoeing activity, offering on the land education and an experience that connects back to ancient traditions and a study of earlier eras of colonization where signs of Indigeneity were adopted by Canadian society as signs of national distinctiveness. Guest lectures from Indigenous Scholars, such as Janice Forsyth (Fisher River Cree Nation), bring the practice of academic exploration and Indigenous perspectives into the classroom at the same time, allowing students direct access to Indigenous athletes and successful scholars and mentors. This course is a direct response to the Truth and Reconciliation Commission's 94 Calls to Action, numbers 62, i. and 87, which call for age-appropriate education on Indigenous contributions to Canadian society, and for public education on Indigenous athletes in Canadian history. This course prepares students to discuss the contributions of Indigenous athletes and others to the world of sport, but also to educate peers and others on these important subjects, helping to encourage Indigenous athletes to succeed, and encouraging non-Indigenous Canadians to learn these histories as well.

Please see the attached syllabus for further clarification of course content.

Indigenous Curricular Content Committee Motion

Subject: Application Indigenous Content Course Requirement – Course #68:203 – “Indigenous Foodways of the Western Hemisphere”

Meeting Date: October 21, 2025

Recommendation/Motion:

THAT the Indigenous Curricular Content Committee (ICCC) recommend to Senate that course #68:203 – “Indigenous Foodways of the Western Hemisphere” be added to the list of courses approved for the Indigenous Content Course Requirement, effective the 2026/2027 academic year, and until such time as there are revisions proposed to the course title and/or course description, or a review is implemented by the ICCC.

Background/Rationale:

As per the *Indigenous Content Course Requirement Guiding Principles*.

Prepared by:
Shannon Downey
Executive Officer to the Provost & Vice-President (Academic)

APPROVED: October 21, 2025

PER: 

Application for Inclusion on the List of Courses Approved for the Indigenous Content Course Requirement

Instructions:

- Download this form and save it to your files.
- Open and complete this form using Microsoft Word (desktop application).
- Text fields will expand as necessary.
- Handwritten forms will not be accepted.
- Submit the completed form to vpa@brandonu.ca.
- Application deadline is October 1, 2025.

Course Number: 68:203

Cross Registered Number:
(as applicable)

Course Title: Indigenous Foodways of the Western Hemisphere

Faculty/School: Arts

Department: Native Studies

Select one of the following:

- A. This is an application for a new course in the BU Undergraduate Calendar and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- B. This is an application for an existing course in the BU Undergraduate Calendar with no changes proposed to the course title and/or course description, and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- C. This is an application for an existing course in the BU Undergraduate Calendar with proposed changes to the course title and/or course description, and for inclusion on the list of courses approved for the Indigenous Content Course Requirement.
- D. This is an application for to an existing course in the BU Undergraduate Calendar that is already included on the list of courses approved for the Indigenous Content Course Requirement, with proposed changes to the course title and/or course description.

NOTE: Revision(s) to the course title and/or course description made at other governance levels may require re-review and approval by the ICC Committee in relation to the list of courses approved for the Indigenous Content Course Requirement.

The Indigenous Curricular Content (ICC) Committee criteria for courses to be added to/remain on the Indigenous Content Course Requirement are:

- *Students gain a better understanding of their own personal connection with the Indigenous story that happened here and continues to happen here.*
- *Recognition of an Indigenous worldview and diverse perspectives of Indigenous people.*
- *Meaningful, done in a good way, respectful of Indigenous people, inclusive of Indigenous knowledge.*
- *Majority of the course includes a focus on Indigenous content.*
- *Learning outcomes and objectives be part of the course description to ensure continuity over time.*
- *Historical connection to the course subject area.*

For example:

- *Acknowledgment of the distinct Indigenous Nations (First Nations, Métis, or Inuit).*
- *Acknowledgement of Indigenous presence prior to contact.*
- *Acknowledgment that Indigenous knowledge is equal to western knowledge.*
- *Teaches the historical Indigenous experience, such as:*
 - *Colonization*
 - *Treaty agreements*
 - *The Indian Act*
 - *The Reserve system*
 - *Road Allowance Communities*
 - *Red River Resistance*
 - *Indian Residential Schools*
 - *The Sixties Scoop*
 - *TB Sanatoriums*
 - *Truth and Reconciliation*
- *Meaningful to this traditional territory, or Canadian Indigenous experience.*

1. Provide the description for this course as it appears or is proposed to appear in the BU Undergraduate Calendar.

This course introduces students to the study of food and foodways in Native Studies. The vast array of approaches to sustaining and supporting lifestyles and lives employed by Indigenous communities across the Americas will be addressed with specific attention to the area now called Canada. Foodways of First Nations, Métis, and Inuit communities will learn about important issues from food sovereignty and Indigenous agriculture to foraging and hunting cultures in a wide variety of ecosystems. Indigenous leaders will offer cooking tutorials in class, and this course will involve foraging and outdoor food preparation. 3 lecture hours per week, one term.

2. Explain how your course meets the priorities of the Indigenous Content Course Requirement.

This course was designed to help students understand foodways from the perspectives of the Indigenous Peoples from who they descend, and who often still hold onto these traditions. Tracing changes in diets over time helps scholars and others understand the impacts of colonization on Indigenous communities, touching every aspect of their lives; from labour and nutrition to food sovereignty and cultural revitalization.

Many foodways of the Western Hemisphere have incredibly intricate and ancient pasts that deserve further exploration; from the development of corn and the Three-Sisters farming technique, to the elaborate cooking rituals of some special seasons and feasts. Foodways were altered during the Fur Trade and later by the forced relocations associated with Treaties, and later the Indian Act and the establishment of Reserves. The Indian Act outlawed freedom of movement and assembly for many Indigenous Peoples, and the Reserve System further limited the ability to practice traditional foodways. The impact of the Fur Trade was associated with the rise of Red River Métis communities, as was the essential provision of pemmican made mainly from bison. The loss of bison on the Great Plains dramatically affected the lifeways of Métis Peoples and this galvanized Red River resistance to Canadian colonization and the interference of the Hudson's Bay Company in the lives of so many. This course highlights these historical truths while addressing contemporary solutions led by grassroots community organizations and which innovate on the traditions associated with ancient and often threatened foodways.

The course readings and films come from a variety of sources, mainly Indigenous authors and scholars, but also chefs, agriculturalists and business owners, who seek to build networks of support for Indigenous food sovereignty and the reclamation of traditional diets and recipes. This course will also address the contemporary complications associated with Aboriginal Rights and Title regarding harvesting and access, here in Manitoba, and across the country. Students will also explore foodways of the far north where Inuit diets and culinary practices differ dramatically from other communities and cultures. This will help to introduce students to the diversity of foodways in the Western Hemisphere, offering opportunities to explore more local diversity as well. Anishinaabe, Ininuwak, Anishininuwak, and Dené communities practiced different ways of living on the land, and those were distinct from their Dakota neighbours. Students will be introduced to this broad locally grounded diversity and will have opportunities to learn more about their place in the foodways of their home here in Manitoba.

Finally, practical lessons will encourage students to learn more about foraging, and about preparing foods, by engaging with the land, and in the kitchen. We will explore local food forests to learn about traditional diets and harvesting practices, and we will take time to prepare some traditional and contemporary foods popular among Indigenous communities, demonstrating the real power of foodways to build community.

Please find the attached syllabus for further clarification on course content. Thank you for your time.

SUBJECT TO APPROVAL**MOTION NO.133.JAN26****AGENDA ITEM NO.5.4.5.1**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Registrar's Office

SUBJECT: Retroactive Student Record Corrections

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate receives the retroactive Student Record corrections for information for the following graduated Bachelor of Education Students as described below:

Nigel Tolley	Jeremy Byczkowski	Brenda Richer
Denise Ashcroft	Jamie Irwin	Trent Sloane
Kenneth Bryant	Robert Oliver	Anne Weaver

- Memo: Retroactive Student Record Corrections

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance**DECISION:**
DATE: January 13, 2026**PER:**

MEMO

DATE: December 8, 2025

TO: Brandon University Senate

FROM: Andrea McDaniel, University Registrar

SUBJECT: For Information – Retroactive Student Record Corrections

Dear Senators,

For your information and the Senate record, the Registrar's Office has had to retroactively correct the degree records of several graduated Bachelor of Education students, as described below:

Nigel Tolley

This student graduated from Brandon University with a Bachelor of Education (After Degree) on October 15, 2024. However, the specific Education stream they followed, Senior Years, was not reflected on their student record.

We only began formally recording the Education streams on central student records in the last five years. It is a manual process for which the Registrar's, Admissions, and Education Offices are still refining an efficient and accurate workflow. Normally, this omission would have been caught and corrected through degree audit, but there was an oversight on this point during the October 2024 degree audit process (likely due, at least in part, to staffing changeovers in the Registrar's Office that led to less experienced folks holding responsibility for this task).

Denise Ashcroft
Kenneth Bryant
Jeremy Byczkowski
Jamie Irwin
Robert Oliver
Brenda Richer
Trent Sloane
Anne Weaver

The above students graduated from Brandon University with a Bachelor of Education (Technical/Vocational) on October 15, 2024. However, when the BED (Technical/Vocational) degree was created several years ago, the long-form degree description was entered incorrectly into the Student Information System as “Bachelor of Education (After Degree)”. Accordingly, while the students’ transcripts reflected the correct degree (“B.ED. (VOC)”), the incorrect degree description, “Bachelor of Education (After Degree)”, appeared on those students’ degree parchments and on the graduation list that was presented to Senate in October 2024. This error has been corrected in the system, and the Registrar’s Office will be attempting to reach graduates to offer complimentary degree parchment replacements.

Thank you for your understanding, and I apologize for the administrative oversights in my office that led to these situations.

Sincerely,



Andrea McDaniel
University Registrar

SUBJECT TO APPROVAL**MOTION NO.134.JAN26****AGENDA ITEM NO.5.4.6.1**

MEETING: Senate Executive Committee

DATE: January-13-26

AGENDA: Closed Open

PROPOSED BY: Liberal Education Requirement Committee of Senate

SUBJECT: Liberal Education Requirement Policy Approval

FOR: Approval Discussion Notice of Motion Information **RECOMMENDATION:**

THAT the Senate approves the Liberal Education Requirement Policy revisions, as submitted by the Faculty of Arts, Faculty of Education and the Faculty of Science:

- Liberal Education Requirement

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Megan Wady
Administrative Assistant, Academic Governance**DECISION:** **PER:**
DATE: January 13, 2026

Report to Senate
Liberal Education Requirement Review Ad-Hoc Committee
January 2026

Submitted by: Gregory Kennedy, Chair, and Andrea McDaniel, Secretary

Committee Update

Background

On June 18, 2024, Senate struck an ad-hoc committee to review and possibly revise the existing Liberal Education Requirement (LER), as published in the Undergraduate Calendar.

The formal mandate of the committee, as quoted from the minutes of the June 18, 2024 Senate meeting was as follows:

The Committee will review the Liberal Education Requirement to assess its current relevance and make recommendations regarding its continuance/discontinuance, and if recommending continuance, recommend revisions to the current policy as required, including development of clear definition and rationale as well as concrete assessment criteria to determine courses that can meet the requirement.

Several challenges/issues with the existing LER prompted this work, as outlined below:

- There is no clearly published rationale for the requirement.
- There is no clearly published rationale to determine why some courses are included on the list and others are excluded; there is also no rubric available to evaluate whether new courses should be included on the list.
- Restrictiveness in the current lists leads to situations where several students annually must request substitutions to meet graduation requirements. In most cases, these students took courses from the disciplines represented on the lists but not courses that were specifically on the lists.
- Restrictiveness in the current lists prevents students from truly exploring interests and approaches outside of their major/minor areas of study.

Proposal

The attached proposed revision to the existing Liberal Education Requirement has been reviewed and recommended to the Undergraduate Studies Committee by the Arts, Education, and Science Faculty Councils, and it has now been recommended to the Senate by the Undergraduate Studies Committee. In the proposed revision, the requirement has been renamed from “Liberal Education Requirement” to “Multi-disciplinary Education Requirement” in recognition that “liberal education” does not have a commonly agreed-upon definition at Brandon University, nor is it terminology typically understood by undergraduate students. The new name is more explicitly descriptive of the purpose of the requirement. The proposal also includes introductory language to be included in the Undergraduate Calendar that outlines the rationale for the requirement. While there was initial discussion of revising the categories of the natural sciences, social sciences, and humanities, it proved desirable to maintain these areas. Another challenge was that certain programs (e.g. Geography & Environment, Gender & Women’s Studies) offered courses that could meet more than one of the required areas. The committee determined that detailed lists would still be necessary for these specific departments & programs, while maintaining the general eligibility of courses in other areas. Questions were also raised with regard to cross-listing, but keeping in mind the original intentions of the policy, as well as the technical and administrative requirements to support it, the committee determined that cross-listed courses would simply count under the department or program number that the student registered in.

Outstanding Issues

No policy is perfect. This final revision represents the ad-hoc committee’s best attempt at incorporating all feedback and addressing all concerns. The committee is aware that colleagues in the Department of Geography & Environment are not fully satisfied, as they have described a couple of exceptional situations that may arise related to courses cross-listed with Geology. The committee sees no way to address this without creating wider problems or technical issues with the University’s registration system. The committee recommends moving forward with this revision that gives much more choice to the vast majority of students at BU, as well as reinforces the University’s commitment to inclusive education that values introducing different ways of knowing and learning. This approach would also support the creation of more equitable workloads across faculties.

Recommendation

Given the significant advantages to students associated with this proposal, the Undergraduate Studies Committee has recommended that the proposed Multidisciplinary Education Requirement be adopted in place of the existing Liberal Education Requirement and also that the Multidisciplinary Education Requirement may

be applicable retroactively to all active Arts/Science/Physical Education students at the University, not just those who begin in the 2026-27 academic year.

We thank each of the members of the Liberal Education Requirement Review Ad-Hoc Committee for their significant and thoughtful engagement throughout this process: Charles Adamu, Janine Campbell, Andrea Antoniuk, Chris Malcolm, and Jackie Tran.

5.4 LIBERAL EDUCATION REQUIREMENTS

Within the Arts and Science Programs of Brandon University, Liberal Education is stressed. All students in the Faculties of Arts and Science must fulfill a minimum of six credit hours of specified courses in each of the areas of the **Humanities, Social Sciences and Natural Sciences**. (**NOTE:** Any of these 18 credit hours may also be used towards the major or minor.)

Exceptions:

- a) Students who have met the requirements for a major in English, French & Francophone Studies, Gender and Women's Studies, History, Music, Philosophy or Religion will not be required to complete a further 6 credit hours of courses in the Humanities;
- b) Students who have met the requirements for a major in Anthropology, Business Administration, Economics, Native Studies, Political Science, Psychology, or Sociology will not be required to complete a further 6 credit hours of courses in the Social Sciences;
- c) Students who have met the requirements for a major in Biology, Chemistry, Computer Science, Geology, Mathematics, or Physics will not be required to complete a further 6 credit hours of courses in the Natural Sciences.
- d) Students who major in Geography who seek the B.Sc. degree will not be required to take a further six credit hours in the Natural Sciences. Students majoring in Geography who seek the B.A. degree will not be required to take a further six credit hours in the Social Sciences.
- e) Students who major in Applied Disaster and Emergency Studies (ADES) who seek the B.Sc. degree will not be required to take a further six credit hours in the Natural Sciences. Students majoring in Applied Disaster and Emergency Studies (ADES) who seek the B.A. degree will not be required to take a further six credit hours in the Social Sciences.
- f) Students who major in Rural & Community Studies must take at least six credit hours of courses in the Humanities and at least six credit hours in the Natural Sciences.

No student may use courses from a single department to satisfy the requirements of more than one of the specified areas.

In exceptional circumstances, students may be permitted to make substitutions for designated courses in each of the Humanities/Social Sciences/Natural Sciences areas, upon the written recommendation of the department (for whose designated course(s) the student is seeking substitution) and provided each change is approved by the Student Appeals Committee (SAC).

In addition to the Liberal Education Requirement, students in all undergraduate degrees must also meet the Indigenous Content Course Requirement (see section [3.11](#)).

Each of the Humanities/Social Sciences/Natural Sciences requirements is met by the selection of **6 credit hours** of courses from each of the following three areas:

Humanities

12/86:157	Introduction to Religious Ecstasy	3	20:164	Introduction to Stage Performance	3
20:163	Introduction to Theatre	3	30:145 ENGL	Contemporary Literature	3
30:147 ENGL	Literary Traditions	3	58:FREN:204	Intro to Literature, Culture, Society	3
32:165	Survey of Western Art I	3	67:110	Materials of Music	3
32:166	Survey of Western Art II	3	67:130	Music History Survey I	3
32/68:261	Canadian Indigenous Art	3	67:131	Music History Survey II	3
36:162	Making Sense of Gender	3	67:160	Appreciation of Music I	3
36:255	Sex, Gender, Popular Culture	3	67:161	Appreciation of Music II	3
54:153	World History to 1500	3	70:160	Introduction to Philosophy	3
54:154	World History since 1500	3	70:163	Critical Thinking	3
54:155	Canada to Confederation	3	70:240	Logic	3
54:156	Canada Since Confederation	3	70:266	Environmental Ethics	3
58:FREN:155	Intermediate French I	3	70:369	Philosophy of Science	3
58:FREN:156	Intermediate French II	3	86:150	What is a Religion?	3
58:SPAN:202	Intermediate Spanish I	3	86:156	Jew, Christian, Muslim	3
58:SPAN:203	Intermediate Spanish II	3	86:158	World Mythology	3
58:FREN:201	Introduction to Intercultural Studies	3	86:281	Health Care Ethics	3

Social Sciences

12:153	Introduction to Cultural Anthropology	3	38:192	Environment and Society	3
12:170	Society and Culture	3	40:151	Introduction to Disaster Studies	3
12:173	Introduction to Archaeology and Biological Anthropology	3	68:151	Introduction to Native Studies I	3
12:358	Anthropology of Ghosts and Hauntings	3	68:152	Introduction to Native Studies II	3
16:191	Introduction to Canadian Business	3	68:200	Indigenous Sport, Game and Play	3
16:201	Indigenous Business	3	78:172	Fundamentals of Politics	3
16:345	Occupational Health and Safety	3	82:160	Introduction to Psychology: Part I	3
22:131	Principles of Economics	6	82:161	Introduction to Psychology: Part II	3
38:179	World Regional Geography	3	88:150	Rural Canada: An introduction	3
38:180	People and Places: An Introduction to Human Geography	3	90:154	Introduction to Sociology	3
			90:155	Social Institutions and Social Processes	3

Natural Sciences

15:151	The Biology of Life	3	40:153	Introduction to Natural and Technological Hazards	3
15:152	Biological Diversity	3	42:160	Physical Geology	3
15:153	Medicinal Plants	3	42:161	Historical Geology	3
15:162	Cells, Genetics and Evolution	3	42:162	Our Dynamic Earth	3
15:163	Biodiversity, Functions and Interactions	3	42:163	This Old Earth: A Trip Through Time	3
15:171	Human Anatomy and Physiology I	3	62:160 COMP	Computer Science I	3
15:172	Human Anatomy and Physiology II	3	62:161 COMP	Computer Science II	3
15/42:180	The World of Dinosaurs	3	62:181 MATH	Calculus I	3
18:150	Chemistry: Here, There, and Everywhere	3	62:182 MATH	introduction to Linear Algebra	3
18:151	The Chemistry in Your Life	3	74:151	General Physics I	3
18:160	General Chemistry I	3	74:152	General Physics II	3
18:170	General Chemistry II	3	74:161	Foundations of Physics I	3
38:169	How the Earth Works: Fundamentals of Physical Geography	3	74:162	Foundations of Physics II	3
38:170	How the Earth Works: Applied Physical Geography	3	74:184	Solar System Astronomy	3
38:250	Introduction to Weather and Climate	3	74:185	The Galaxy and the Universe	3

5.4 MULTIDISCIPLINARY EDUCATION REQUIREMENT

The purpose of this requirement is to ensure students receive a broad, multidisciplinary learning experience, and are exposed to a variety of research methods, conceptual frameworks, and ways of knowing. This requirement is not intended to be a constraint but rather encourage students to explore secondary areas of interest and/or to complement their declared major/minor programs in unique ways that support their distinct learning and career goals. Students in the Faculty of Arts, the Faculty of Science, and the Bachelor of Physical Education Studies must successfully complete a minimum of 6 credit hours from courses in the natural sciences, 6 credit hours from courses in the social sciences, and 6 credit hours from courses in the humanities.

Students can choose freely from departmental course offerings as outlined below, although prerequisites and some restrictions apply. Departments marked with one or more * have specific course lists at the bottom of this section because they are interdisciplinary programs with courses in more than one area. For departments that do not have one or more *, ALL course offerings of that department meet the requirement in that area, so no list is necessary.

The Multidisciplinary Education Requirement is distinct from the Indigenous Course Content Requirement, though the same course may count towards satisfying both.

Requirement for 6 credit hours in the Natural Sciences

Courses from the following departments and programs will fulfill this requirement: Applied Disaster & Emergency Studies*, Biology, Chemistry, Geology, Geography and Environment**, Mathematics & Computer Science, Physics & Astronomy

Requirement for 6 credit hours in the Social Sciences

Courses from the following departments and programs will fulfill this requirement: Anthropology, Applied Disaster & Emergency Studies*, Economics, Gender & Women's Studies***, Geography & Environment**, Native Studies, Political Science, Psychology, Rural & Community Studies, Sociology

Requirement for 6 credit hours in the Humanities

Courses from the following departments and programs will fulfill this requirement: English, Drama, & Creative Writing, Francophone Studies & Languages, Gender & Women's Studies***, History, Philosophy, Religion, Visual Art.

Double-Counting Multidisciplinary Courses

Courses used to satisfy the multidisciplinary requirement can also count as courses required to complete the major, stream, concentration, or minor. Courses used to satisfy the multidisciplinary requirement may also simultaneously satisfy major/minor ancillary course requirements and the Indigenous Content Course Requirement (see section 3.11), and they can also count as degree-level electives.

Clarifications:

- a) Students in second undergraduate degrees are exempt from this requirement.
- b) 090 courses cannot count towards the Multidisciplinary Education Requirement.
- c) Students cannot use courses from a single department to satisfy more than one area of the Multidisciplinary Education Requirement. For example, courses in Geography cannot be used to satisfy BOTH the Natural Science and the Social Science component.

As mentioned above, the following lists are only relevant for courses in certain departments that are interdisciplinary in nature. Students and advisors should take care to ensure that they are picking courses that satisfy the requirements for the right area.

*Since Applied Disaster and Emergency Studies includes courses that meet the Natural Science component and the Social Science component, a full list of eligible courses is included:

ADES – NATURAL SCIENCES COURSES

40.153 Introduction to Natural and Technological Hazards
40.251 Hazards: Causes and Physical Dynamics
40.253 Hazards and Risk Assessment
40.357 Geospatial Tools for Disaster and Emergency Management

ADES – SOCIAL SCIENCES COURSES

40.151 Introduction to Disaster Studies
40.152 Introduction to Emergency Management
40.254 Disaster Movies: Fact or Fiction
40.273 Sociology of Disaster
40.353 Health Sector Emergency Management
40.354 Gender and Disaster
40.356 Social Vulnerability in Disaster Management

**Since Geography & Environment includes courses that meet the Natural Science component and the Social Science component, a full list of eligible courses is included:

GEOGRAPHY & ENVIRONMENT – NATURAL SCIENCES COURSES

38:170 How Earth Works: Applied Physical Geography
38:250 Introduction to Weather and Climate
38:267 Sustainable Prairie Ecosystems
38:276 GIS I – Principles of Spatial Data and Cartographic Design
38:278 Geomorphology
38:290 Global Environmental Change
38:291 Soils and Soil Conservation
38:292 Geography of Water Resources
38:353 Introduction to Remote Sensing
38:373 Biogeography and Wildlife Management
38:375 Hydrology
38:376 GIS II – Spatial Data Management and Analysis
38:477 Seminar in Advanced Geomatics

GEOGRAPHY & ENVIRONMENT – SOCIAL SCIENCES COURSES

38:179 World Regional Geography
38:180 People and Places: An Introduction to Human Geography
38:192 Environment and Society
38:251 Health, Place, and Environment
38:280 Economic Geography
38:282 Cultural Geography
38:283 Canada: A Regional Geography
38:294 Outdoor Recreation and Tourism
38:350 Food, Communities, and Justice: Geographies of Food
38:360 Rural and Small Town Canada
38:381 Urban Geography
38:384 Wilderness and Protected Areas Management

***Since Gender & Women's Studies is an interdisciplinary program, further definition is needed. Courses cross-listed with GWS will follow the category of the other department. GWS courses that are not cross-listed with another program are defined as follows:

GWS – SOCIAL SCIENCES COURSES

36:162 Making Sense of Gender
36:261 Diverse Masculinities
36:268 Understanding Feminism
36:366 Critical Readings in Gender
36:385 Gender and Women's Studies Practicum

GWS – HUMANITIES COURSES

36:253 Gender in Transnational Perspectives
36:255 Sex, Gender, Popular Culture
36:343 Transnationalism and Women's Lived Experiences

External Review of Programs & Units Policy Review Committee

Report to Senate

January 2026

Submitted by: Shannon Downey, Support to the External Review of Programs & Units Policy Review Committee

Committee Update

The status of this committee remains as reported in December:

The Ad Hoc Committee had its first meeting on December 3, 2025. The Committee has been tasked with talking to Members in Departments/Units that have undergone a Program Review as per the Policy, talking with Members who have been involved as the internal representatives on the External Review Committee at BU, and conducting an environmental scan of other post-secondary institutions' policies. The Committee intends to reconvene in early January.

Senate Awards for Excellence Review Ad-Hoc Committee

Report to Senate

January 2026

Submitted by: Greg Gatien, Chair of the Senate Awards for Excellence Review Committee

Committee Report

The status of this ad-hoc committee is the same as reported in December:

At its meeting in September, the Senate considered four policies revised or proposed by the Senate Awards for Excellence Review Ad-Hoc Committee:

- Senate Awards for Excellence in Research Policy
 - Status: proposed revision of existing policy
- Senate Awards for Excellence in Teaching Policy
 - Status: proposed revision of existing policy
- Senate Awards for Excellence in Teaching (CAS) Policy
 - Status: proposed new policy
- Senate Awards for Excellence in Service Policy
 - Status: proposed new policy

The Senate engaged in robust discussion of these proposals, and the motion to approve was withdrawn to allow the Committee time to incorporate feedback received through that discussion. The Committee has almost completed this work and is in the process of finalizing revisions to the Senate Awards for Excellence in Research policy. Due to competing demands and staffing changes, this last piece has continued to take a little longer than anticipated, but the Committee plans to present the policies back to Senate at its February meeting.

Report to Senate
Charles Adamu, BUSU
President January 2026

No report was submitted for the January 2026 Senate.

Board of Governors

Report to Senate

January 2026

Submitted by: **Katheryne Lumgair, Board of Governors**

Board Report

- The Board approved the 2026-27 Budget Estimates, noting Peter Hickey (VP, Admin & Finance) provided a presentation prior to the Board making a motion to approve.
- The Board approved the endowment earning distribution rate of 4.6%, as recommended by the Brandon University Foundation.
- The Board approved the annual borrowing resolution (for the line of credit)

Report to Senate
Gregory Kennedy, Dean of Arts
January 2026

No report was submitted for the January 2026 Senate.

Faculty of Education

Report to Senate

January 2026

Submitted by: **Alysha Farrell, Dean of Education**

Report for Senate

1. The Faculty of Education welcomes Dr. Olayinka Bolaji to the Department of Leadership and Educational Administration.
2. We are currently working with the Opaskwayak Education Authority to co-design a Master of Education cohort in Curriculum and Pedagogy.
3. The Faculty of Education will host the BYTE Conference on February 13th at the Western Manitoba Centennial Auditorium. Chris Woods will deliver a keynote presentation called *Building a New Culture of Learning*. There will also be multiple breakout sessions throughout the day. We anticipate over 120 in-service and pre-service teachers will attend the conference.
4. We are excited to host the Education Career Fair on Friday, February 13th. 34 school divisions are sending representatives.

Report to Senate
Linda Ross, Acting Dean of Health Studies
January 2026

No report was submitted for the January 2026 Senate.

Report to Senate

Leanne Zacharias, Associate Professor of Music, Acting Dean of Music

January 2026

Music Senator

Dr. JT Godin has been elected by Music Faculty Council to continue serving as Music Senator through the remainder of this academic year. Thank you, JT!

School of Music Activities

This month's student performance and pedagogy activities include:

- the Wheat City Nuit Blanche this Saturday (Art Gallery of Southwestern Manitoba)
- the annual Da Capo music education conference (QEII building)
- the annual Big Band Dance on January 30th (outside Bailey's)
- the annual BU New Music Festival (Lorne Watson Recital Hall)
- We will also host a Gospel Vocal Residency with three guest special artists in late January.

Recruitment, Retention and Promotional Initiatives

Several projects are underway to update the School's promotional materials for use both online and in hard copy, including updated photographs, brochures and a new profile video. We also continue to plan May's *Centre Stage* on-campus event for prospective students, as well as a special *Strings at BU* event for both alumni and prospective students, accompanying the return of international violin soloist James Ehnes to his hometown for a recital in May.

Report to Senate

Dr. Chris LeMoine, Dean of Science

January 2026

Events

- The second and third workshops on Indigenous ways of knowing and Science education were held on October 28th and December 10th. These workshops enabled great conversations on our work to be more inclusive of indigenous knowledges in our research and teaching. They also provided instructors opportunities to work through some of their ideas and questions about strategies to indigenize their courses. This series of workshops was overall well attended by students, staff and faculty from both Faculties of Science and Education, and will certainly support our work in the near future. The Dean would like to once again extend his appreciation to Ellen Watson (Education) and Tracy Walker ([Canadian Light Source](#)) for collaborating on this excellent learning opportunity for all.
- The first year MELS graduate students presented their research on December 9th. The event was well attended and showcased the breadth, depth, and outstanding quality of graduate research happening in the faculty.
- A reminder of the open invitation to the Science Seminar Series. These talks are scheduled on Friday afternoons at 2:30pm in 4-34 (and on zoom/[Youtube](#)). This term will feature presentations exploring a broad variety of topics including research in disaster Science, pharmacogenomic in mental health care, science education, molecular and cancer biology. All are welcome!

Faculty News

- The Faculty of Science wishes Dr. Faiz Ahmad (Biology) the best on his recent retirement after almost three decades of service to the Departments of Botany and Biology and to Brandon University.
- The searches for two tenure tracks and one continuing IA position (Biology) are currently underway.
- The Dean had an introductory meeting with Jeannette Logan (Manager Health Services - Regional Therapy Services PMH) on November 24th to engage in discussion regarding student advising for healthcare and therapy-oriented careers, and to explore partnership opportunities. We look forward to continuing those discussions in the near future.

**Report to Senate
Katie Whelpton, Dean of Students
January 2026**

Recruitment and Retention Updates

Domestic Recruitment

Michelle Lemoine has started in the role of Director, Recruitment and Retention. She will be meeting with Department Chairs and Deans. She aims to create a retention committee.

Residence

Residence Room	
Residence Hall	Moved In
Darrach Hall	56
Flora Cowan Hall	70
McMaster Hall	145
Grand Total	271

PENT Indigenous Teacher Education applications will be open February 15th.

Highlighted January Events – Residence and Student Services

New Student Orientation was held on Monday, January 5th. 37 students were in attendance.

Winter Career Day – January 28, 2026

Math Group Tutors have begun offering walk-ins.

Academic Skills/Writing Skills continue with the “design your workshop” models.

Report to Senate

Melanie Sucha, Chief Information Officer

January 2026

Library Events and Activities

The Library hosted several events in November and December:

- BU Queer Committee Lunch and Learn Transgender Day of Remembrance, Nov 18
- Faculty of Arts Speaker Series Embodied Narratives in the Health Humanities and Literary Studies Book Launch, Nov 21
- The Ins and Outs of Bail Reform Public Panel Discussion, Nov 26
- Launch of the Rural, Remote & Northern Manitoba Intimate Partner and Sexual Violence Resource Guide, Dec 8

Long Night Against Procrastination took place on November 19, with over 350 students attending. Many thanks to the Indigenous Peoples Centre as our event partner, our campus colleagues in donations of door prizes and cookies, the Brandon Alumni Chapter, Western Manitoba Regional Library, Brandon Bear Clan Patrol, Funds for Furry Friends, Student Services, the Research Office, and BUSU.

The Library offered extended hours for final exams in December.

The Library has taken out institutional membership with Manitoba Library Association. This will align with aims of the Library Strategic Plan (in development) and will support access to professional development opportunities, especially for MGEU Library Assistants.

The Library has joined North/Nord Shared Print Network which helps libraries to identify print resource collections for preservation on a national level. This complements the COPPUL Shared Print Archival Network, of which we are also members, and which covers western Canadian university libraries.

Library Council submitted a letter to Senate of Canada regarding Bill C-15 as this poses risks to the Canada Post library book rate, which is necessary to allow feasibility in lending of rare research materials between Canadian libraries and post-secondary institutions. Interlibrary loans are particularly important for users of small and medium universities, and small public libraries nationwide.

IT Services Projects and Activities

IT Services is continuing testing online registration queue functionality using our firewall, which may allow us to use existing resources rather than a third party subscription for Fall 2026 registration.

Information Query interface updates are continuing and will be released in the spring. Efforts also continue on the second cycle of Awards Management. Networks and operations has begun automating patching processes for Linux operating systems. This will help ensure that we close security gaps more quickly and reduce manual effort.

Many thanks to Kristin Jette for her efforts in project managing the Safety and Security Audit with Stantec, ensuring completion of their assigned deliverables. Library and IT Services frontline staff did participate in engagement sessions alongside HLC colleagues, which is important feedback concerning public-facing portions of BU's operations.

Staffing Updates

I am pleased to share that Asit Patel has rejoined the IT Services team as Senior Network Analyst, following Eric Raine's retirement. Previously Asit had served as both an IT Services Student Assistant, progressing to HelpDesk Analyst, during completion of his Brandon University Computer Science degree. It is wonderful to welcome him back to Brandon University!

The search is underway for Music Librarian – Term.

At time of this report, Reference and Information Literacy Instruction Librarian – Sabbatical backfill – is being prepared for posting.

Report to Senate

Andrea McDaniel, University Registrar

January 2026

Fall 2025 Grade Submission

The Registrar's Office is very grateful to faculty members for having been, overall, extremely timely in submitting final Fall 2025 grades. When the University re-opened on January 5, only a small number of courses had grades outstanding, notably fewer than in recent past. Such timely submission facilitates students' smooth transition into the Winter term, particularly where continued registration in a Winter term course is dependent on a Fall term grade.

Second Cycle with Blackbaud Award Management

In January 2025, the University launched a new scholarships and financial awards application system, Blackbaud Award Management (BBAM), within which students can complete a single online application to be considered for all scholarships, bursaries, and awards in Brandon University's portfolio for which they meet the criteria. The student experience of the new system, overall, has been very positive. With information surfaced through the first awarding cycle in BBAM, the Registrar's Office is working closely with IT Services to reconfigure award qualifications, create additional user documentation, and streamline some faculty/staff processes. The online application will open to students for the 2026-27 awarding cycle near the end of January.

Enrolment Update

For the 2025-26 Regular Session (Fall 2025 & Winter 2026 terms), the January 1, 2026 registration report shows that the overall student headcount is up slightly over the same point last year, with significantly more Indigenous students and significantly fewer international students registered. On a positive note, first-time student head count is up 7.6% over the same point last year. Overall, credit hours registered are up 3.7% over the same point last year, with increases in Arts, Education, and Science, and decreases in Health Studies and Music.

For the 2026-27 Regular Session (Fall 2026 & Winter 2027 terms), the next admission report will be issued on February 1, so a fulsome update will be provided for the February Senate meeting.

Report to Senate

Chris Lagimodiere, Associate Vice-President (Indigenous Initiatives)

January 2026

No written report submitted.

Report to Senate

Peter Hickey, Vice-President (Administration & Finance)

January 2026

No written report submitted.

Research & Graduate Studies

Report to Senate

January 2026

Submitted by: **Bernadette Ardelli, Vice-President (Research & Graduate Studies)**

Graduate Studies Committee

The Graduate Studies Committee (GSC) worked on revising the membership criteria for the Faculty of Graduate Studies. The criteria and categories were revised to clearly define the qualifications, responsibilities, and expectations associated with participation in graduate education at Brandon University. The revised membership criteria emphasizes that membership requires active engagement in graduate teaching, supervision, research, scholarly and artistic work, institutional service, and adherence to ethical and regulatory standards. By clarifying eligibility requirements and distinguishing the roles of Full, Adjunct, and Associate members, the changes ensure alignment between an individual's expertise and their level of involvement in graduate supervision, teaching, and examination. These revisions enhance transparency, equity, and consistency in appointments made by the Graduate Studies Committee of Senate and strengthen oversight of the academic quality and integrity of graduate programs. The work of the GSC in 2026 will focus on the structure and purpose of the Faculty of Graduate Studies.

Senate Research Committee

The Terms of Reference for the Senate Research Committee (SRC) were updated to include additional members to support the SRC in its mission to promote research excellence, integrity, and equity, and in supporting researcher development across career stages, and monitoring emerging issues affecting the research environment. The work of the SRC in 2026 will focus on the development of the Strategic Research Plan and nomination of researchers for prestigious provincial, national and international awards and fellowships.

Report to Senate
Greg Gatien, Acting Provost & Vice-President (Academic)
January 2026

No written report submitted.

Report to Senate
Christine Bovis-Crossen, President
January 2026

No written report submitted.
