

FIRST REGULAR MEETING OF THE 59TH SENATE

TUESDAY, JUNE 16, 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 May 19, 2026

5.2. Elections (Sen. Gatien)

5.2.1. Senate Executive Representatives

- Five faculty Senators, one from each Faculty/School;
- One student Senator

5.2.2. Senate Representative to the Board of Governors

Note Section V of the Senate Bylaws and Article 26.2 of the BUFA
Collective Agreement

5.3. Business Arising

5.4. Continuing Business

5.5. New Business

5.5.1. Strategic Academic Planning Committee

- 2026 Strategic Academic Plan

5.5.2. Undergraduate Studies Committee (Sen. Gatien)

5.5.2.1. Faculty of Arts

English, Drama & Creative Writing (ED&CW)

5.5.2.1.1. ED&CW New Courses

- 30:301/ENGL 3032 The Year Was...The Literature of a Year

5.5.2.2. Faculty of Education

- 5.5.2.2.1. Departmental Name Change
 - Department of Native Studies

Undergraduate Education Committee

- 5.5.2.2.2. Important Date Revisions
 - 2026-27 Fall Term Important Dates
- 5.5.2.2.3. Policy Revisions
 - Criminal Records and Child Abuse Registry Check Policy and Associated Undergraduate Calendar Revisions

5.5.2.3. Faculty of Health Studies

Departments of Nursing & Psychiatric Nursing

- 5.5.2.3.1. Policy Deletions
 - Practicum Placements Policy

5.5.2.4. Faculty of Science

ADES

- 5.5.2.4.1. ADES Course Revisions
 - 40:251 Hazards: Causes and Physical Dynamics
 - 40:253 Hazards Risk Assessment

5.5.3. Scholarships & Awards Committee (Sen. Gatien)

- 5.5.3.1. New Awards
 - Donna (McPhail) Agnew '52 Graduate Scholarship
 - Sharon Young Psychiatric Nursing Scholarship

5.5.4. Ad-Hoc Committee Reports

- 5.5.4.1. Artificial Intelligence Committee (Sen. DiMuro)
- 5.5.4.2. External Review of Programs & Units Policy Review Committee (Sen. Gatien)

5.5.5. Individual Reports

- 5.5.5.1. Brandon University Students' Union (BUSU) President (Sen. Salau)
- 5.5.5.2. Board of Governors Representative (Sen. Lumgair)
- 5.5.5.3. 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)
- 5.5.5.4. Associate Vice-President (Indigenous Initiatives) (C. Lagimodiere)
- 5.5.5.5. Vice-President (Administration & Finance) (Sen. Hickey)
- 5.5.5.6. Vice-President (Research & Graduate Studies) (Sen. Ardelli)
- 5.5.5.7. Acting Provost & Vice-President (Academic) (Sen. Gatien)
- 5.5.5.8. President (Pres. Bovis-Crossen)

6. Other Business

7. Correspondence

8. Adjournment



SUBJECT TO APPROVAL

MOTION NO. 009.JUN26

AGENDA ITEM NO. 5.5.1

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Strategic Academic Planning Committee

SUBJECT: 2026 Strategic Academic Plan

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the 2026 Strategic Academic Plan as submitted by the Strategic Academic Planning Committee.

BACKGROUND/RATIONALE:

The University struck a Strategic Academic Planning Committee in the spring of 2023 to create a new academic plan as the previous plan had expired in 2020. The committee engaged in multiple consultations across campus and incorporated feedback received to develop the final proposal.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: LeMoine/Kennedy

2026 BU Strategic Academic Plan

Introduction

Brandon University is committed to academic excellence. This 8-year Strategic Academic Plan, provides a clearly articulated vision of our university's context, identity, and priorities for the purpose of guiding academic decision making. This plan was informed by [*Looking Ahead*](#), the 2015-2020 Academic Plan, as well as BU's Strategic Plan, [*Mamaawii-atooshke aakihkiwiin*](#) (2022-2027), and BU's [*Equity, Diversity, and Inclusion Strategic Plan and Action Plan*](#). This process involved several stages of consultation with our university community and external stakeholders.

As plans, both *Looking Ahead* and *Mamaawii-atooshke aakihkiwiin* speak to the importance of Brandon University's connections to its place and its commitment to the many people who contribute to its academic mission. In *Looking Ahead*, this is articulated in describing the many important societal contributions that Brandon University, through its myriad academic endeavours, makes to our city, our surrounding communities, and our province (*Looking Ahead: Academic Mission and Key Strategic Priorities*). In *Mamaawii-atooshke aakihkiwiin*, this is captured through its recognition of the critical role our university plays in our community and its commitment to positive and reciprocal relationships with the communities we serve. Brandon University's *Equity, Diversity, and Inclusion Strategic Plan and Action Plan* reinforces our commitment to having principles of equity, diversity, inclusion, indigenization, decolonization, reconciliation, and accessibility permeate and underscore the academic work of our institution.

Reflecting what was heard in our consultations, the language of this plan is written with the intention of being inclusive. For example, when our plan references programming, that reference is inclusive of all programming at our university, both graduate and undergraduate. References to students, unless otherwise stated, are intended to be inclusive of all students (graduate and undergraduate, domestic and international, etc.). Similarly, references to research and creation are intended to be inclusive of the wide range of scholarship and creative endeavors in which our faculty and students engage.

The consultation process for this academic plan demonstrated that our university, by virtue of both its size and place, must define itself and its goals so that its work builds upon core values and strengths while remaining a sustainable institution that continues to serve its community/region long into the future. In keeping with findings from other plans, our consultations confirmed the importance of meaningful, accurate, and accessible institutional data in making decisions that build upon our values, strengths, and goals. Our consultations also revealed a clear recognition that our university's future is reliant upon the complex and interwoven connections between individuals, Departments, Faculties/Schools, and communities. Resonating throughout this plan is the importance of relationality and the importance of respectful, collegial, and reciprocal engagement with one another, in ways that are mindful of our shared commitment to EDI, Indigenization, Reconciliation, Decolonization, and Accessibility, and our shared responsibilities to serve the best interest of our students and our academic disciplines.

In consideration of our university's past, our current context, the consultative process, and our place within Manitoba's post-secondary system, this plan recognizes three primary interwoven components that define who we are as a university and, therefore, form the basis of Brandon University's academic identity.



In addition to identifying these foundational components of our identity, this plan identifies six interwoven thematic areas that exist within each of the components. These thematic areas provide clearly articulated academic direction and priorities for the years ahead. It is important to note that one of our foundational components shares a name with a thematic area. This intentional duplication reiterates that Indigenization and Decolonization are central to our university's identity while also remaining a concrete academic priority in all aspects of our programming.

Transformative Post-Secondary Education

With its main campus located at the heart of Western Manitoba, Brandon University provides a transformative student experience, welcoming students with a variety of academic histories into its programs while seeking to make the process as seamless and transparent as possible for students at whichever point in their lives they are seeking admission. As an open-access university, Brandon University has long distinguished itself as a place that seeks to address and remove barriers for students.

With the exception of some academically specialized or heavily subscribed professional programs, our University is accessible to all students seeking admission to undergraduate studies who have completed a high school diploma in Manitoba and Canadian students over 21 who did not complete high school. Our university has the potential to reduce admission barriers for secondary school graduates applying after high school completion in other Canadian provinces and territories. While providing access and reducing admission barriers for international students is important, given their vital contributions to our campuses, we must continue to include responsible and meaningful entrance requirements that serve to best support those students and

those faculty and staff who serve them. As an open-access university, we acknowledge our shared responsibility to provide ongoing supports to all students throughout their chosen educational pathways.

By fostering faculty research and creation, pedagogical excellence, and its commitment to academic freedom, Brandon University focuses on undergraduate education. This emphasis on undergraduate studies sits alongside our commitments to graduate programming, both future and ongoing, where opportunities for excellence align with the best interest of our students, faculty, and community. In a supportive, inclusive, and accessible atmosphere, students experience meaningful connections and mentorship with world-class pedagogues and researchers. This learning environment facilitates immersive research, creative exploration, professional preparation, and community engagement. Through these activities, students develop their abilities to think critically, creatively, ethically, and independently for engaged citizenship in our local and global community.

Indigenization and Decolonization

Our university has campuses located on both Treaty 1 and Treaty 2 territories and has long-standing and well-established connections to and relationships with First Nations, Métis, and Inuit communities. Our university remains firmly committed to Truth and Reconciliation, the Manitoba Collaborative Indigenous Education Blueprint, and, recognizing Indigenous ways of knowing, as well as other non-Western knowledge systems, as essential to our academic context.

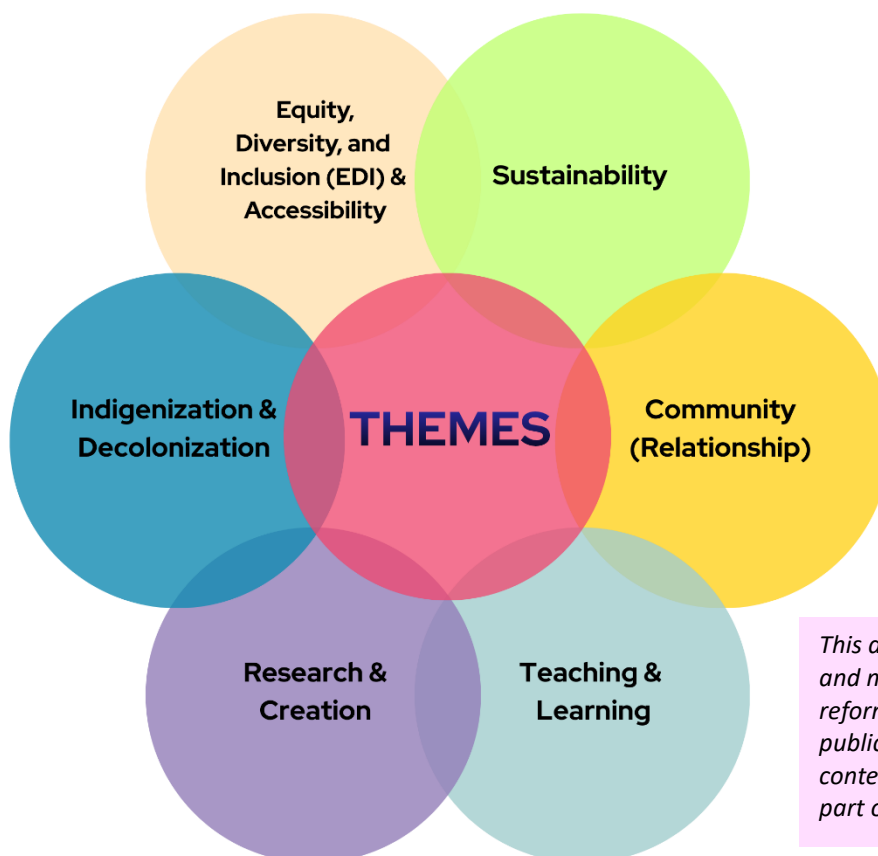
For reasons related to its history, its size, and its location, Brandon University has a unique opportunity to serve First Nations, Métis, and Inuit communities in the rural and northern parts of Manitoba and to become the university of choice for members of those communities.

Professional Programming

Our university plays a vital role in preparing public professionals to meet the needs of Manitobans primarily in the fields of education and health care but also through our commitment to scientific and business professions. In addition to meeting the certification standards of those professions and helping Manitoba meet critical needs in the education and health care sectors generally, Brandon University is unique in preparing its students for the distinct experiences of serving in rural and northern communities.

The university's commitment to and role in the education of these vital professionals extends to providing access to important, targeted graduate programming that prepares individuals to advance into critical professional roles, such as educational and health care leadership without needing to leave our region.

Themes and Priorities



Emerging from consultations with faculty councils, the Indigenous Peoples' Centre, Library Council, Student Services/Registrar's Office/Senate Office, Deans' Council, the Faculty Association (through a BUFA group's submitted feedback), and others (Director of CTLT, Director of Co-Op), the Strategic Academic Planning Committee identified six themes that speak to our university's academic priorities in our current context and extending into the future: Equity, Diversity, and Inclusion (EDI) & Accessibility; Sustainability; Community (Relationship); Teaching and Learning; Research and Creation; Indigenization and Decolonization.

Themes

The following themes have significant areas of overlap. This overlap is understood to significantly reinforce the strength and importance of each theme.

Teaching & Learning

The reciprocal sharing of knowledge, ideas, and information that occurs amongst faculty and students is fundamental to the mission and purpose of a university. This requires that our

professoriate is supported and engaged in their research and creation as this work underpins and informs our university's curricula, pedagogy, and assessment practices. In the context of Brandon University, we prioritize the education of undergraduate students while also acknowledging our opportunities and obligations to offer excellent and transformative graduate education in specific disciplines and areas.

We prioritize supporting faculty in their efforts to master and adapt their pedagogies and academic programming to respond to ever-changing contexts and meet the best interests of our students. The Centre for Teaching and Learning Technology (CTLT), through the dedication of its faculty and steering committee, provides support for faculty in their pursuit of teaching excellence. While currently small, the CTLT provides a foundation for our university to further develop clear, transparent, and sustainable ways to better support teaching and learning on our campuses. In addition, the rich resources provided by the John E. Robbins Library form a strong base for teaching and learning at Brandon University.

With equal commitment, we prioritize supporting students in their efforts to access transformative learning experiences on our campuses. Stemming from its rich traditions, location, and size, our university is uniquely well-positioned to provide students opportunities to study with faculty members in settings that offer higher degrees of interaction, often resulting in profoundly rich relationships that positively change students' lives. Through the Indigenous Peoples' Centre and Student Services, our university has existing frameworks to provide students with supports for learning, for accessibility, and for managing their well-being throughout their educations and as life-long learners. Our thriving program in cooperative education engages students by connecting classroom learning with community and societal needs.

Through the life of this plan, we will build on our existing strengths and aim to fulfill our potential as a centre of teaching excellence.

<i>Priorities:</i>	<i>Cross-sectioned with:</i>
a) Establish clear, transparent mechanisms to enhance support for innovation and initiatives in teaching and learning excellence.	• <i>Research & Creation</i>
b) Establish clear, transparent mechanisms to support academic program development and renewal, and interdisciplinary academic program collaboration and coordination that contribute to the complete student lifestyle.	

c) Support excellence in student experience and academic success through enhancement of student supports (e.g., Student Services, Indigenous Peoples' Centre, John E. Robbins Library and McKee Archives, Information Technology, Office of International Activities, Residence Services).	• <i>Research & Creation</i> • <i>EDI & Accessibility</i>
d) Strengthen the attractiveness and quality of our programs, aligning programs with student and societal needs.	• <i>Sustainability</i> • <i>Research & Creation</i>
e) Support current experiential learning opportunities designed to enhance student learning and experience, and support departments in exploring and developing work-integrated learning (WIL) opportunities.	• <i>Community</i> • <i>Sustainability</i> • <i>Research & Creation</i>

Research & Creation

Excellence in research and creation is directly linked to excellence in teaching and learning. Continued ongoing supports for research and creation, for faculty and students alike, are crucial to Brandon University's future and the ways in which it will meaningfully contribute to society. One of our greatest strengths and opportunities is our university's unique capacity to link faculty research excellence to student learning and research engagement. Our undergraduate students directly experience and engage with research-active faculty, affirming research and creation as being at the heart of what is being taught and providing undergraduate students with experience and skills normally reserved for graduate students at larger universities. Similarly, graduate students are presented with research, creation, and leadership opportunities that prepare them for success whether in career or further advanced studies.

Brandon University continues to value its role as a centre for research and creation excellence. This includes providing ways to connect Brandon University researchers and creators with the world, enhancing collaboration and also enhancing society's understanding of the importance of research and creation. It also includes bringing research and creation leaders onto our campuses (visiting scholars, for example), providing venues to share and debate ideas, advancing understandings, and building research/creation relationships and partnerships. This academic plan is intended to work in concert with Brandon University's [*Strategic Research Plan*](#).

Priorities:	Cross-sectioned with:
a) Enhance Brandon University's growing reputation as an institution engaged in innovative research, scholarly, and creative activity.	• <i>Community</i>

b) Continue to support and enhance faculty members' scholarly activity, research, and creation.	• <i>Teaching & Learning</i> • <i>EDI & Accessibility</i> • <i>Community</i>
c) Continue to support and enhance excellence in undergraduate research and creation.	• <i>Teaching & Learning</i>
d) Continue to develop and support strategic graduate research and creation opportunities.	• <i>Teaching & Learning</i>

Community (Relationship)

Our university is committed to those communities it serves, noting our shared aspiration to prioritize ways of better and more respectfully serving those communities. Recognizing that our concept of community can be expansive, making decisions about when, how, and to what extent we engage in reciprocal, respectful, and sustainable relationships will be important. These decisions will be informed by commitments to Truth and Reconciliation; Equity, Diversity, Inclusion; Indigenization and Decolonization; evolving student needs; evolving societal needs; and the priorities of our province.

<i>Priorities:</i>	<i>Cross-sectioned with:</i>
a) Seek and respond to opportunities to engage in respectful relationships with diverse communities (local, national, and international) to support reciprocal relationships in teaching, research, and service.	• <i>Teaching & Learning</i> • <i>Research & Creation</i>
b) Identify and respond to community learning needs (such as bridging/transition education, continuing education, professional development).	• <i>Teaching & Learning</i>
c) Engage with communities and prospective students to value and recognize non-traditional pathways to education and to improve student outcomes, with an emphasis on under-represented communities.	• <i>Indigenization & Decolonization</i> • <i>EDI & Accessibility</i>
d) Increase alumni engagement with current students and faculty so that BU is a community of lifelong learners.	

Sustainability

This academic plan offers a framework through which Brandon University can make informed, strategic and transparent decisions to build a sustainable academic life in full consideration of the human energies through which all universities strive to create success. This includes caring for the well-being of our environment, caring for the well-being of our people, and contributing to education of future generations.

Our university must carefully select where it invests its financial resources so that our overall operation remains viable and capable of focusing on its core mission. Sustainability goes hand-in-hand with improving data collection and reporting and necessitates transparency.

Priorities:	Cross-sectioned with:
a) Establish a clear, transparent, multi-year academic budget model and institutional information framework to facilitate integrated and effective multi-year planning.	• Teaching & Learning • Research & Creation • EDI & Accessibility
b) Establish clear, transparent mechanisms to review and adjust resource allocations in support of institutional academic priorities.	• Teaching & Learning • Research & Creation • EDI & Accessibility
c) Support and promote well-being of students, faculty, and staff.	• Teaching & Learning • Research & Creation • Community • Indigenization and Decolonization • EDI & Accessibility
d) Create and implement a Strategic Enrolment Management Plan which properly takes account of the diversity of students who call BU home and the supports they require to be successful at BU.	• Teaching & Learning • Indigenization & Decolonization • EDI & Accessibility
e) Create an academic infrastructure plan, which ensures that our academic spaces and technology properly support the institution's academic and student support work.	• Teaching & Learning • Research & Creation • EDI & Accessibility
f) Respect and give consideration to the deep influence of the plants and animals who share their history and traditions on the land and water of this area in academic decision making.	• Indigenization & Decolonization

Indigenization and Decolonization

Acknowledging the clear need for our university to do better, Brandon University has been a leader in its commitment to recognizing Indigenous ways of knowing and being and providing post-secondary pathways for Indigenous students and communities. The Department of Native Studies *[Department renaming process is underway and the Plan will be updated to reflect this upon approval]*, the first of its kind in Western Canada, is in its sixth decade of academic programming. The IshKaabatens Waasa Gaa Inaabateg Department of Visual Art is an increasingly renowned leader in Indigenous art. The PENT Indigenous Teacher Education Program has long provided community-based opportunities for aspiring educators in remote and northern Manitoban communities.

Brandon University has made specific commitments under Truth and Reconciliation and is a signatory to the Manitoba Collaborative Indigenous Education Blueprint. Understanding the richness of Indigenous ways of knowing, doing, and being, and in recognition of historical and ongoing injustices and inequities, we prioritize the importance of Indigenous education. We will work respectfully and reciprocally with Indigenous communities to better serve the needs of those communities and their students. Our university, through a sincere commitment to decolonization, must be a place where Indigenous knowledge is fully and equally valued, supported, and reflected in all programming.

Priorities:	Cross-sectioned with:
a) Work closely with institutional and provincial Indigenous leaders to strengthen our position as a top choice university for Indigenous students in Manitoba and its surrounding areas.	• Community • Sustainability
b) Collaborate with Indigenous Elders, Knowledge-Keepers, and community partners to continually recognize, value, and integrate Indigenous knowledge, language, culture, and worldviews into all aspects of our academic work through education, research, and skill development.	• Community • Teaching & Learning • EDI & Accessibility
c) Partner with First Nations, Inuit, and Métis communities and organizations to create reciprocal learning relations aimed at: enhancing the accessibility of post-secondary educational opportunities; improving student experience and academic success; and engagement in research, scholarly, and creative activities with potential benefits to Indigenous communities.	• Community • Teaching & Learning • Research & Creation • EDI & Accessibility

d) Support Indigenous language reclamation and revitalization in course offerings, research and scholarship, and community engagement initiatives.	• <i>Teaching & Learning</i> • <i>Research & Creation</i> • <i>Community</i>
e) Create space and opportunity to celebrate, support, and promote the contributions of Indigenous students and faculty.	• <i>Teaching & Learning</i> • <i>Research & Creation</i>

Equity, Diversity, and Inclusion (EDI) and Accessibility

Equity, Diversity, and Inclusion (EDI) and Accessibility are core to the academic priorities of Brandon University and are fundamental to the ways in which we interact as faculty, staff, and students. As an open-access institution, we seek to provide safe and supported spaces for all students who pursue their education on our campuses. As a university that is committed to the communities we serve, we recognize that the inclusion of multiple and diverse conceptions, experiences, and perspectives leads to richer, deeper understandings and forges more meaningful and inclusive relationships to disciplines, to our place, and to one another. This commitment, which includes the university's EDI plan, is imagined to include the invitation of visiting scholars and experts to inform our ongoing work in these important areas, supports for units in reviewing their academic programming through EDI and Accessibility lenses, and work on developing meaningful data sets to inform transparency in how EDI and Accessibility infuses and informs our decision-making.

<i>Priorities:</i>	<i>Cross-sectioned with:</i>
a) Create a culture in which EDI and accessibility permeate all of our academic work and processes.	• <i>Teaching & Learning</i> • <i>Research & Creation</i> • <i>Community</i>
b) Diversify our institution at all levels by advancing meaningful representation and belonging of equity-deserving groups, and by understanding EDI and accessibility as broad intersectional concepts that include visible and invisible dimensions of identity.	• <i>Teaching & Learning</i> • <i>Research & Creation</i> • <i>Community</i>
c) Identify, examine, and address potential and existing systemic barriers and embedded inequities to accessibility, equity, and diversity within institutional processes, academic spaces, teaching, and research to proactively mitigate injustices.	• <i>Teaching & Learning</i> • <i>Research & Creation</i>

- d) Expand sustained opportunities for students, faculty, and staff to engage in experiences and initiatives on and off campus that are grounded in equity, diversity, and inclusion.

- Teaching & Learning
- Research & Creation
- Community
- Sustainability

Implementation

In addition to affirming our shared commitment to academic excellence, articulating our priorities with the specific context of Brandon University, and guiding our university's academic decision making, this plan is also intended to guide priorities, actions, and decisions at the institutional, faculty, school, and unit levels.

At the institutional level, strategic planning will require consultation, collaboration, and coordination with an expectation that all parts of our university's academic vision and mission are given full consideration. The Provost's Office will lead institutional-level academic planning efforts related to priorities under the Teaching & Learning, Sustainability, Community, and EDI & Accessibility themes. The Provost's Office will support the Office of the VP Research and Graduate Studies in its development of institution-wide planning associated with the Research and Creation theme and its priorities. Likewise, the Provost's Office will support the Office of the AVP Indigenous Initiatives in institution-wide planning associated with the Indigenization and Decolonization theme and priorities. Consultative and transparent institutional-level planning will begin within 3 months of this plan's approval.

To be effective, therefore, this plan requires academic planning exercises in each academic unit (Faculty/School/unit), organized and led by the leaders of those units, and informed by strategic institutional data. This includes the Faculty of Arts, Faculty of Education, Faculty of Health Studies, Faculty of Science, School of Music, Library and Archives, Student Services, the Indigenous Peoples' Centre, the Registrar's Office, the Office of the Vice-President (Research & Graduate Studies), and the Provost's Office. These unit-specific strategic academic plans will:

- Reference, respond to, and interact with this plan (addressing the priorities listed in each thematic area) with an aim to improve student outcomes, articulate academic program review and renewal, inform student recruitment and retention strategies, guide academic staffing priorities, and shape facility planning (inclusive of technology, equipment, and physical spaces);
- Identify clear goals and priorities to inform and guide unit level recommendations and decisions that are made within and by those faculties/schools/units as well as recommendations that are made by those faculties/schools/units for university-wide deliberations and decisions;
- Where unit-specific strategic plans impact the operations of units across the university (for example, the Provost's Office in developing a unit-level plan for the Centre for

Teaching, Learning, and Technology), consultation and collaboration with impacted units is expected;

- Articulate unit-specific implementation plans, including regular reporting requirements that identify measures of how plans are being implemented and how goals are being met, and built-in opportunities for review.

Unit specific plans, in keeping with Section VI (11(c)) of Brandon University Senate By-Laws, are expected to be approved by Faculty Councils (or their equivalents) within 12 months of this plan's approval and sent to Senate for final approval.

Non-Academic Unit Consideration

Effective implementation of this plan requires meaningful, consistent, and collaborative engagement with units that, while not reporting through Senate, are fundamental to the success of our students, faculty, staff, and academic programming.

It is recommended that the Provost, working with the University's senior leadership, develop a report that speaks to ways in which the themes and priorities articulated in this plan can be used to inform the work of other units and offices, as well as the ways in which ongoing reporting on the Academic Plan can and should reflect, or otherwise incorporate, the work being done in those units/offices. These units/offices include but are not limited to (in no particular order of priority) Marketing and Communications, Information Technology Services, Ancillary Services, Financial and Registration Services, Alumni Relations and Advancement, Physical Plant, and Finance and Administration.

Accountability

The Provost and Vice-President (Academic) will be responsible for overseeing the implementation of the academic plan and supporting Deans and their equivalents in the development of their faculty/school/unit specific academic plans. As Research and Graduate Studies factor prominently into the academic work of our university, it is understood that the Provost will, wherever appropriate, include the Vice-President (Research & Graduate Studies) in the implementation of this plan. Similarly, as Indigenization and Decolonization factor prominently in our university's priorities and identity, the Provost will consult and include the Associate Vice-President (Indigenous Initiatives) in this plan's implementation. In overseeing this work, the Provost will be expected to provide bi-annual updates to Brandon University's Senate. The first report will be received in September and will focus on the planned work for the upcoming academic year. The second report will be received in May and will describe the progress that was made during the academic year. These reports, upon Senate's approval, will be electronically distributed to faculty and made available to students, and uploaded to the [Provost's website].

Deans/Directors will provide annual progress reports to their respective faculty councils (or equivalents) and the Provost's Office. These reports will be delivered in April. By August,

Deans/Directors will provide planning briefs to the Provost's Office, reflective of consultation with their units and outlining their unit's goals and priorities, that will inform the Provost's September report to Senate.

During the fourth year of the plan, the Provost will Chair a committee that will review the academic plan and its efficacy. This committee will consult with the campus communities and make a report to Senate. This report, to be delivered in May, may include recommendations to Senate of changes to the approved plan.

During the fifth year of the plan, Deans/Directors will lead reviews of their unit-specific plans. Should these reviews result in recommended changes, those changes would be presented to the appropriate Faculty Councils for deliberation and any recommendations forwarded to Senate for final approval.

During the seventh year of the plan, Senate will form a Strategic Academic Planning committee to review this plan and its impacts and to embark upon the work of renewing or replacing this plan.

SUBJECT TO APPROVAL

MOTION NO. 010.JUN26

AGENDA ITEM NO. 5.5.2.1

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Department of English, Drama and Creative Writing, Faculty of Arts

SUBJECT: New Courses

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the following new course, as submitted by the Department of English, Drama and Creative Writing, Faculty of Arts:

- 30:301/ENGL 3032 The Year Was...The Literature of a Year
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: Kennedy/Hétu



Senate approved changes will come into effect on September 1, 2027.

SENATE OFFICE USE ONLY

New Course #

30:301/ENGL 3032

A. NEW COURSE DETAILS

Level of Study: ☒ Undergraduate ☐ Graduate

Course Level: 300/3000

Start Term & Year: winter 2028

Faculty/School: Arts

Department: English, Drama & Creative Writing (30)

Subject Identifier (ex. GEOG): ENGL

Course Title: The Year Was...: The Literature of a Year

Short Title: Literature and Year

Course Hours: 3/week

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 3

Lab hrs/wk:

Prerequisite(s): None

✓ Specific Course(s): 6 cr hrs of 100-level English literature courses

✓ Permission of: Instructor

OR

AND/OR

Corequisite(s): None

Specific Course(s):

AND/OR

Antirequisite(s): None

Specific Course(s):

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

☐

Required major core courses

☐

Major group/area/"plus" lists:

☐

Required minor core courses

☐

Minor group/area/"plus" lists:

☐

Liberal Education List

Additional Information/Clarification:

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course sets out to study the literary culture of a given year in history. In 1605, Shakespeare's *Hamlet* is first performed, *Don Quixote* is published in Spain, *The Advancement of Learning* by Francis Bacon is published. In 1762, Jean-Jacques Rousseau's *Social Contract* and *Emile* appear, as does Laurence Sterne's *The Life and Opinions of Tristram Shandy*, and Oliver Goldsmith's *The Life of Richard Nash*. In 1929, *The Adventures of Tintin* first appear, so does Virginia Woolf's *A Room of One's Own*, Yeats' *The Winding Stair*, Nella Larsen's *Passing*, and Ernest Hemingway's *A Farewell to Arms* (in cinema Disney's *Silly Symphony* series and Dalí and Buñuel's *Un chien andalou* appear). What then might happen if we study the year alone and what happened in a given year? The year varies and depends upon who is instructing the course. What unifies this course, regardless of the year chosen, is its engagement with close reading, literary history, cross-genre study, and culture. Students can expect to read poetry, prose, drama, narrative; while also recognizing that some genres are only available in a given period, such as, say, film or photography. This course is reading and writing-intensive.

Calendar Placement:

English, Drama, and Creative Writing (30)

C. LIBRARY CONSULTATION

Before a new course proposal can be forwarded to the Undergraduate Studies Committee (USC) or the 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.

This course is designed in such a way that any member of the department could teach it because the only limitation is the year chosen. Thus, a scholar of postmodernism could teach 2001, while a scholar of Renaissance England could choose 1605, and a medievalist could teach 1066. The advantage to this model is that it allows for not only permanent members of the department, but also contract academic staff to teach the course.



F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 4/14/26

Dean's Approval Date: 4/14/26

SENATE OFFICE USE ONLY

USC/GSC

Approval/Completion Date: May 21, 2026

Calendar

Edit Date:

Senate

Approval/Completion Date: June 16, 2026

F & R Services

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**BRANDON
UNIVERSITY**

SUBJECT TO APPROVAL

MOTION NO. 011.JUN26

AGENDA ITEM NO. 5.5.2.2

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Department of Native Studies, Faculty of Education/Faculty of Arts

SUBJECT: Departmental Name Change

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate recommends to the Board of Governors the departmental name change from Department of Native Studies to Department of Turtle Island Studies, as submitted by the Faculty of Education with support from the Faculty of Arts.

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: Farrell/DiMuro



Department of Native Studies:

Dr. Velvet Maud

Chair of Native Studies

Re: Department of Native Studies Name Change

The Department of Native Studies is currently being revamped to keep up with the ongoing changes to the discipline. Currently, we are going through our existing courses and updating them, so they are relevant and meet the current standards of the discipline. Additionally, we are working on creating new courses that will exceed the current standards, which will mean students will have access to innovative, interesting, and unique courses that are not offered elsewhere.

Since 1975, when the Department of Native Studies was created, terminology regarding Indigenous Peoples has changed. Today, the term 'Native' is problematic because many Indigenous Peoples find it offensive. It is also not inclusive and fails to include, and acknowledge, the Inuit and Métis. These reasons are why most Canadian universities have replaced 'Native Studies' with 'Indigenous Studies'. However, the Department of Native Studies at Brandon University feels that simply changing the name to be the same as every other university doesn't show how unique we are. We believe the name of the department needs to be inclusive, progressive, and original, which is why we are proposing the Department of Native Studies be renamed to the **Department of Turtle Island Studies**.

Brandon University was the first university in western Canada to establish a Native Studies Department and the 2nd in all of Canada. From the beginning it was obvious the courses offered by the Department of Native Studies at BU would go beyond simply teaching about Indigenous Peoples, their histories, or communities. Courses taught within the discipline would be unique, innovative, and offer students something entirely different than anthropology, sociology, or history could. Native Studies would offer courses that were taught from an Indigenous perspective and included Indigenous worldviews, methodologies, and ways of knowing.

Originally, the goals of the department were to:

- 1) ...allow students an opportunity to develop skills and competency in the area of Native Studies...
- 2) Benefits to [Indigenous] communities and Canadian society.¹

¹ Blanar, Michael, "Native Studies at Brandon: A History, and More." *Canadian Journal of Native Studies* (1981): 170.



Native Studies has maintained these goals for over half a century, and we continue to do so, educating students about Indigenous Peoples, histories, etc. However, over the last 50 years, Native Studies has solidified itself as a distinct discipline with its own standards, body of knowledge, methodologies, ethics, and experts in the field, offering students, particularly Indigenous students, a discipline in which Indigenous knowledge systems are respected, valued, appreciated, and promoted. As a result, the goals of the department have expanded and now include:

- The scholarly recognition of the Indigenous Peoples of Turtle Island and their cultures; bringing to bear approaches that incorporate Indigenous knowledge and methodologies.
- Producing research from an Indigenous perspective that matters and benefits Indigenous Peoples and their communities.
- Establishing and maintaining relationships with Indigenous communities, both near and far, that are built on respect and reciprocity.
- Creating an environment where students have the support and encouragement they need to thrive and be successful in their academic journey at Brandon University and beyond.

To keep up with the evolution of discipline, we feel we need a name that sets us apart from other universities and clearly states that we are a leader in the field. This is why we are opting to be called the Department of Turtle Island Studies. For many Indigenous Nations across Turtle Island, the land is sacred and directly related to understanding, recognizing and honouring Indigenous ways of knowing. For Indigenous faculty and students honouring where we come, Turtle Island, influences how we see and understand the world and allows us to establish and maintain relationships with those that came before us and those that are not yet born. Renaming the department puts Indigenous Peoples first and it makes a clear statement that Brandon University is progressive and fully supports reconciliation.

Dr. Velvet Maud
Chair, Department of Native Studies



SUBJECT TO APPROVAL

MOTION NO. 012.JUN26

AGENDA ITEM NO. 5.5.2.2

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Undergraduate Education Committee, Faculty of Education

SUBJECT: Important Date Revisions

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the following revision to the 2026-27 undergraduate important dates, as submitted by the Undergraduate Education Committee, Faculty of Education:

- 2026-27 Fall Term Important Dates
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: Farrell/DiMuro

MEMO

May 21, 2026

To: Brandon University Undergraduate Studies Committee, Brandon University Senate
From: Dr. Joe Stouffer, Chair, Faculty of Education Undergraduate Education Committee
Subject: Faculty of Education changing calendar date: “Monday on a Thursday”, Dec. 10, 2026 for B.Ed (After Degree) and Integrated (B.Arts/B.Ed) Program (Year 5) courses

The Faculty of Education passed the following motion at the May 12, Education Faculty Council meeting:

*Motion: The Faculty of Education recommends changing the 2026/2027 academic calendar to align with other faculties’ scheduling courses “Monday on a Thursday” for all After Degree (AD) and Integrated Program (IP) (Year 5) courses on Dec. 10, 2026. (Stouffer/Brown) **Carried***

Rationale:

In the fall 2026 term, AD classes begin on Monday, Sept. 13 due to a late Labour Day. Courses running on Mon/Weds and Mon-Thurs will miss two days due to National Day for Truth & Reconciliation falling on Weds, Sept. 30 and Thanksgiving on Monday, Oct. 12.

Consequently, Mon/Weds courses (Slots E02, E06, E08, E10) will miss 2 classes/4 hours of instruction and Mon-Thurs courses (Slots E01, E04, E05) will miss 2 classes/2 hours. To make up one missed day, the term is currently scheduled to end on **Monday, Dec. 21** and instructors of Mon/Weds courses would still need to make up an additional 2 hours and Mon-Thurs courses would need to make up 1 hour of instruction (e.g., asynchronous lecture/activities).

The faculty wishes to ensure all undergraduate students have the same end of term date and give **all** undergraduate students an equal two-week break between semesters (thinking particularly of students who do not live in the Brandon area) as they have no other break in course work and field placements between Sept. 13 and their last day of classes in December.

MEMO

May 21, 2026

The Faculty of Education sees having all Bachelor of Education(After Degree) and Integrated (B.Arts/B.Ed) Year 5 courses be held on the Monday schedule on Thursday Dec. 10 as an equitable and workable solution as:

- The “make up” day falls outside of field placements but during regular weeks of course work
- JDME students would be available to attend Education courses as all their courses (Education and all other faculties) would follow the Monday schedule.
- Thursday IP Year 1-4 courses follow the arts/science timetable and will be cancelled on Dec. 10 to run Monday courses, so this plan does not create a conflict for instructors who teach in both IP and AD.

Joining the “**Monday on a Thursday” make up day on Thursday, Dec. 10** creates the opportunity for **all** courses to be scheduled equitably and finish on **Thursday, Dec. 18**, in that:

- Tues/Thurs courses (Slots E03, E07, E09, E11) would miss one class on Thursday, Dec. 10 and would have 2 make up hours of instruction in lieu of the Dec. 10 class
- Mon-Thurs courses (Slots E01, E04, E05) would not gain any make up hours because they are taught on both Mondays and Thursdays and would still have 2 make up hours of instruction from having two classes falling on both statutory holidays
- Mon/Weds courses (Slots E02, E06, E08, E10) would gain back 2 hours of instruction and would have 2 remaining make up hours of instruction from one of two missed days due to statutory holidays

With these ramifications, **ALL** AD/IP Year 5 undergraduate courses would be **equally scheduled** in terms of having **34 hours of “in-person” instruction and 2 hours of instruction to be made up** (e.g., asynchronous instruction/lecture/activities) and have the **same final class date on Thursday, Dec. 18**.

MEMO

May 21, 2026

The Faculty of Education is aware and in consensus that this calendar change requires:

- All faculty/CAS' who teach AD/IP Year 5 courses participation.
- All instructors, as per past practice, to include planning for made up instruction in their syllabi and submit their syllabi or a report to the Faculty of Education office detailing how hours of instruction will be made up in each course.

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)

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 (including *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

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

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

2027 WINTER TERM

January 4 – Monday

- Winter Orientation: new students

- 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*

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*

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: *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

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

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

2027-28 ACADEMIC YEAR

2027 FALL TERM

September 6 – Monday

- UNIVERSITY CLOSED: Labour Day

September 7 – Tuesday

- Fall Orientation: new students

June 10 – Thursday

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

June 11 – Friday

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

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

- 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 begin: 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



**BRANDON
UNIVERSITY**

SUBJECT TO APPROVAL

MOTION NO. 013.JUN26

AGENDA ITEM NO. 5.5.2.2

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Undergraduate Education Committee, Faculty of Education

SUBJECT: Policy Revisions

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the following policy revision, as submitted by the Undergraduate Education Committee, Faculty of Education:

- Criminal Records and Child Abuse Registry Check Policy and Associated Undergraduate Calendar Revisions
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: Farrell Zacharias

MEMO

April 21, 2026

To: Education Faculty Council, Brandon University Undergraduate Studies Committee, Brandon University Senate

From: Dr. Joe Stouffer, Chair, Faculty of Education Undergraduate Education Committee

Subject: Changes to Criminal Records and Child Abuse Registry Check (Undergraduate) Policy

The Faculty of Education recommends the following addition (in red and blue) to the attached policy:

Rationale: The Faculty of Education wishes to align language and currently conflicting dates between this policy and the undergraduate calendar. A similar revision to the Undergraduate Calendar is also being submitted for consideration.

 BRANDON UNIVERSITY	Criminal Records Check and Child Abuse Registry Check Policy (Undergraduate)	Approved by: Education Faculty Council
Faculty of Education Administrative Policy	First Approved: June 2008	Updated: August 2016 April 2026

1.0 Policy General Purpose

Brandon University's Student Records policy states "Education students registering for field experience courses are required to provide evidence of current and acceptable adult criminal records checks [\(including vulnerable sector\)](#) and child abuse registry checks."

The Criminal Records Check and Child Abuse Registry Check policy requires that all students applying to the Faculty of Education, including all students applying to Faculty of Education teacher training projects, must complete a criminal records check [\(including vulnerable sector\)](#) and a child abuse registry check prior to the commencement of the first field experience placement. The Faculty or Project may require such checks to be completed early, if deemed necessary. The checks must have been completed in the same year of the student's acceptance into the program, and will be considered valid for two years.

2.0 Policy Guidelines

It is the responsibility of the student to ensure that all matters related to the criminal record check [\(including vulnerable sector\)](#) and child abuse registry check have been completed successfully. Failure to complete such checks at the appropriate time will result in the student being ineligible for the field experience practicum. All expenses incurred as a result of these checks are the responsibility of the student. Students who are not yet 18 years of age upon acceptance into the program must submit these checks to the Field Experience Office no later than 10 weeks after turning 18 years of age.

- 1) Within the Faculty of Education, and Faculty of Education teacher training projects ~~Students in all degree and teacher certification programs in the Faculty of Education, students~~ are required to submit original copies of their criminal records check [\(including vulnerable sector\)](#) and child abuse registry check to the Director of Field Experience or, the Director of PENT Indigenous Teacher Education and Community Based Education ~~CBE~~ program where applicable. ~~The submitted~~ Original copies of criminal record check ~~with~~ [\(including vulnerable sector\)](#) and child abuse registry check forms must be ~~received~~ submitted to the Education main office within six months from the date of issue and remain valid for two years. Third party criminal record checks will not be accepted. at least one month before the commencement of classes, August 1 for on-campus B.Ed. AD students, for that program. ~~As r~~Records checks are considered valid by the Faculty of Education for two years, therefore it is recommended ,to minimize the number of checks students must submit throughout their program, that the checks be dated May 15 or later, starting in the year of acceptance-, to minimize the number of check submissions that will be required throughout a program. -Checks that are issued in an electronic format must be forwarded to fereport@brandonu.ca with the original results email and ALL required security information so that the Faculty of Education can access the check.

Refer to the Undergraduate Calendar for submissions deadlines for criminal record checks (including vulnerable sector) and child abuse registry checks for each program.

If a student's criminal record check (including vulnerable sector) or child abuse registry check indicate that the student has a record, the Director of Field Experience, or the Director of PENT Indigenous Teacher Education and Community Based Education CBE where the students is enrolled, will require the student to proceed to have the specific charges determined and provide evidence of the disposition of the charges prior to field placements.

~~In the event that a student has a criminal record involving violence towards a person, drug trafficking, or similar charges, or appears on the child abuse registry, the information will be forwarded to the Professional Standards Committee, which in conjunction with the provincial Director of Professional Certification, will determine whether the student should be a candidate for the teaching profession.~~ In the event that an applicant or student has a criminal record that would potentially disqualify them from certification (e.g., violent offence, drug trafficking) or appears on the child abuse registry, the information will be forwarded to the Faculty of Education Professional Standards Committee (PSC). In conjunction with the Manitoba Director of Professional Certification, the PSC will determine whether the student should be a candidate for the teaching profession.

If a record exists which would disqualify a student from entry into the profession, the student will be advised that no recommendation for certification will be made until a pardon is granted by the federal government.

It is the student's responsibility to report immediately any charge(s) that may be incurred after the Criminal and Child Abuse Checks have been submitted to the Faculty of Education. Failure to report any change to the CRC/CARC status may result in expulsion from the program.

3.0 Scope of the Policy

Applies to all students applying to the Bachelor of Education programs. Students must complete a criminal records check (including vulnerable sector) and a child abuse registry check prior to the commencement of the first field experience placement.

4.0 Definitions

For the purpose of this policy, unless otherwise stated, the following definitions shall apply:

CRC Criminal Records Check (including vulnerable sector)
CARC Child Abuse Registry Check

5.0 Reference to Other Policies

Brandon University Faculty of Education policy in the Brandon University General Calendar under General Information states that "Satisfactory completion of a Criminal Records check (including vulnerable sector) and a Child Abuse Registry check is required to gain entrance into all Education degree programs requiring placement in Manitoba Schools for Field Experience (student teaching)."

6.0 Approval Process
Faculty of Education

7.0 Appendices
N/A

Procedures

Inquiries may be directed to the Office of the Dean of Education at deanofed@brandonu.ca or (204) 727-9616.

 BRANDON UNIVERSITY	Criminal Records Check and Child Abuse Registry Check Policy (Undergraduate)	Approved by: Education Faculty Council
Faculty of Education Administrative Policy	First Approved: June 2008	Updated: April 2026

1.0 Policy General Purpose

Brandon University's Student Records policy states "Education students registering for field experience courses are required to provide evidence of current and acceptable adult criminal records checks (including vulnerable sector) and child abuse registry checks."

The Criminal Records Check and Child Abuse Registry Check policy requires that all students applying to the Faculty of Education, including all students applying to Faculty of Education teacher training projects, must complete a criminal records check (including vulnerable sector) and a child abuse registry check prior to the commencement of the first field experience placement. The Faculty or Project may require such checks to be completed early, if deemed necessary. The checks must have been completed in the same year of the student's acceptance into the program and will be considered valid for two years.

2.0 Policy Guidelines

It is the responsibility of the student to ensure that all matters related to the criminal record check (including vulnerable sector) and child abuse registry check have been completed successfully. Failure to complete such checks at the appropriate time will result in the student being ineligible for the field experience practicum. All expenses incurred as a result of these checks are the responsibility of the student. Students who are not yet 18 years of age upon acceptance into the program must submit these checks to the Field Experience Office no later than 10 weeks after turning 18 years of age.

- 1) Students in all degree and teacher certification programs in the Faculty of Education are required to submit original copies of their criminal records check (including vulnerable sector) and child abuse registry check to the Director of Field Experience or, the Director of PENT Indigenous Teacher Education and Community Based Education program where applicable. Original copies of criminal record check (including vulnerable sector) and child abuse registry check forms must be submitted to the Education main office within six months from the date of issue and remain valid for two years. Third party criminal record checks will not be accepted. As record checks are considered valid by the Faculty of Education for two years, it is recommended that the checks be dated May 15 or later, starting in the year of acceptance, to minimize the number of check submissions that will be required throughout a program. Checks that are issued in an electronic format must be forwarded to fereport@brandonu.ca **with the original results email** and **ALL** required security information so that the Faculty of Education can access the check.

Refer to the Undergraduate Calendar for submissions deadlines for criminal record checks (including vulnerable sector) and child abuse registry checks for each program. If a student's criminal record check (including vulnerable sector) or child abuse registry check indicate that the student has a record, the Director of Field Experience, or the Director of PENT Indigenous Teacher Education and Community Based Education where the students is enrolled, will require the student to proceed to have the specific charges determined and provide evidence of the disposition of the charges prior to field placements.

In the event that an applicant or student has a criminal record that would potentially disqualify them from certification (e.g., violent offence, drug trafficking) or appears on the child abuse registry, the information will be forwarded to the Faculty of Education Professional Standards Committee (PSC). In conjunction with the Manitoba Director of Professional Certification, the PSC will determine whether the student should be a candidate for the teaching profession. If a record exists which would disqualify a student from entry into the profession, the student will be advised that no recommendation for certification will be made until a pardon is granted by the federal government.

It is the student's responsibility to report immediately any charge(s) that may be incurred after the Criminal and Child Abuse Checks have been submitted to the Faculty of Education. Failure to report any change to the CRC/CARC status may result in expulsion from the program.

3.0 Scope of the Policy

Applies to all students applying to the Bachelor of Education programs. Students must complete a criminal records check (including vulnerable sector) and a child abuse registry check prior to the commencement of the first field experience placement.

4.0 Definitions

For the purpose of this policy, unless otherwise stated, the following definitions shall apply:

CRC Criminal Records Check (including vulnerable sector)
CARC Child Abuse Registry Check

5.0 Reference to Other Policies

Brandon University Faculty of Education policy in the Brandon University General Calendar under General Information states that "Satisfactory completion of a Criminal Records check (including vulnerable sector) and a Child Abuse Registry check is required to gain entrance into all Education degree programs requiring placement in Manitoba Schools for Field Experience (student teaching)."

6.0 Approval Process

Faculty of Education

7.0 Appendices

N/A

Procedures

Inquiries may be directed to the Office of the Dean of Education at deanofed@brandonu.ca or (204) 727-9616.

MEMO

April 17, 2026

To: Education Faculty Council, Music Faculty Council, Brandon University Undergraduate Studies Committee, Brandon University Senate

From: Dr. Joe Stouffer, Chair, Faculty of Education Undergraduate Education Committee

Subject: Proposed Revisions to Undergraduate Calendar 6.1

The Faculty of Education recommends the following revisions (in blue and red) to the calendar:

Rationale: The Faculty of Education wishes to align language and currently conflicting dates between the undergraduate calendar and its policy. A similar revision to the faculty's policy is simultaneously being submitted for consideration.

SECTION 6. FACULTY OF EDUCATION

[Faculty of Education | Brandon University](#)
[Contacts – Undergraduate Studies](#)

General Information

Established in 1952, the Faculty of Education prepares teachers for Manitoba classrooms.

The Faculty of Education offers programs leading to a Bachelor of Education - After Degree (2-year), Bachelor of Arts/Bachelor of Education (5-year Integrated) degree, Bachelor of Education Technical Vocational route (3-year part time), a concurrent program consisting of a Bachelor of Music combined with the BEd (AD), and a Master of Education (MED). For more information on the Master of Education program refer to the [Graduate Calendar](#).

To be eligible for a teacher's certificate in Manitoba, students entering a teacher education program are required to complete 60 credit hours of Education coursework in the BEd (AD) program (usually 2 years). Satisfactory completion of a Criminal Record check (including vulnerable sector) and a Child Abuse Registry check is required after acceptance to complete entrance into all Education degree programs requiring placement in Manitoba Schools for field experiences (student teaching). [Please refer to each program's due dates for the submission deadlines for Criminal Record \(including vulnerable sector\) and Child Abuse Registry checks and note that for all programs:](#)

- 1) ~~Checks must be submitted to the Faculty of Education main office within six months from the date of issue and remain valid for two years.~~
- 2) ~~As the Faculty of Education considers checks valid for two years, it is recommended that the checks be dated May 15 or later, starting the year of acceptance, to minimize the number of check submissions that will be required throughout a program.~~
- 3) ~~Checks that are issued in an electronic format must be forwarded to fereport@brandonu.ca with the original results email and all required security information so that the Faculty of Education can access the check.~~

Successful completion of a Bachelor of Education - After Degree program or Bachelor of Arts/Bachelor of Education (5-year Integrated) degree or Bachelor of Education Technical Vocational Route or concurrent Bachelor of Music/Bachelor of Education, the recommendation of the Dean of Education, and the approval of the Professional Certification Unit of Manitoba Education are necessary for obtaining a teacher's certificate in Manitoba.

Programs Leading to Certification

1. **Bachelor of Education -- After Degree (AD) (2-Year)** - This degree is designed for students with a BA, BSc, BMus, BPES or equivalent degree who wish to teach. The program offers three different routes: Early Years (K-4), Middle Years (5-8), and Senior Years (9-12).
2. **Bachelor of Arts/Bachelor of Education -- BA/BEd (AD) (5-year Integrated)** - This program allows high school graduates or transfer students with less than 30 credit hours in post-secondary immediate access to teacher education. During the program, students will complete the requirements for a BA Liberal Arts Distributed Major and a BEd (AD). This program provides students with a broadly-based content background appropriate for teaching in the Early and Middle Years. Teachers at the Early and Middle Years level are responsible for teaching in all subject areas (English, Math, Science and Social Studies). Students who wish to teach at the Early and Middle Years level must be comfortable with content in these areas. Students should keep this in mind when choosing courses for the BA portion of their degree.
3. **Concurrent Bachelor of Music/Bachelor of Education (AD) (5-year Concurrent)** -- This degree allows music education students to complete the requirements for the BMus and the BEd (AD) concurrently, rather than sequentially.
4. **Bachelor of Education (B.Ed) Program (Technical Vocational Route)** -- This program allows graduates from the Red River Community College Technical Vocational program to complete a Bachelor of Education degree. The Bachelor of Education (Technical Vocational Route) is a 60 credit hour program. This is a cohort-based program which allows students to complete their studies on a part time basis over 3 years.

6.1 GENERAL PROCEDURES AND REGULATIONS

1. How to Apply

Bachelor of Education (BEd) (AD)

Current Brandon University students and students from other institutions can complete the online application process on the Admissions webpage in the ["How to Apply"](#) section. All candidates must meet University admission requirements as outlined in section 2, and meet BEd (AD) entrance requirements as found on the webpage in the [Information Package](#). Deadlines for receipt of applications and all supporting documents are found on the Faculty of Education website. Upon acceptance, original Child Abuse Registry and ~~Criminal Record Checks (including vulnerable sector)~~ must be submitted to the Field Experience Office in the Faculty of Education by **July 31**. Please email queries to facultyed@brandonu.ca.

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There are **two steps** in the application process. Applicants must first apply to Brandon University (**Step One**). The deadline for receipt of applications, and all supporting documents, is **January 15 for early bird and March 1 for general deadline**, each year. Late applications may be accepted if they meet requirements and places are available. Please email queries to facultyed@brandonu.ca.

International applicants must submit their application to central admissions by December 15 to be considered for acceptance in September of the next calendar year. If approved by central admissions, international students must submit their applications to the Faculty of Education by January 15.

Students who have completed post-secondary education outside of Canada must complete a WES ICAP [course-by-course evaluation](#) and submit this evaluation with their application.

Bachelor of Arts/Bachelor of Education (BA/BEd 5-year Integrated)

To be eligible to enter the BA/BEd (AD) program, students must meet the admission requirements of the Bachelor of Arts (Liberal Arts Distributed Major 3-year). Applications to Brandon University can be made by completing the [Admissions application online](#) or by contacting Brandon University Admissions Office at admissions@brandonu.ca. The deadline for receipt of applications, and all supporting documents can be found on the Admissions website. Each applicant whose admission to Brandon University has been approved will receive a Letter of Acceptance from the Admissions Office. Information for this program can be found on the [Faculty of Education webpage](#) or may be obtained by contacting the Faculty of Education office at facultyed@brandonu.ca.

Upon acceptance to the BA/BEd 5-year Integrated Program, original and clear Child Abuse Registry and Criminal Records Checks must be submitted to the Field Experience Office by **November 1**. Students who are not 18 years of age upon acceptance must submit these checks to the Field Experience Office no later than 10 weeks after turning 18 years of age.

Once students have completed all credit hours towards the BA portion of the degree and the required 30 credit hours in Education as specified in section [6.3.5](#) (Program Requirements Year 1 through Year 4), and have the minimum 2.50 GPA, they will be enrolled into the 5th year of the Integrated Program.

BA/BEd Integrated Transfer Students

Internal Applicants:

For internal applicants, wishing to transfer from another degree program into the Integrated Program, they will be required to complete a Degree Change form and present it to the Office Assistant, Undergraduate Programs in the Faculty of Education. The Office Assistant will be required to present the applicant's file to the Undergraduate Education Committee (UEC) for a vote on admissibility of the applicant.

The decision of the committee will be communicated by the Office Assistant to the applicant, and if the applicant is admitted, the Office Assistant will ensure processing of the paperwork for a Degree Change.

A Degree Change form must be completed prior to the applicant being able to enroll in Education courses.

External Applicants:

The Admissions Department will process applications for external applicants; these applications will be assessed for potential transfer credits. Those with an excess of 30 credit hours of potential transferable credit will not be admitted to the Integrated Program, but will be offered admission to a bachelor degree program and advised of the After Degree Program, if all other conditions of admission are met. This does not apply to PENT applicants.

Those applicants with 30 credit hours or less of potential transferable credits will be admitted to the Integrated Program, providing all other conditions of admission are met.

Special Cases and Appeals:

In instances where there is uncertainty about whether or not an applicant should be admitted, for example cases in which students have more than (but very close to) 30 credit hours of potential transferrable credit where it appears as though several of the credits may not count towards the Integrated Program requirements, admissions may choose to refer the application to the UEC for review. If this is the case, the UEC will discuss the application and (through the Office Assistant, Undergraduate Programs) communicate a decision to both the admissions office, and to the student via internal memo or email.

The Bachelor of Music and Bachelor of Education (AD) Degree (5-year Concurrent)

Applications must be made to the School of Music for entry into the Bachelor of Music (Major in School Music) program for completion of a common first year and then by May 31 at the end of the first year to the Faculty of Education for entry into the Bachelor of Education (AD) portion of the program in the second year. Students may contact the School of Music office to obtain the [application form](#) or find it on their webpage. Students are required to consult the Chair of the Joint Department of Music Education before applying for entry to the BEd (AD) program. **Upon acceptance, original Child Abuse Registry and Criminal Record Checks (including vulnerable sector) must be submitted to the Field Experience Office in the Faculty of Education by July 31.** Please email queries to facultyed@brandonu.ca.

Bachelor of Education (BEd) Program (Technical Vocational Route)

To be eligible to enter into the BEd (Technical Vocational Route), applicants must have completed the Red River Community College Technical Vocational Diploma program. Applications to Brandon University can be made by completing the [Admissions application online](#) or by contacting Brandon University Admissions Office at admissions@brandonu.ca. The deadline for receipt of applications, and all supporting documents is May 3 for Spring Session, July 5 for Summer Session, and August 15 for Fall Session. Each applicant whose admission to Brandon University has been approved will receive a Letter of Acceptance from the Admissions Office. Information for this program can be found

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on the [Faculty of Education webpage](#) or may be obtained by contacting the Faculty of Education office at facultyed@brandonu.ca.

Upon acceptance, original Child Abuse Registry and **Criminal Record Checks (including vulnerable sector)** must be submitted to the Field Experience Office by September 1 of their admission year in the Faculty of Education. Please email queries to facultyed@brandonu.ca.

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2. Grade requirements and regulations

Bachelor of Education (BEd (AD))

Students require a minimum grade point average (GPA) of 2.50 in the 60 credit hours of the Bachelor of Education (AD) degree and must pass all field placements to graduate with the BEd (AD) and be considered for recommendation by the Dean of Education for professional certification by the Professional Certification Unit of Manitoba Education and Training.

Bachelor of Arts/Bachelor of Education (BA/BEd 5-year Integrated)

Students are required to achieve a minimum grade point average (GPA) of 2.50 prior to completing the final year in Education. Education courses stale date at 7 years. No "D" grades are accepted toward teachable subject areas. Students must pass all field placements in order to graduate with a BA/BEd (AD) Integrated degree and to be considered for recommendation by the Dean of Education for professional certification by the Professional Certification Unit of Manitoba Education and Training.

The Bachelor of Music and Bachelor of Education (AD) Degree (5-year Concurrent)

A 2.70 GPA is required. Students in all streams must complete a minimum of 12 credit hours of music history including 3 credit hours of 20th Century Music. No "D" grades are accepted toward teachable subject areas.

Bachelor of Education (BEd) Program (Technical Vocational Route)

Students require a minimum grade point average (GPA) of 2.50 in the 60 credit hours of the Bachelor of Education (BEd) program (Technical Vocational Route) and must pass the field placement requirement to graduate with the BEd degree and to be considered for recommendation by the Dean of Education for professional certification by the Professional Certification Unit of Manitoba Education and Training.

3. Extended program absence policy

Normally, students' complete academic coursework and field experience courses in sequence and on a continuing basis, culminating in the final field experience practicum usually completed just prior to graduation. For many reasons, students may have been absent or may withdraw from the program for extended periods of time.

Students who have withdrawn from the program and wish to resume their studies after more than one academic year immediately following their last course, including field experience must apply to the Dean of Education for re-admittance to the program.

The Dean may recommend, among other things, that a student:

- be denied permission to re-enter the program,
- must re-apply for admission,
- must register again for any course(s) attempted unsuccessfully,
- must register for additional courses to upgrade knowledge, and/or
- must register for additional field experience, or
- must register again for the final field experience.

4. Other regulations of importance to Faculty of Education students

- a) If a student is unable to attend after official acceptance, the student must notify the Main Office, Faculty of Education and Financial & Registration Services immediately.
- b) Manitoba Teaching certificates are awarded on the recommendation of the Faculty of Education and are issued by the Professional Certification Unit of Manitoba Education.
- c) Students registered in Education require written permission from the Dean of Education to register for more than 15 credit hours per term.
- d) No "D" grades are accepted toward teachable subject areas.
- e) Education courses stale date after seven years.
- f) Students seeking a French Immersion placement for 01:271, 01:371, 01:474, or 01:475 are advised that they will be tested on their French oral and written language proficiency. This testing will be administered by Université de Saint-Boniface in the spring prior to entering year three for Integrated Program Students and once admission is confirmed for After Degree Students. Please contact the Field Experience office in the Faculty of Education for more information.

Note: The Faculty of Education reserves the right to establish quotas in each of its programs, routes and teachable subject areas. Students should contact the Faculty of Education Office for advice in program planning.

SECTION 6. FACULTY OF EDUCATION

[Faculty of Education | Brandon University](#)
[Contacts – Undergraduate Studies](#)

General Information

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The Faculty of Education offers programs leading to a Bachelor of Education - After Degree (2-year), Bachelor of Arts/Bachelor of Education (5-year Integrated) degree, Bachelor of Education Technical Vocational route (3-year part time), a concurrent program consisting of a Bachelor of Music combined with the BEd (AD), and a Master of Education (MEd). For more information on the Master of Education program refer to the [Graduate Calendar](#).

To be eligible for a teacher's certificate in Manitoba, students entering a teacher education program are required to complete 60 credit hours of Education coursework in the BEd (AD) program (usually 2 years). Satisfactory completion of a Criminal Record check (including vulnerable sector) and a Child Abuse Registry check is required after acceptance to complete entrance into all Education degree programs requiring placement in Manitoba Schools for field experiences (student teaching). Please refer to each program's due dates for the submission deadlines for Criminal Record (including vulnerable sector) and Child Abuse Registry checks and note that for all programs:

- 1) Checks must be submitted to the Faculty of Education main office within six months from the date of issue and remain valid for two years.
- 2) As the Faculty of Education considers checks valid for two years, it is recommended that the checks be dated May 15 or later, starting the year of acceptance, to minimize the number of check submissions that will be required throughout a program.
- 3) Checks that are issued in an electronic format must be forwarded to fereport@brandonu.ca with the original results email and all required security information so that the Faculty of Education can access the check.

Successful completion of a Bachelor of Education - After Degree program or Bachelor of Arts/Bachelor of Education (5-year Integrated) degree or Bachelor of Education Technical Vocational Route or concurrent Bachelor of Music/Bachelor of Education, the recommendation of the Dean of Education, and the approval of the Professional Certification Unit of Manitoba Education are necessary for obtaining a teacher's certificate in Manitoba.

Programs Leading to Certification

1. **Bachelor of Education -- After Degree (AD) (2-Year)** - This degree is designed for students with a BA, BSc, BMus, BPES or equivalent degree who wish to teach. The program offers three different routes: Early Years (K-4), Middle Years (5-8), and Senior Years (9-12).
2. **Bachelor of Arts/Bachelor of Education -- BA/BEd (AD) (5-year Integrated)** - This program allows high school graduates or transfer students with less than 30 credit hours in post-secondary immediate access to teacher education. During the program, students will complete the requirements for a BA Liberal Arts Distributed Major and a BEd (AD). This program provides students with a broadly-based content background appropriate for teaching in the Early and Middle Years. Teachers at the Early and Middle Years level are responsible for teaching in all subject areas (English, Math, Science and Social Studies). Students who wish to teach at the Early and Middle Years level must be comfortable with content in these areas. Students should keep this in mind when choosing courses for the BA portion of their degree.
3. **Concurrent Bachelor of Music/Bachelor of Education (AD) (5-year Concurrent)** -- This degree allows music education students to complete the requirements for the BMus and the BEd (AD) concurrently, rather than sequentially.
4. **Bachelor of Education (B.Ed) Program (Technical Vocational Route)** – This program allows graduates from the Red River Community College Technical Vocational program to complete a Bachelor of Education degree. The Bachelor of Education (Technical Vocational Route) is a 60 credit hour program. This is a cohort-based program which allows students to complete their studies on a part time basis over 3 years.

6.1 GENERAL PROCEDURES AND REGULATIONS

1. How to Apply

Bachelor of Education (BEd) (AD)

Current Brandon University students and students from other institutions can complete the online application process on the Admissions webpage in the ["How to Apply"](#) section. All candidates must meet University admission requirements as outlined in section 2, and meet BEd (AD) entrance requirements as found on the webpage in the [Information Package](#). Deadlines for receipt of applications and all supporting documents are found on the Faculty of Education website. Upon acceptance, original Child Abuse Registry and Criminal Record Checks (including vulnerable sector) must be submitted to the Field Experience Office in the Faculty of Education by **July 31**. Please email queries to facultyed@brandonu.ca.

There are **two steps** in the application process. Applicants must first apply to Brandon University (**Step One**). The deadline for receipt of applications, and all supporting documents, is **January 15 for early bird and March 1 for general deadline**, each year. Late applications may be accepted if they meet requirements and places are available. Please email queries to facultyed@brandonu.ca.

International applicants must submit their application to central admissions by December 15 to be considered for acceptance in September of the next calendar year. If approved by central admissions, international students must submit their applications to the Faculty of Education by January 15.

Students who have completed post-secondary education outside of Canada must complete a WES ICAP [course-by-course evaluation](#) and submit this evaluation with their application.

Bachelor of Arts/Bachelor of Education (BA/BEEd 5-year Integrated)

To be eligible to enter the BA/BEEd (AD) program, students must meet the admission requirements of the Bachelor of Arts (Liberal Arts Distributed Major 3-year). Applications to Brandon University can be made by completing the [Admissions application online](#) or by contacting Brandon University Admissions Office at admissions@brandonu.ca. The deadline for receipt of applications, and all supporting documents can be found on the Admissions website. Each applicant whose admission to Brandon University has been approved will receive a Letter of Acceptance from the Admissions Office. Information for this program can be found on the [Faculty of Education webpage](#) or may be obtained by contacting the Faculty of Education office at facultyed@brandonu.ca.

Upon acceptance to the BA/BEEd 5-year Integrated Program, original and clear Child Abuse Registry and Criminal Records Checks must be submitted to the Field Experience Office by **November 1**. Students who are not 18 years of age upon acceptance must submit these checks to the Field Experience Office no later than 10 weeks after turning 18 years of age.

Once students have completed all credit hours towards the BA portion of the degree and the required 30 credit hours in Education as specified in section [6.3.5](#) (Program Requirements Year 1 through Year 4), and have the minimum 2.50 GPA, they will be enrolled into the 5th year of the Integrated Program.

BA/BEEd Integrated Transfer Students

Internal Applicants:

For internal applicants, wishing to transfer from another degree program into the Integrated Program, they will be required to complete a Degree Change form and present it to the Office Assistant, Undergraduate Programs in the Faculty of Education. The Office Assistant will be required to present the applicant's file to the Undergraduate Education Committee (UEC) for a vote on admissibility of the applicant.

The decision of the committee will be communicated by the Office Assistant to the applicant, and if the applicant is admitted, the Office Assistant will ensure processing of the paperwork for a Degree Change.

A Degree Change form must be completed prior to the applicant being able to enroll in Education courses.

External Applicants:

The Admissions Department will process applications for external applicants; these applications will be assessed for potential transfer credits. Those with an excess of 30 credit hours of potential transferable credit will not be admitted to the Integrated Program, but will be offered admission to a bachelor degree program and advised of the After Degree Program, if all other conditions of admission are met. This does not apply to PENT applicants.

Those applicants with 30 credit hours or less of potential transferable credits will be admitted to the Integrated Program, providing all other conditions of admission are met.

Special Cases and Appeals:

In instances where there is uncertainty about whether or not an applicant should be admitted, for example cases in which students have more than (but very close to) 30 credit hours of potential transferrable credit where it appears as though several of the credits may not count towards the Integrated Program requirements, admissions may choose to refer the application to the UEC for review. If this is the case, the UEC will discuss the application and (through the Office Assistant, Undergraduate Programs) communicate a decision to both the admissions office, and to the student via internal memo or email.

The Bachelor of Music and Bachelor of Education (AD) Degree (5-year Concurrent)

Applications must be made to the School of Music for entry into the Bachelor of Music (Major in School Music) program for completion of a common first year and then by May 31 at the end of the first year to the Faculty of Education for entry into the Bachelor of Education (AD) portion of the program in the second year. Students may contact the School of Music office to obtain the [application form](#) or find it on their webpage. Students are required to consult the Chair of the Joint Department of Music Education before applying for entry to the BEd (AD) program. Upon acceptance, original Child Abuse Registry and Criminal Record Checks (including vulnerable sector) must be submitted to the Field Experience Office in the Faculty of Education by **July 31**. Please email queries to facultyed@brandonu.ca.

Bachelor of Education (BEEd) Program (Technical Vocational Route)

To be eligible to enter into the BEEd (Technical Vocational Route), applicants must have completed the Red River Community College Technical Vocational Diploma program. Applications to Brandon University can be made by completing the [Admissions application online](#) or by contacting Brandon University Admissions Office at admissions@brandonu.ca. The deadline for receipt of applications, and all supporting documents is May 3 for Spring Session, July 5 for Summer Session, and August 15 for Fall Session. Each applicant whose admission to Brandon University has been approved will receive a Letter of Acceptance from the Admissions Office. Information for this program can be found

on the [Faculty of Education webpage](#) or may be obtained by contacting the Faculty of Education office at facultyed@brandonu.ca.

Upon acceptance, original Child Abuse Registry and Criminal Record Checks (including vulnerable sector) must be submitted to the Field Experience Office by September 1 of their admission year in the Faculty of Education. Please email queries to facultyed@brandonu.ca.

2. Grade requirements and regulations

Bachelor of Education (BEd (AD))

Students require a minimum grade point average (GPA) of 2.50 in the 60 credit hours of the Bachelor of Education (AD) degree and must pass all field placements to graduate with the BEd (AD) and be considered for recommendation by the Dean of Education for professional certification by the Professional Certification Unit of Manitoba Education and Training.

Bachelor of Arts/Bachelor of Education (BA/BEd 5-year Integrated)

Students are required to achieve a minimum grade point average (GPA) of 2.50 prior to completing the final year in Education. Education courses stale date at 7 years. No "D" grades are accepted toward teachable subject areas. Students must pass all field placements in order to graduate with a BA/BEd (AD) Integrated degree and to be considered for recommendation by the Dean of Education for professional certification by the Professional Certification Unit of Manitoba Education and Training.

The Bachelor of Music and Bachelor of Education (AD) Degree (5-year Concurrent)

A 2.70 GPA is required. Students in all streams must complete a minimum of 12 credit hours of music history including 3 credit hours of 20th Century Music. No "D" grades are accepted toward teachable subject areas.

Bachelor of Education (BEd) Program (Technical Vocational Route)

Students require a minimum grade point average (GPA) of 2.50 in the 60 credit hours of the Bachelor of Education (BEd) program (Technical Vocational Route) and must pass the field placement requirement to graduate with the BEd degree and to be considered for recommendation by the Dean of Education for professional certification by the Professional Certification Unit of Manitoba Education and Training.

3. Extended program absence policy

Normally, students' complete academic coursework and field experience courses in sequence and on a continuing basis, culminating in the final field experience practicum usually completed just prior to graduation. For many reasons, students may have been absent or may withdraw from the program for extended periods of time.

Students who have withdrawn from the program and wish to resume their studies after more than one academic year immediately following their last course, including field experience must apply to the Dean of Education for re-admittance to the program.

The Dean may recommend, among other things, that a student:

- be denied permission to re-enter the program,
- must re-apply for admission,
- must register again for any course(s) attempted unsuccessfully,
- must register for additional courses to upgrade knowledge, and/or
- must register for additional field experience, or
- must register again for the final field experience.

4. Other regulations of importance to Faculty of Education students

- a) If a student is unable to attend after official acceptance, the student must notify the Main Office, Faculty of Education and Financial & Registration Services immediately.
- b) Manitoba Teaching certificates are awarded on the recommendation of the Faculty of Education and are issued by the Professional Certification Unit of Manitoba Education.
- c) Students registered in Education require written permission from the Dean of Education to register for more than 15 credit hours per term.
- d) No "D" grades are accepted toward teachable subject areas.
- e) Education courses stale date after seven years.
- f) Students seeking a French Immersion placement for 01:271, 01:371, 01:474, or 01:475 are advised that they will be tested on their French oral and written language proficiency. This testing will be administered by Université de Saint-Boniface in the spring prior to entering year three for Integrated Program Students and once admission is confirmed for After Degree Students. Please contact the Field Experience office in the Faculty of Education for more information.

Note: The Faculty of Education reserves the right to establish quotas in each of its programs, routes and teachable subject areas. Students should contact the Faculty of Education Office for advice in program planning.

SUBJECT TO APPROVAL

MOTION NO. 014.JUN26

AGENDA ITEM NO. 5.5.2.3

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

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

SUBJECT: Policy Deletions

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the following policy deletion, as submitted by the Departments of Nursing and Psychiatric Nursing, Faculty of Health Studies:

- Practicum Placements Policy
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: Ross/Ahmad

From: [Michelle McFarlin](#)
To: [Brandon University Senate](#)
Cc: [Carrie McCallum](#); [Chris Byman](#); [Lisa Kordalchuk](#)
Subject: FHS Policy (deletion) for USC/Senate approval
Date: Wednesday, May 27, 2026 10:07:02 AM
Attachments: [Practicum Placements Policy.pdf](#)
[image001.png](#)

Good morning,

At our April 27, 2026 Faculty Council meeting, the BScPN Practicum Placements Policy was approved to be **deleted**.

Rationale:

Every point in this Policy is covered within other FHS Policies, and therefore this Policy is deemed redundant.

Please don't hesitate to reach out if you have any questions.

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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Canada's Finest Regional University

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FACULTY OF HEALTH STUDIES

Subject:	Practicum Placements	Date:	October 23, 2018
Department:	Psychiatric Nursing	Revised:	Dec. 2018, Oct. 2021
Program:	Bachelor of Science in Psychiatric Nursing	Approved at Faculty Council:	Nov. 29, 2021

PURPOSE:

The purpose of a Practicum Placement is to provide students with an experience that integrates knowledge, skills, clinical judgment, and the professional nursing role in an area of Psychiatric Nursing. The goal is for students to strengthen entry level competencies; therefore, placements in highly specialized areas requiring additional training will not be considered.

POLICY:

1. Students will not be permitted to take personal leave (vacation, family events, etc.) during practicum placements.
2. Students will be required to notify the Clinical Placement Coordinator of:
 - 2.1. areas/units where they are currently or have been employed in the last 3 years
 - 2.2. areas/units where family members are employed
 - 2.3. areas/units where self or family members are receiving care

The Clinical Placement Coordinators, in consultation with the Course Faculty will determine an appropriate placement with this information in mind.

3. Missed clinical hours will need to be made up in order for students to achieve the required number of hours for the course.
4. With courses designed for students to be in the clinical area full time, students are expected to take a Leave of Absence from regular employment to maintain health, keep stress at manageable levels, and to ensure that they can meet clinical expectations of the practicum.

PROCEDURE:

The following process is followed for practicum placements:

1. For Integrated Practice I, Medical Nursing for Psychiatric Nurses, and Integrated Practice II, the Course Faculty will assign students to a group at a designated clinical site.
2. In preparation for Integrated Practice III and the Integrative Clinical Practicum, a meeting will be held well in advance with all eligible students. The meeting will be arranged by the Clinical Placement Coordinators at a suitable time and will be used to provide an overview of the planning process.
3. Students will complete the Practicum Placement Form for Integrated Practice III and Integrative Clinical Practicum to identify areas of interest and provide rationale for their choices.
4. Once the Practicum Placement Elective Forms for Integrated Practice III and Integrative Clinical Practicum are submitted, the Clinical Placement Coordinator initiates formal placement requests to the agencies/sites.
5. For Integrated Practice III and Integrative Clinical Practicum, the Clinical Placement Coordinator will discuss student requests with Course Faculty. Field Instructors/Faculty Advisors will be assigned once the majority of placements have been confirmed. Additional placement details will be provided to course faculty and students once the placement is confirmed.
6. The Clinical Placement Coordinator will make all arrangements for clinical placements. Students will not be responsible for making these arrangements themselves.



**BRANDON
UNIVERSITY**

SUBJECT TO APPROVAL

MOTION NO. 015.JUN26

AGENDA ITEM NO. 5.5.2.4

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Department of Applied Disaster & Emergency Studies, Faculty of Science

SUBJECT: Course Revisions

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the following course revisions, as submitted by the Department of Applied Disaster and Emergency Studies, Faculty of Science:

- 40:251 Hazards: Causes and Physical Dynamics
 - 40:253 Hazards Risk Assessment
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: LeMoine/Hill

Senate approved changes will come into effect on September 1, 2027.

SENATE OFFICE USE ONLY

Revised Course #	
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A. COURSE IDENTIFICATION (CURRENT)

Level of Study: ☒ Undergraduate ☐ Graduate

Course Number: 40:251

Course Title: Hazards: Causes and Physical Dynamics

Faculty/School: Science

Department: ADES (40)

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

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)

Prerequisite: 40:151 and 40:152 and 40:153.

Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

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): (40:151 or 40:152) and 40:153

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:

The Department of Applied Disaster and Emergency Studies (ADES) proposes to revise the prerequisites for 40:251 Hazards: Causes and Physical Dynamics. Currently, three courses serve as prerequisites: 40:151 Introduction to Disaster Studies, 40:152 Introduction to Emergency Management, and 40:153 Introduction to Natural and Technological Hazards. This revision makes two of the three courses requirements--(40:151 or 40:152) and 40:153, allowing students more options in course selection.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)

Prerequisite: (40:151 or 40:152) and 40:153.

Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

3 lecture hours per week, one term.

Calendar Placement:

5.16.2. ADES (40) course description section.



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 Department of Applied Disaster and Emergency Studies (ADES) proposes to revise the prerequisites for 40:251 Hazards: Causes and Physical Dynamics. Rather than requiring all three current prerequisites — 40:151 Introduction to Disaster Studies, 40:152 Introduction to Emergency Management, and 40:153 Introduction to Natural and Technological Hazards — the revision reduces the requirement to two courses: either 40:151 or 40:152, along with 40:153.

During the program review, it was noted that 40:251 is the only course requiring three prerequisites for enrollment. As a 200-level course, two introductory ADES courses are sufficient preparation. Reducing the prerequisites also provides students with greater flexibility in planning their major and minor.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 2026-24--27

Dean's Approval Date: 2026-04-27

SENATE OFFICE USE ONLY

USC/GSC

Approval/Completion Date: May 21, 2026

Calendar

Edit Date:

Senate

Approval/Completion Date: June 16, 2026

F & R Services

Copy Sent:

40:251 Hazards: Causes and Physical Dynamics

Instructor: Balfour Spence PhD, M.Phil. B.A. (Hons), Cert. CBDRM
Applied Disaster and Emergency Studies
Brandon University
270-18th Street
Brandon, Manitoba
R7A 6A9
Tel: 204 727 7386/Fax: 204 571 8588
Email: spenceb@brandonu.ca

TIME: 9:30-10:20 AM

SLOT: 2

TERM: 1

Venue: EOL

Office Hours

Monday 1:00-3:00PM or by appointment

Pre-requisites: 40:151, 40.152, 40.153 or permission of Instructor

Rationale

The Earth System and its consequent dynamic processes operating within, at and above the Earth's surface are not only responsible for the existence of human life on the planet, but inevitably, the natural hazards that impact human societies and in the absence of inadequate/inappropriate mitigation, devolve into disasters. Sustainability of human existence, social structures, institutions and infrastructures are therefore contingent on the capacity to understand the causes, dynamics and consequences of hazards as a necessary per-requisite for designing effective mitigation measures.

Course Description:

The course examines the categorization, causes and consequences of natural hazards within the context of the Earth dynamic system. Major types of hazards are analyzed and assessed in relation to their underlying causes and interactions with the human environment.

Intended Learning Outcomes:

By the end of the Course participants will:

1. Understand the energy sources that generate natural hazards
2. Understand the process of plate tectonics and their relationships to geological hazards
3. Understand and explain the Earth Processes that operate in rocks, water and atmosphere
4. Recognize the significance of geological time in the dynamics of natural hazards

5. Recognize and understand the complexities of multiple variables operating simultaneously and their relevance to the understand of the causes and dynamics of natural hazards
6. Appreciate and understand the Canadian natural hazards landscape

Text Book

Abbott, Patrick, (2023) Natural Disasters, 12th Edition, McGraw Hill.

Assessment Information:

Disaster Jeopardy	10%
Groups presentation	25%
Midterm Test	25%
Final Exam	40%

Topics:

1. Disaster-Human Interface
2. Plate tectonics and Earthquakes
3. Volcanic Eruptions: Plate Tectonics and Magma
4. Tsunamis versus wind-caused waves
5. Earth's External Energy, Weather and Climate
6. Selected Weather-related Hazards/Disasters
7. Mass Movements
8. Extraterrestrial Threats

WEEK ONE/TWO

Disaster-Human Interface

Planetary energy flows and the Dynamic Earth

Social and Economic impacts of Disasters

Natural Hazards

Population Dynamics and Disaster

Implication of Future Population Change

Carrying Capacity Debate

WEEK THREE

Sources of Hazards: Plate Tectonics

Plate Tectonics

Film: Plate Tectonics: <https://www.youtube.com/watch?v=MNrIPFBKy38>

WEEK THREE/FOUR

Seismic Geology

Understanding Earthquakes

Types of Faults

Seismology and Seismic Waves
Locating Earthquakes Sources
Earthquake Magnitude and Ground Motion
Earthquake Intensity and Engineering

WEEK FIVE/SIX

Tectonic Categorization of Earthquakes

Tectonic Margins and Earthquakes
Earthquakes at Divergent Margins
Convergent Zone Earthquake
Subduction Zone Earthquake
Continent-Continent Collision Earthquake
Earthquake at Transform Faults

WEEK SEVEN

Tsunami

Japanese Tsunami 2011 - https://www.youtube.com/watch?v=POdu7iNp_qU
Wind-generated waves
Tsunami
Tsunami vs Wind-generated Waves
Volcano-generated Tsunami
Landslide-generated Tsunami
Seiches
Tsunami EWS
Stop Disasters Game: <http://www.stopdisastersgame.org>

WEEK EIGHT/NINE

External Fuels of Weather and Climate

External Sources of Energy
Earth's Energy Budget
Hydrological Cycle
Atmospheric Energy Transfer
Oceanic Energy Transfer
Atmospheric layering
Global Wind Circulation
Oceanic Circulations
Climate Change

WEEK TEN

Severe Weather – Tornadoes, Lightning. Heat, Cold

Winter storms
Air masses and Thunderstorms
Tornadoes
Heatwaves

WEEK ELEVEN

Fluvial Hazards – Floods

Fluvial processes
Flood Styles
Flood Mitigation
Urbanization and Floods

WEEK TWELVE

Wildfires Causes and Effects

Fire Triangle
Fuels
Stages
Propagation and Winds

GRADING STANDARDS

1. Grading is generally based on assigned letters (eg., A+, A, B-, C, and D.). Exams, however, are graded on a point system following the ADES grading standards. The basic criteria for earning full points on your written assignments are:
 - No late submissions.
 - Complete assignments.
 - Thoughtful, analytic, and original ideas and discussions.
 - Arguments or positions well-supported by scholarly sources where applicable.
 - Effective use of specific ideas or data from assigned and independent readings.
 - Complete citation provided where needed using APA (with few and minor errors)
2. Please note that college-level writing is expected of every student. Students can consult the Writing Centre (Rm 102, A.E. McKenzie building) for assistance. Additionally, students can book appointments through the [Writing Skills webpage](#), or contact Carolyn Vodon in Student Services (vodonc@brandonu.ca; ph. 204-727-9737). Walk-in assistance: 15-20 minutes in length, in the BU Library (behind the Reference Desk.) Students can drop in for quick consultations on Mondays from 11 am to 2:30 pm, Tuesdays from 9 to 11 am, Wednesdays from 10 am to 2 pm, Thursdays from 2pm to 5 pm, and Fridays from 11 am to 1 pm.
3. Late work justified by conditions outside your control may be accepted without penalty if you and I have discussed this in advance or you provide acceptable documentation; other late work will be docked 5% for each late day (including weekends and holidays). Unless otherwise noted, assignments considered 'on

time' are submitted on the day indicated or as stipulated by the instructor. No make-up final exams are possible; make-up midterm exams may be possible under exceptional circumstances but only with advance agreement or acceptable documentation.

Grading Scale			
A+: 100-90	B+: 79-77	C+: 69-67	D: 59-50
A: 89-85	B: 76-73	C: 66-63	
A-: 84-80	B-: 72-70	C-: 62-60	F: 49-0

ACADEMIC INTEGRITY

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (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: <http://www.brandonu.ca/senate-office/senate-policies/>

STUDENT ACCESSIBILITY SERVICES—STUDENT 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.

STATEMENT ON SEXUALIZED VIOLENCE POLICY AND PROTOCOL
(<https://www.brandonu.ca/sexualviolence/policy-development/>)

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. The University is ensuring that complainants receive supportive and affirming responses to their disclosures and are given clear, confidential, and survivor-centered options for reporting sexualized violence, while balancing the rights of each respondent to due process and privacy, keeping in mind the safety of the University community as a whole. 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:

On-Campus

Carla Navid
Sexual Violence Education and
Prevention Coordinator
Room 227, Health Studies
Complex
204-727-7498
navidc@brandonu.ca

Off-Campus

- 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/>

STATEMENT ON DISCRIMINATION AND HARASSMENT PREVENTION POLICY

(<https://www.brandonu.ca/diversity/files/Discrimination-and-Harassment-Policy.pdf>)

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

INDIGENOUS PEOPLES' CENTER

Indigenous Peoples' Center offers various student services. Please visit their office to meet the staff and learn about their services. The office is located in Room 101, George T. Richardson Building or call 727-7443.

PERSONAL COUNSELING

Positive well-being is highly correlated to learning and student success. Wellness is a combination of physical, social, spiritual and mental health. 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 at 204-727-9737 or visit Room 102 A.E. McKenzie Building to make an appointment. There are crisis counselling appointments available daily.

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](#).

This course allows the use of credited AI-generated or AI-influenced text with rules for use described in the syllabus. No one is required to use AI in this course. It will be your choice as a student. Possible rules for the allowance of AI-generated text.

A RULE OF THUMB - Show your work

Your instructors want to assess your skills and growth in understanding, not what AI can do! If you use AI-generated material at any stage in your academic work in this course, list the sequence of prompts used and show clearly where used in your learning task and how and why you changed it from its original AI-generated form.

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

5.16.2. APPLIED DISASTER & EMERGENCY STUDIES (40)

(This is an extract of the Course Descriptions for 5.16.2. Applied Disaster & Emergency Studies from the BU Calendar 2026-2027.)

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.

40:151 INTRODUCTION TO DISASTER STUDIES (3)

Prerequisite: Nil.

This course introduces students to the social as well as physical aspects of hazards and disasters and how these can be minimized through effective risk reduction and emergency management. Multidisciplinary and international case studies are examined with emphasis on the practical implications of differing theoretical perspectives. The fundamental models, theories and concepts at the core of emergency management and future directions in Canada and the world are explored to provide students with a solid foundation for future study.

3 lecture hours per week, one term.

40:152 INTRODUCTION TO EMERGENCY MANAGEMENT (3)

Prerequisite: Nil.

This course will provide students with a broad introduction to the current practices of emergency management and the theories that they are based on. This course will review the evolution of the current emergency management research and its professional practices. The principles and components of a comprehensive program will be presented and related to both urban and rural settings. Students will be introduced to a range of topics, including mitigation, preparedness, response, and recovery that will be further developed in later ADES courses.

3 lecture hours per week, one term.

40:153 INTRODUCTION TO NATURAL AND TECHNOLOGICAL HAZARDS (3)

Prerequisite: Nil.

This course introduces students to the natural and technological hazards that cause disasters. This course will examine the fundamentals of natural hazards and their interface with social environments. Specifically, this part will discuss geological, hydro-meteorological, and epidemiological hazards within the social content of their occurrence. This course will also discuss the dynamics of techno-social hazards, such as hazardous material and mass causality accidents, with a special emphasis on the emergence of global terrorism.

3 lecture hours per week, one term.

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)

Prerequisite: (40:151 ~~and~~ or 40:152) and 40:153.

Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

3 lecture hours per week, one term.

40:252 EMERGENCY PLANNING AND MANAGEMENT (3)

Prerequisite: 40:151.

A study of the principles of emergency management and planning relative to a variety of natural hazards and the disasters they cause. Students will gain an understanding of associated functions and interactions of levels of government in preparing and implementing plans. An emphasis is placed on both mitigation and preparedness/response planning.

3 lecture hours per week, one term.

40:253 HAZARDS AND RISK ASSESSMENT (3)

Prerequisite: 40:251.

Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

3 lecture hours per week, one term.

40:254 DISASTER MOVIES: FACT OR FICTION (3)

Prerequisite: Nil.

This course will examine how disasters and emergency management are portrayed in disaster movies and discuss the effect such movies have on how the public understands the issues. A disaster film will be viewed and discussed every week. Students will consider and contrast how the relevant science and common myths are presented in this important popular culture medium and how the public's perception of disasters and emergency management is defined by these representations. Through the course students will become aware of their own misconceptions and the need for emergency management to be based on fact instead of fiction.

3 lecture hours per week, one term.

40:273 SOCIOLOGY OF DISASTER (3)

Prerequisite: 3 credit hours at the 100 level of Sociology or Applied Disaster.

This course examines the theoretical perspectives, research, and policy issues in the sociological study of disaster with an interdisciplinary approach. Considerable attention will be given to the cultural, social, economic and political aspects of a wide range of natural disasters and catastrophic events such as hurricanes, earthquakes, floods, famines, epidemics, oil spills, plane crashes, nuclear plant accidents, terrorism, colonization of indigenous peoples, and wars.

Cross-registered with (Sociology) 90:273.

3 lecture hours per week, one term.

40:350 HAZARD MITIGATION AND ADAPTATION (3)

Prerequisite: 40:253.

This course explores disaster risk reduction, hazard mitigation and adaptation within an all-hazards framework. The course will primarily examine current activities and future options in Canada with comparisons to other jurisdictions. Lectures and assignments will connect research literature to current best practices. The course will consider the role of climate instability in mitigation and adaptation decisions. Classes will focus on application of theories into practice. Rural Development and Environmental Science students will also benefit from understanding the community/environment interface from this perspective.

Credit cannot be held for both this course and 40:355.

3 lecture hours per week, one term.

40:351 DISASTER RECOVERY (3)

Prerequisite: 40:151 and 40:152.

This course explores current research and practices in disaster recovery, focusing on how communities manage both short- and long-term recovery

5.16.2. APPLIED DISASTER & EMERGENCY STUDIES (40)

(This is an extract of the Course Descriptions for 5.16.2. Applied Disaster & Emergency Studies from the BU Calendar 2026-2027.)

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.

40:151 INTRODUCTION TO DISASTER STUDIES (3)
Prerequisite: Nil.

This course introduces students to the social as well as physical aspects of hazards and disasters and how these can be minimized through effective risk reduction and emergency management. Multidisciplinary and international case studies are examined with emphasis on the practical implications of differing theoretical perspectives. The fundamental models, theories and concepts at the core of emergency management and future directions in Canada and the world are explored to provide students with a solid foundation for future study.

3 lecture hours per week, one term.

40:152 INTRODUCTION TO EMERGENCY MANAGEMENT (3)
Prerequisite: Nil.

This course will provide students with a broad introduction to the current practices of emergency management and the theories that they are based on. This course will review the evolution of the current emergency management research and its professional practices. The principles and components of a comprehensive program will be presented and related to both urban and rural settings. Students will be introduced to a range of topics, including mitigation, preparedness, response, and recovery that will be further developed in later ADES courses.

3 lecture hours per week, one term.

40:153 INTRODUCTION TO NATURAL AND TECHNOLOGICAL HAZARDS (3)
Prerequisite: Nil.

This course introduces students to the natural and technological hazards that cause disasters. This course will examine the fundamentals of natural hazards and their interface with social environments. Specifically, this part will discuss geological, hydro-meteorological, and epidemiological hazards within the social content of their occurrence. This course will also discuss the dynamics of techno-social hazards, such as hazardous material and mass causality accidents, with a special emphasis on the emergence of global terrorism.

3 lecture hours per week, one term.

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)
Prerequisite: (40:151 or 40:152) and 40:153.

Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

3 lecture hours per week, one term.

40:252 EMERGENCY PLANNING AND MANAGEMENT (3)
Prerequisite: 40:151.

A study of the principles of emergency management and planning relative to a variety of natural hazards and the disasters they cause. Students will gain an understanding of associated functions and interactions of levels of government in preparing and implementing plans. An emphasis is placed on both mitigation and preparedness/response planning.

3 lecture hours per week, one term.

40:253 HAZARDS AND RISK ASSESSMENT (3)
Prerequisite: 40:153 and 3 credit hours of Applied Disaster.

Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

3 lecture hours per week, one term.

40:254 DISASTER MOVIES: FACT OR FICTION (3)
Prerequisite: Nil.

This course will examine how disasters and emergency management are portrayed in disaster movies and discuss the effect such movies have on how the public understands the issues. A disaster film will be viewed and discussed every week. Students will consider and contrast how the relevant science and common myths are presented in this important popular culture medium and how the public's perception of disasters and emergency management is defined by these representations. Through the course students will become aware of their own misconceptions and the need for emergency management to be based on fact instead of fiction.

3 lecture hours per week, one term.

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Prerequisite: 3 credit hours at the 100 level of Sociology or Applied Disaster.

This course examines the theoretical perspectives, research, and policy issues in the sociological study of disaster with an interdisciplinary approach. Considerable attention will be given to the cultural, social, economic and political aspects of a wide range of natural disasters and catastrophic events such as hurricanes, earthquakes, floods, famines, epidemics, oil spills, plane crashes, nuclear plant accidents, terrorism, colonization of indigenous peoples, and wars.

Cross-registered with (Sociology) 90:273.

3 lecture hours per week, one term.

40:350 HAZARD MITIGATION AND ADAPTATION (3)
Prerequisite: 40:253.

This course explores disaster risk reduction, hazard mitigation and adaptation within an all-hazards framework. The course will primarily examine current activities and future options in Canada with comparisons to other jurisdictions. Lectures and assignments will connect research literature to current best practices. The course will consider the role of climate instability in mitigation and adaptation decisions. Classes will focus on application of theories into practice. Rural Development and Environmental Science students will also benefit from understanding the community/environment interface from this perspective.

Credit cannot be held for both this course and 40:355.

3 lecture hours per week, one term.

40:351 DISASTER RECOVERY (3)
Prerequisite: 40:151 and 40:152.

This course explores current research and practices in disaster recovery, focusing on how communities manage both short- and long-term recovery



Senate approved changes will come into effect on September 1, 2027.

SENATE OFFICE USE ONLY

Revised Course #	
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A. COURSE IDENTIFICATION (CURRENT)

Level of Study: ☒ Undergraduate ☐ Graduate

Course Number: 40:253

Course Title: Hazards Risk Assessment

Faculty/School: Science

Department: ADES (40)

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

40:253 HAZARDS AND RISK ASSESSMENT (3)

Prerequisite: 40:251.

Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

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): 40.153 and 3 credit hours of Applied Disaster.
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:

The Department of Applied Disaster and Emergency Studies (ADES) proposes to revise the prerequisite for 40:253 Hazards Risk Assessment. Currently, the prerequisite is 40:251 Hazards: Causes and Physical Dynamics. This revision replaces 40:251 with the following requirements: 40:153 Introduction to Natural and Technological Hazards and 3 credit hours of any ADES course.

Under this revision, students who have completed 40:153 Introduction to Natural and Technological Hazards and 3 credit hours of an ADES course will be eligible to enroll in 40:253 Hazards Risk Assessment without first completing 40:251.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

40:253 HAZARDS AND RISK ASSESSMENT (3)

Prerequisite: 40:153 and 3 credit hours of ADES.

Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

3 lecture hours per week, one term.

Calendar Placement:

5.16.2. ADES (40) course description section.



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 Department of Applied Disaster and Emergency Studies (ADES) is proposing to revise the prerequisite for 40:253 Hazards Risk Assessment to 40:153 Introduction to Natural and Technological Hazards and 3 credit hours of ADES, replacing 40:251 Hazards: Causes and Physical Dynamics.

This need was identified during program review. The prerequisite revision improves curricular consistency by aligning 40:253 with the department's standard practice of requiring 100-level courses as prerequisites for 200-level courses. In addition, 3 credit hours in any ADES course can enhance students' course selection flexibility.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 2026-04-27

Dean's Approval Date: 2026-04-27

SENATE OFFICE USE ONLY

USC/GSC

Approval/Completion Date: May 21, 2026

Calendar

Edit Date:

Senate

Approval/Completion Date: June 16, 2026

F & R Services

Copy Sent:



40:253 HAZARDS AND RISK ASSESSMENT - 2026

Instructors: Balfour Spence, PhD, M.Phil. B.Sc. (Hons), CBDRM, Cert., SAUC Cert.

Professor, Applied Disaster and Emergency Studies Department
Brandon University
270-18th Street
Brandon, Manitoba
R7A 6A9
Tel: 204 727 7386/Fax: 204 571 8588
Email: Spenceb@brandonu.ca

Time: Slot 3 Mon, Wed, Fri

Venue: EOL

Office Hours

Monday: 1300hrs-1500hrs or by appointment

Pre-requisites: or permission of Instructor

Course Description

The course focuses on the evaluation of risk arising from natural and human-induced hazards. Hazard risk is generally defined as the expected losses that can be generated from a potentially damaging phenomenon within a given time period and within a given area. It can be analyzed by assessing three major components:

- i) The probability of an event of a certain magnitude
- ii) The vulnerability of the elements at risk
- iii) Cost related to the elements at risk

In that regard, risk assessment is a critical component of disaster management and overall strategies for risk reduction as it forms an important input into the design of development plans and in emergency response planning.

Intended Learning Outcomes:

At the end of the Course, participants will be able to:

- Understand the procedure for carrying out multi-hazard risk assessment

- Have insight into the data requirements for hazard assessment, elements at risk assessment, vulnerability assessment and loss estimation
- Carry out the various phases of risk assessment
- Develop mitigation options
- Anticipate and evaluate problems and challenges that can arise in the conduct of risk assessment.

Readings

FEMA 2023. National Risk Index. <https://hazards.fema.gov/nri/natural-hazards>

FEMA (2001) Understanding Your Risk: Identifying Hazards and Estimating Losses (strongly recommended)

https://mitigation.eeri.org/wp-content/uploads/FEMA_386_2.pdf

UNISDR (2009). 2009 UNISDR terminology on disaster risk reduction.

<https://www.undrr.org/publication/2009-unisdr-terminology-disaster-risk-reduction>

Assigned readings

EMO Ontario (2012) Hazard Identification and Risk Assessment Workbook

Course Evaluation

Risk Assessment and Disaster Management Exercise	10%
Sources of Spatial Data for Risk Assessment Exercise	10%
Hazard Identification Exercise	10%
Hazard Profiling Exercise	10%
Inventory of Vulnerable Elements Exercise	10%
BSAFE Certification	15%
Loss Estimation Exercise	10%
Future Land Use Exercise	5%
Group Project	20%

Course Delivery Schedule

Period (Jan- Apr, 2024)	Topic
Jan 7	Course Overview & Assignments Discussion
Jan 9-14	Risk Assessment & Disaster Risk Management (DRM)
Jan 16	Risk Assessment & DRM Exercise
Jan 19-21	Sources of Spatial Data for Risk assessment
Jan 23	Sources of Spatial Data Exercise
Jan 26-28	Risk Assessment Step 1: Hazard Identification
Jan 30	Hazard Identification Exercise

Feb 2-4	Risk Assessment Step 2: Hazard Profiling
Feb 6	Hazard Profiling Exercise
Feb 9-11	Risk Assessment Step 3: Inventory of Vulnerable Assets
Feb 13	Inventory of Vulnerable Assets Exercise
Feb 16-20	Louis Riel Day/Winter Study Break
Feb 23	UNDRR BSAFE Certification: https://training.dss.un.org/thematicarea/category?id=6
Feb 25-27	Risk Assessment Step 4: Loss Estimation
Mar 2	Loss Estimation Exercise
Mar 4-6	Risk Assessment Step 5: Future Land Use & Development Assessment
Mar 9	Future Land Use & Development Assessment Exercise
Mar 11-13	Risk Assessment Step 6: RA Conclusion
Mar 16-18	Site-Specific Risk Assessment
Mar 20-23	Community-based Risk Assessment
Mar 25-April 03	Risk Assessment Project

Note: Course engagement dynamics often result in topic extension beyond the scheduled time.

GRADING STANDARDS

- Grading is generally based on assigned letters (eg., A+, A, B-, C, and D..). Exams, however, are graded on a point system following the ADES grading standards. The basic criteria for earning full points on your written assignments are:
 - No late submissions.
 - Complete assignments.
 - Thoughtful, analytic, and original ideas and discussions.
 - Arguments or positions well-supported by scholarly sources where applicable.
 - Effective use of specific ideas or data from assigned and independent readings.
 - Complete citation provided where needed using APA (with few and minor errors)
- Please note that college-level writing is expected of every student. Students can consult the Writing Centre (Rm 102, A.E. McKenzie building) for assistance. Additionally, students can book appointments through the [Writing Skills webpage](#), or contact Carolyn Vodon in Student Services (vodonc@brandonu.ca; ph. 204-727-9737). Walk-in assistance: 15-20 minutes in length, in the BU Library (behind the Reference Desk.) Students can drop in for quick consultations on Mondays from 11 am to 2:30 pm, Tuesdays from 9 to 11 am, Wednesdays from 10 am to 2 pm, Thursdays from 2pm to 5 pm, and Fridays from 11 am to 1 pm.
- Late work justified by conditions outside your control may be accepted without penalty if you and I have discussed this in advance or you provide acceptable documentation; other late work will be docked 5% for each late day (including weekends and holidays). Unless otherwise noted, assignments considered 'on time' are submitted on the day indicated or as stipulated by the instructor. No make-up final exams are possible; make-up midterm exams may be possible under exceptional circumstances but only with advance agreement or acceptable documentation.

Grading Scale			
A+: 100-90	B+: 79-77	C+: 69-67	D: 59-50
A: 89-85	B: 76-73	C: 66-63	
A-: 84-80	B-: 72-70	C-: 62-60	F: 49-0

ACADEMIC INTEGRITY

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (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: <http://www.brandonu.ca/senate-office/senate-policies/>

STUDENT ACCESSIBILITY SERVICES—STUDENT 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.

STATEMENT ON SEXUALIZED VIOLENCE POLICY AND PROTOCOL

(<https://www.brandonu.ca/sexualviolence/policy-development/>)

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. The University is ensuring that complainants receive supportive and affirming responses to their disclosures and are given clear, confidential, and survivor-centered options for reporting sexualized violence, while balancing the rights of each respondent to due process and privacy, keeping in mind the safety of the University community as a whole. 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:

On-Campus

Carla Navid
Sexual Violence Education and
Prevention Coordinator
Room 227, Health Studies Complex
204-727-7498
navidc@brandonu.ca

Off-Campus

- Clinic 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:
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- 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

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flemingc@brandonu.ca

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Indigenous Peoples' Center offers various student services. Please visit their office to meet the staff and learn about their services. The office is located in Room 101, George T. Richardson Building or call 727-7443.

PERSONAL COUNSELING

Positive well-being is highly correlated to learning and student success. Wellness is a combination of physical, social, spiritual and mental health. 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 at 204-727-9737 or visit Room 102 A.E. McKenzie Building to make an appointment. There are crisis counselling appointments available daily.

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](#).

This course allows the use of credited AI-generated or AI-influenced text with rules for use described in the syllabus. No one is required to use AI in this course. It will be your choice as a student. Possible rules for the allowance of AI-generated text.

A RULE OF THUMB - Show your work

Your instructors want to assess your skills and growth in understanding, not what AI can do! If you use AI-generated material at any stage in your academic work in this course, list the sequence of prompts used and show clearly where used in your learning task and how and why you changed it from its original AI-generated form.

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

<https://www.undrr.org/resource/risk-assessment-national-planning-processes-self-paced>

5.16.2. APPLIED DISASTER & EMERGENCY STUDIES (40)

(This is an extract of the Course Descriptions for 5.16.2. Applied Disaster & Emergency Studies from the BU Calendar 2026-2027.)

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.

40:151 INTRODUCTION TO DISASTER STUDIES (3)
Prerequisite: Nil.

This course introduces students to the social as well as physical aspects of hazards and disasters and how these can be minimized through effective risk reduction and emergency management. Multidisciplinary and international case studies are examined with emphasis on the practical implications of differing theoretical perspectives. The fundamental models, theories and concepts at the core of emergency management and future directions in Canada and the world are explored to provide students with a solid foundation for future study.

3 lecture hours per week, one term.

40:152 INTRODUCTION TO EMERGENCY MANAGEMENT (3)
Prerequisite: Nil.

This course will provide students with a broad introduction to the current practices of emergency management and the theories that they are based on. This course will review the evolution of the current emergency management research and its professional practices. The principles and components of a comprehensive program will be presented and related to both urban and rural settings. Students will be introduced to a range of topics, including mitigation, preparedness, response, and recovery that will be further developed in later ADES courses.

3 lecture hours per week, one term.

40:153 INTRODUCTION TO NATURAL AND TECHNOLOGICAL HAZARDS (3)
Prerequisite: Nil.

This course introduces students to the natural and technological hazards that cause disasters. This course will examine the fundamentals of natural hazards and their interface with social environments. Specifically, this part will discuss geological, hydro-meteorological, and epidemiological hazards within the social content of their occurrence. This course will also discuss the dynamics of techno-social hazards, such as hazardous material and mass causality accidents, with a special emphasis on the emergence of global terrorism.

3 lecture hours per week, one term.

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)
Prerequisite: 40:151 and 40:152 and 40:153.

Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

3 lecture hours per week, one term.

40:252 EMERGENCY PLANNING AND MANAGEMENT (3)
Prerequisite: 40:151.

A study of the principles of emergency management and planning relative to a variety of natural hazards and the disasters they cause. Students will gain an understanding of associated functions and interactions of levels of government in preparing and implementing plans. An emphasis is placed on both mitigation and preparedness/response planning.

3 lecture hours per week, one term.

40:253 HAZARDS AND RISK ASSESSMENT (3)
Prerequisite: ~~40:251~~ 40:153 and 3 credit hours of Applied Disaster.

Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

3 lecture hours per week, one term.

40:254 DISASTER MOVIES: FACT OR FICTION (3)
Prerequisite: Nil.

This course will examine how disasters and emergency management are portrayed in disaster movies and discuss the effect such movies have on how the public understands the issues. A disaster film will be viewed and discussed every week. Students will consider and contrast how the relevant science and common myths are presented in this important popular culture medium and how the public's perception of disasters and emergency management is defined by these representations. Through the course students will become aware of their own misconceptions and the need for emergency management to be based on fact instead of fiction.

3 lecture hours per week, one term.

40:273 SOCIOLOGY OF DISASTER (3)
Prerequisite: 3 credit hours at the 100 level of Sociology or Applied Disaster.

This course examines the theoretical perspectives, research, and policy issues in the sociological study of disaster with an interdisciplinary approach. Considerable attention will be given to the cultural, social, economic and political aspects of a wide range of natural disasters and catastrophic events such as hurricanes, earthquakes, floods, famines, epidemics, oil spills, plane crashes, nuclear plant accidents, terrorism, colonization of indigenous peoples, and wars.

Cross-registered with (Sociology) 90:273.

3 lecture hours per week, one term.

40:350 HAZARD MITIGATION AND ADAPTATION (3)
Prerequisite: 40:253.

This course explores disaster risk reduction, hazard mitigation and adaptation within an all-hazards framework. The course will primarily examine current activities and future options in Canada with comparisons to other jurisdictions. Lectures and assignments will connect research literature to current best practices. The course will consider the role of climate instability in mitigation and adaptation decisions. Classes will focus on application of theories into practice. Rural Development and Environmental Science students will also benefit from understanding the community/environment interface from this perspective.

Credit cannot be held for both this course and 40:355.

3 lecture hours per week, one term.

40:351 DISASTER RECOVERY (3)
Prerequisite: 40:151 and 40:152.

This course explores current research and practices in disaster recovery, focusing on how communities manage both short- and long-term recovery

5.16.2. APPLIED DISASTER & EMERGENCY STUDIES (40)

(This is an extract of the Course Descriptions for 5.16.2. Applied Disaster & Emergency Studies from the BU Calendar 2026-2027.)

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.

40:151 INTRODUCTION TO DISASTER STUDIES (3)
Prerequisite: Nil.

This course introduces students to the social as well as physical aspects of hazards and disasters and how these can be minimized through effective risk reduction and emergency management. Multidisciplinary and international case studies are examined with emphasis on the practical implications of differing theoretical perspectives. The fundamental models, theories and concepts at the core of emergency management and future directions in Canada and the world are explored to provide students with a solid foundation for future study.

3 lecture hours per week, one term.

40:152 INTRODUCTION TO EMERGENCY MANAGEMENT (3)
Prerequisite: Nil.

This course will provide students with a broad introduction to the current practices of emergency management and the theories that they are based on. This course will review the evolution of the current emergency management research and its professional practices. The principles and components of a comprehensive program will be presented and related to both urban and rural settings. Students will be introduced to a range of topics, including mitigation, preparedness, response, and recovery that will be further developed in later ADES courses.

3 lecture hours per week, one term.

40:153 INTRODUCTION TO NATURAL AND TECHNOLOGICAL HAZARDS (3)
Prerequisite: Nil.

This course introduces students to the natural and technological hazards that cause disasters. This course will examine the fundamentals of natural hazards and their interface with social environments. Specifically, this part will discuss geological, hydro-meteorological, and epidemiological hazards within the social content of their occurrence. This course will also discuss the dynamics of techno-social hazards, such as hazardous material and mass causality accidents, with a special emphasis on the emergence of global terrorism.

3 lecture hours per week, one term.

40:251 HAZARDS: CAUSES AND PHYSICAL DYNAMICS (3)
Prerequisite: (40:151 or 40:152) and 40:153.

Through a review of the causes of geophysical, biological, hydro-meteorological, and technological hazards and disasters, this course will examine the complex interaction of dynamic processes and of life support systems. A number of case studies dealing with earthquakes, landslides, floods, storms, droughts, and other natural and technological hazards will be critically examined.

3 lecture hours per week, one term.

40:252 EMERGENCY PLANNING AND MANAGEMENT (3)
Prerequisite: 40:151.

A study of the principles of emergency management and planning relative to a variety of natural hazards and the disasters they cause. Students will gain an understanding of associated functions and interactions of levels of government in preparing and implementing plans. An emphasis is placed on both mitigation and preparedness/response planning.

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Through assessment of core issues and competing models, students will learn effective strategies for identifying a wide range of environmental, technical and human-induced hazards, assessing social and environmental vulnerabilities to these, and people's efforts to reduce risk. Particular attention is paid to the factors constraining and promoting effective risk assessment at the community level. Students will examine case studies of disaster risk assessment and work in groups to produce their own.

3 lecture hours per week, one term.

40:254 DISASTER MOVIES: FACT OR FICTION (3)
Prerequisite: Nil.

This course will examine how disasters and emergency management are portrayed in disaster movies and discuss the effect such movies have on how the public understands the issues. A disaster film will be viewed and discussed every week. Students will consider and contrast how the relevant science and common myths are presented in this important popular culture medium and how the public's perception of disasters and emergency management is defined by these representations. Through the course students will become aware of their own misconceptions and the need for emergency management to be based on fact instead of fiction.

3 lecture hours per week, one term.

40:273 SOCIOLOGY OF DISASTER (3)
Prerequisite: 3 credit hours at the 100 level of Sociology or Applied Disaster.

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Cross-registered with (Sociology) 90:273.

3 lecture hours per week, one term.

40:350 HAZARD MITIGATION AND ADAPTATION (3)
Prerequisite: 40:253.

This course explores disaster risk reduction, hazard mitigation and adaptation within an all-hazards framework. The course will primarily examine current activities and future options in Canada with comparisons to other jurisdictions. Lectures and assignments will connect research literature to current best practices. The course will consider the role of climate instability in mitigation and adaptation decisions. Classes will focus on application of theories into practice. Rural Development and Environmental Science students will also benefit from understanding the community/environment interface from this perspective.

Credit cannot be held for both this course and 40:355.

3 lecture hours per week, one term.

40:351 DISASTER RECOVERY (3)
Prerequisite: 40:151 and 40:152.

This course explores current research and practices in disaster recovery, focusing on how communities manage both short- and long-term recovery

SUBJECT TO APPROVAL

MOTION NO. 016.JUN26

AGENDA ITEM NO. 5.5.3.1

MEETING: Senate ☒ Executive Committee ☐

DATE: June-16-26

AGENDA: Closed ☐ Open ☒

PROPOSED BY: Scholarships & Awards Committee

SUBJECT: New Awards

FOR: Approval ☒ Discussion ☐ Notice of Motion ☐ Information ☐

RECOMMENDATION:

THAT the Senate approves the following new awards, as submitted by the Scholarships & Awards Committee:

- Donna (McPhail) Agnew '52 Graduate Scholarship
 - Sharon Young Psychiatric Nursing Scholarship
-

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: Andrea McDaniel
Secretary, Brandon University Senate

DECISION: CARRIED
DATE: June 16, 2026

PER: Gatien/LeMoine

Senate Scholarship Committee

May 5, 2026

Report to Senate

New Terms of Reference

Motion:

That the Senate Scholarship Committee recommend to Senate the approval of the New Terms of Reference for the Donna (McPhaile) Agnew '52 Graduate Scholarship and the Sharon Young Psychiatric Nursing Scholarship as presented.

1. Donna (McPhail) Agnew '52 Graduate Scholarship

To be awarded on the recommendation of the Master of Science in Environmental and Life Sciences Steering Committee (or its equivalent), on the basis of academic merit and research excellence, to a continuing student in the Master of Science in Environmental and Life Sciences. Applicants must submit a statement outlining their research activities and any associated recognitions. This award may be shared.

*Award Value: Use income allocation, approximately \$12,000**

**The award value is subject to change based on market values and the BU Foundation's distribution rate*

CARRIED

2. Sharon Young Psychiatric Nursing Scholarship

To be awarded to the Bachelor of Science in Psychiatric Nursing student who receives the highest grade in the Psychiatric Rehabilitation and Recovery course (or equivalent) and who has an overall minimum grade point average of 3.75. Where more than one student meets the above criteria, the award will be granted to the student with the higher overall grade point average. This is to be awarded to a student at the Brandon campus.

Award Value: \$1,000

CARRIED

Artificial Intelligence Committee

Report to Senate

June 2026

Submitted by: **Matteo Di Muro, Artificial Intelligence Committee Chair**

Committee Update

Since our last Senate meeting, the AI committee finalized five broad AI principles to guide AI use at BU for teaching and learning. It has also created supplemental recommendations that require some reframing to ensure alignment with the scope of the ad hoc committee. This scope-alignment work was not completed in time for the June Senate submission deadline, but the recommendations will be finalized over the summer and presented to Senate in September.

External Review of Programs & Units Policy Review Committee

Report to Senate

June 2026

Submitted by: Shannon Downey, Support to the External Review of Programs & Units Policy Review Committee

Committee Update

The work of the Ad Hoc Committee has been temporarily halted due to other time sensitive projects/initiatives. It is our hope to reconvene before fall 2026.

Report to Senate
Tosin Salau, BUSU President
June 2026

No written report submitted.

Report to Senate
Katheryne Lumgair, Board of Governors
June 2026

No written report submitted.

Report to Senate
Gregory Kennedy, Dean, Faculty of Arts
June 2026

No written report submitted.

Faculty of Education

Report for Senate

Tuesday, June 16th, 2026

1. BU and the Faculty of Education were well represented at this year's Canadian Society for the Study of Education (CSSE) conference. CSSE is Canada's largest academic gathering of educational researchers, professors, graduate students, and practitioners. Twelve of our graduate students and two of our undergraduate students attended and presented at the conference. In addition, ten faculty members (41% of the Faculty of Ed) were presenters.
2. This month, we welcomed Logan Sharpe to the office team. Logan is the new Office Assistant to the Graduate Studies Program in Education.
3. 94 students have been admitted to the September 2026 cohort of the After Degree (AD) program; this is a 28% increase from 2025.
4. Big EFC will take place on Wednesday, August 26th at the Riverbank Discovery Centre. The focus of the extended meeting will be on our priorities for the 2026-27 academic year and the finalization of a significant number of changes to the AD program. Our goal is to move the recommended changes through USC and Senate early in the fall term.
5. We are facilitating three searches. The interviews for two Native Studies positions are completed. The ad for the Physical Education Studies position is out and we are in the early stages of a search for a 6-month sabbatical term replacement for the Department of Curriculum & Pedagogy.
6. You are invited to the June 17th summer feast hosted by the PENT Indigenous Teacher Education Program. Don't forget to bring your feast bundles!

Faculty of Health Studies

Report to Senate

June 2026

Submitted by: Dr. Linda Ross, A/Dean, Faculty of Health Studies

1. Subject:

**REGISTERED PSYCHIATRIC NURSES FOUNDATION (RPNF) 2026
SCHOLARSHIPS, GRANTS & BURSARIES, and AWARDS OF EXCELLENCE:**

STUDENT AWARDS:

GINA ZENTNER (BScPN student)

- Gina is a third-year student in the BScPN Program at Brandon University. While engaged in her studies, she has worked as a pharmaceutical assistant, developing practical knowledge of medication therapies and deepening her understanding of medical, mental health, and addictions-related conditions. These experiences have also strengthened her awareness of the barriers and complexities faced by the individuals she serves. Gina values strong communication and compassionate, person-centred care—key competencies in psychiatric nursing—and has worked to integrate these skills across both academic and community settings. Her future plans include advancing trauma- and violence-informed care and promoting safety, dignity, autonomy, and independence in her practice

RHIANNA NELSON (BScPN student)

- Rhianna Nelson, recipient of the RPNF 4th Year Undergraduate Scholarship, is a recent graduate of the BScPN Program at Brandon University. Her academic and clinical learning has been enriched through diverse employment and volunteer experiences, including work as a Mental Health Proctor; with the Flexible Assertive Community Treatment (FACT) Team; as an Undergraduate Nurse Employee at Tri Lake Health Centre in Killarney, MB; as a Research Assistant II with Brandon University's Faculty of Health Studies; and as a Summer Student Integration Facilitator at COR Enterprises Inc. in Brandon, MB. Rhianna has also volunteered in the Peer Mentorship Program (supporting first- and second-year psychiatric nursing students), contributed to Pre-Psychiatric Nursing Information Sessions, and served on this year's graduation committee. She completed her senior practicum with Westman Crisis Services and hopes to continue building experience in crisis intervention and potentially, in-patient practice. Long term plans include pursuing a master's degree after gaining additional clinical experience.

FACULTY AWARDS:

JENNIFER ADAIR (Faculty member, BScPN program, Winnipeg)

- Jennifer Adair is a recipient of the RPNF Marlene Fitzsimmons Grant for her January, 2026 presentation at the Canadian Nursing Students' Association (CNSA) Conference in Saskatoon, SK, titled "Building Bridges in the City of Bridges". The session, "From Harm to Healing: Addressing Microaggressions and Restoring Relationships," equipped students with practical strategies to navigate microaggressions in professional settings and repair relationships in support of safe, competent care. Guided by the Microaggressions Triangle Model, participants learned how to recognize microaggressions; respond when they are the target; intervene as bystanders; and reflect on their own role when they are the source. The workshop also explored the consequences of avoiding conflict and supported students in building confidence to manage these junctures in ways that align with personal values and the ethical standards of the nursing profession – reducing stress and burnout and potentially decreasing early attrition from the profession.

DR. CANDICE WADDELL-HENOWITCH (Faculty member, BScPN program, Brandon)

- Dr Candice Waddell-Henowitch received the Award of Excellence in Psychiatric Nursing Practice – Education for her innovative teaching approach, mentorship, and leadership at Brandon University. She inspires students through dynamic teaching methods, real-world clinical examples, and inclusive learning environments that support diverse learning needs. Candice welcomes students to her classroom with sincere engagement, and students benefit from her knowledge and experience, commitment to their learning, and personal investment in their development as future psychiatric nurses. Candice actively contributes beyond the classroom through involvement in Equity, Diversity, and Inclusion initiatives, guest speaking engagements, community education, and international presentations. She is deeply committed to advancing education on sensitive topics, including sexual violence, and has published a graphic novella to raise awareness and promote survivor voices. Candice's passion, dedication, and support leave a lasting impact on students and the broader community.

JENNIFER (JEN) HOWARTH (CAS (2025/26) BScPN program, Brandon)

- Jennifer Howarth received the Award of Excellence in Psychiatric Nursing Practice – Education. She was nominated for her outstanding contribution as a clinical instructor in the BScPN program at Brandon University. She consistently demonstrates professionalism, approachability, and a strong commitment to student learning and development. Jen fosters a supportive and psychologically safe learning environment that encourages curiosity, critical thinking, and evidence-informed practice. Jen maintains a high level of professionalism while remaining genuinely personable and approachable. She models lifelong

learning, ethical decision-making, and strong clinical judgement while providing constructive feedback that supports student growth. Students feel respected and seen as future colleagues, thereby supporting formation of professional identity. Her dedication to education and psychiatric nursing practice has had a significant and lasting impact on her students.

Report to Senate

Leanne Zacharias, Associate Professor of Music, Acting Dean of Music

June 2026

School of Music Performance and Pedagogy Activities

-the School of Music hosts the second-annual BU Vocal Institute, directed by Professor Sarah Hall with guest vocal educators from around the region. A culminating concert on June 16th features students of the institute in a Springtime Cabaret of musical theatre scenes.

-the Clear Lake Chamber Music Festival takes place June 26th featuring Profs. Sharon Rogers (soprano), Nancy Hennen (flute), Daniel Tselyakov (piano, co-director) and Alexander Tselyakov (piano, co-director).

-a School of Music Reunion takes place July 3 and 4th, celebrating 120 years of music being offered at BU (and previously Brandon College).

Facilities

Contract workers remain in the QEII building until September, completing a large-scale overhaul of our building's smoke alarm fire panel. Many of our activities have been moved elsewhere to accommodate their work and the noise of drilling

Kudos

Congratulations to Dr. Wendy Zander and Professor Megumi Masaki, awarded a Senate Teaching Award and Board of Governors' Community Service award respectively at last month's convocation.

Congratulations to Professor Luis Ramirez, nominated for a Western Canadian Music Award in composition.

Report to Senate
Chris LeMoine, Dean, Faculty of Science
June 2026

No written report submitted.

Report to Senate
Katie Whelpton, Dean of Students
June 2026

Strategic Priority: Student Engagement

The Recruitment and Retention team is currently planning a new student event called Pre-Orientation. This event is for new students who may have burning questions, are feeling a bit nervous, or just want to get a jump on figuring things out before Orientation Day (September 8th). **Pre-Orientation will be taking place on July 29th from 1:00pm to 3:00pm.**

Assiniboine College, Brandon University and the Brandon School Division have started a new “post-secondary club” (to be renamed by the students), which will see staff from each institution meeting with Indigenous students in the high schools to discuss topics related to post-secondary education as well as build relationships.

Strategic Priority: Faculty Vibrancy

The Canadian Association of College and University Student Services annual conference was held June 2-4, 2026.

Report to Senate
Melanie Sucha, Chief Information Officer
June 2026

Library Events and Activities

The Library has hosted several events this spring term and has continued with Work Late Wednesdays to support PENT students, and other learners on campus, during reduced spring-summer operations.

- March 24 – BU Queer Lunch and Learn: Dr. Kelby Treloar, Rachel Wu, Nicole Christine
- April 2 – Justice in Practice – Legal Professionals Speaker Panel
- April 7 – Indigenous Graduates Sharing Their Experience
- April 11 – Brandon Pride National Canadian Film Day – Ruthless Souls
- May 5 – Brandon Pride and Brandon Friendship Centre In a Good Way Family Resource Centre Red Dress Day Talk and Reflection
- June 1 – Manitoba Access Awareness Week - Indigenous views of autism – pîtoteyihtam, Julianna Maggrah.

To continue supporting campus and community events, the Library is building an online event booking form that will be available from our web page. We are also undergoing renovation of the Convergys Lab using endowment funds, to support instruction and student learning.

IT Services Projects and Activities

Following issues encountered with Fall Course Registration, IT Services has continued troubleshooting to manage the conflicts encountered with sign-on.

IT Services has dedicated time to test and refine IT business continuity plans through a departmental cybersecurity tabletop exercise, with results and findings reported to Executive leadership. We would support a broader tabletop exercise in the Fall or Winter, inclusive of other business units and campus-wide emergency management procedures. We have begun pilot deployment of mobile device management for new campus cellular phones to enhance security for these devices.

Business system improvement projects include support to Food Services in upgrade of till management system, summer camp registration system for the Music Conservatory, and the second cycle of the Blackbaud Awards Management system.

Several IT initiatives are underway in support of health and safety, and security.

- Pilot of a Health and Safety training site on a separate instance of Moodle, to segment academic course management and institutional training.
- Support to security camera deployments and Kantech door lock software upgrade.

- Support to the security risk assessment, conducted by Paladin.
- Kick-off of employee ID card working group, with pilot deployment planned for IT Services.

As the Senate Committee has continued with Academic Guidelines for AI use, IT Services has created an initial and rough draft of similar guidelines for administrative use of AI at the University. Further development and consultations will follow on delivery of Academic Guidelines. In tandem, a pilot study has been initiated with Finance on use of Copilot Pro.

Work continues on the development of Chosen Name fields in the Student Information System as a priority equity initiative.

IT Services has been working closely with the Campus Manitoba Team for upcoming closure at the end of June. Our teams are ensuring secure disposition and archival of data assets. The Pressbooks open textbook platform will be hosted and held by Brandon University until long-term sustainment plans are set out in consultation with Advanced Education and other partner institutions.

Staffing Updates

The Library is pleased to welcome Marian Ramage in the role of Reference and Information Literacy Librarian – sabbatical backfill to Rainer Schira, from July 1 to Dec 31, 2026. Marian has prior experience in this role, has developed her teaching portfolio as a PENT instructor while serving as MGEU Library Assistant, and is an active member of several BU committees. Her experience with the campus community will be an asset to this appointment – congratulations Marian!

Adam Goudy has been successfully recruited to Onoria John's half-time Library Assistant role while she is on parental leave. Congratulations Adam in continuing to expand his library experience!

Report to Senate
Andrea McDaniel, University Registrar
June 2026

Student Enrollment

Applications received for the 2026-27 intake are up significantly over the same point last year, though still the second lowest of the last five years. However, we believe it is much more reflective of students who genuinely intend to attend Brandon University than prior to implementation of the mandatory international deposit and IRCC's policy changes. Admission offers are up 4% compared to the same time last year (and third highest of the five years in the report).

The first registration report for the 2026-27 Regular Session (Fall 2026/Winter 2027) reflects a current increase in overall headcount of 4.9% and a current increase in credit hours registered of 5.3% over the same point last year.

Convocation

On May 28 and 29, the University celebrated 530 graduates from October 2025, February 2026, and May 2026. The addition of a host drum group welcoming the graduates during the processional, some new recessional music experiments, and a platform party "cheer line" as graduates return to the Henry Champ Gymnasium were all welcomed with enthusiasm.

The May 28 morning ceremony was particularly special as Dr. Bovis-Cnossen was publicly installed as Brandon University's President and Vice-Chancellor.

Senate Office Staffing

The search for a new Administrative Assistant, Academic Governance is nearing conclusion, and a new individual should be in place near the end of June.

Report to Senate

Chris Lagimodiere, Associate Vice-President, Indigenous Initiatives

June 2026

No written report submitted.

Report to Senate

Peter Hickey, Vice-President (Administration & Finance)

June 2026

No written report submitted.

Report to Senate

Bernadette Ardelli, Vice President (Research & Graduate Studies)

June 2026

No written report submitted.

Report to Senate

Greg Gatien, Acting Provost & Vice-President (Academic)

June 2026

No written report submitted.

Report to Senate
Dr. Christine Bovis-Cnossen, President & Vice-Chancellor
June 2026

Internal Engagement and Collaboration Updates

Listening Tour

The Listening Tour is gradually coming to a close for this academic year. The month of June and the summer months will highlight tours of BU's unique spaces. The goal to gain a deep initial understanding of our university community and the important work happening across campus has been accomplished. I've had the opportunity to meet with a wide range of groups, including the President's Advisory Council, deans, faculty councils, the BU Students' Union, General Faculty Council, Research and Graduate Studies, and key administrative areas. These discussions provided valuable insights into the initiatives shaping our campus culture and the contributions of colleagues across the university. I look forward to another tour to begin in the new academic year.

Dean of Music Search

The Dean of Music Search Committee has almost reached completion with the final work being completed. The announcement for the new Dean of Music will be forthcoming soon.

Provost & Vice-President (Academic) Search

The Search Committee has been established, and the inaugural meeting was held on May 13, 2026. The groundwork for a successful search process was established and the work will continue.

Red Dress Day

Red Dress Day, the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit people. It was a day to honour those who are missing, those who have been lost, and the families and communities who continue to carry that weight. Brandon University's flags were lowered in remembrance and members of our community gathered in the courtyard (firepit) for a united walk from campus to Princess Park. Support came in many forms: wearing red, hanging a red dress, and walking together. These acts are how we express remembrance, solidarity, and care for one another.

James Ehnes – concert and reception

On Thursday, May 7, 2026, the international superstar violinist James Ehnes was welcomed home as part of his 50th birthday tour. James was born and raised here in Brandon and the son of our dear departed colleague Alan Ehnes. This was a special moment for Brandon, and for Brandon University. During his visit to BU James also generously gave his time and expertise to lead a master class for our students.

His talent and skills were honoured at the corner of 20th Street and Princess Avenue for the unveiling of “James Ehnes Way,” which will be the new name of 20th Street through campus. The unveiling was followed by a reception and then a sold-out evening recital, celebrating excellence, generosity, and the deep connections between the university and the community.

Brandon University – Breast Cancer Awareness Walk

On Friday, June 8th the Brandon University Cancer Cell & Molecular Research Lab organized their second annual Breast Cancer Awareness Walk, beginning in the Kavanagh Courtyard. The event came at an exciting time, as Brandon’s Waves of Hope dragon boat team recently launched a multi-year campaign to raise \$150,000 in support of breast cancer research at BU. The lab will advance our understanding of breast cancer at the cellular level, including earlier detection. This is important, life-changing work, and it is happening right here.

BU Foundation – Annual Luncheon

We gathered with donors, alumni, students, and community supporters for the Brandon University Foundation Annual Luncheon, where we celebrated a truly remarkable milestone: the BU Foundation has now surpassed \$100 million in assets under stewardship for the first time ever. Those funds came from generations of people who believed in Brandon University — and Brandon College — enough to invest in our future. Those dollars fund scholarships and bursaries that help students stay in school as well as provide funding for research opportunities and improved learning spaces.

Big topics of discussion at the Foundation Luncheon; next steps for Brodie, the Observatory re-opening at Homecoming and the much-needed expansion of the Indigenous Peoples Centre.

BU Teaching House – My Journey to Graduation

On Wednesday, May 27th BU Teachings House celebrated the achievement and unique journeys of Indigenous graduates, they shared their stories and what it means personally to be walking across the stage and celebrating with family and community at the Convocation.

Convocation and Presidential Installation

Brandon University's 115th Convocation Ceremony convened over two very warm days, May 28th and May 29, 2026. But no matter how exhausting, Convocation has a funny way of also refilling one's energy. It was deeply inspiring to congratulate each one of our graduates as they crossed the stage, to hear the cheers from the stands, and to see the pride on faces in the audience. This is why we do what we do.

This Convocation was also personally significant for me because it included my formal installation as Brandon University's 16th President and Vice-Chancellor. Whilst ceremonial, the installation offered me an opportunity to speak broadly about BU and our future.

It was also my honour to share the podium with Chancellor Mary Jane McCallum. Mary Jane has been an exceptional Chancellor. She has been deeply engaged with Brandon University, thoughtful in her leadership, generous with her time, and unwavering in her commitment to our students and our institution. On a personal note, she was also one of the first people to offer guidance and support when I arrived at Brandon University. I am grateful for her wisdom and her kindness. While this may have been her final Convocation as Chancellor, her contributions to Brandon University will continue to be felt for years to come.

I also extended a thank you to everyone who helped make Convocation such a success. These ceremonies only last a few hours, but they are the result of months of planning and preparation, followed by a small frenzy of work to pull off each one

The Budget Townhall

Brandon University hosted a Town Hall to discuss the 2026-27 budget on Wednesday, June 3, 2026. This Town Hall is an opportunity for the BU community to gain a clearer understanding of the upcoming budget, including anticipated changes, and to ask questions. A smaller working group, the Financial Sustainability Task Force, will work to bring recommendations that will shift BU from a reactive budgeting stance to one of a structured financial stewardship. The presentation was recorded and will be made available on the Brandon University website for future reference

Upcoming events

Indigenous History Month – June 2026

Indigenous Peoples Day – June 21, 2026

PENT Graduation – July 17, 2026

Government and Post-Secondary Relations

Since my last report I have had the opportunity to engage with several Government and Post-secondary contacts and institutions.

- May 21, 2026 – Canada-India Strategy Member Engagement Session, Universities Canada – Teams
- May 25, 2026 – Roundtable on Countering Transnational Repression – Westman Immigrant Services, WIS Multicultural Centre
- June 4, 2026 – D. Lauvstad, President and Vice-Chancellor, University College of the North, Thompson, MB - Teams

Community Engagement

I have continued to actively engage with members of our community through various initiatives. Recently, I had the opportunity to meet and visit His Worship Mayor Fawcett, Mr. Howard Burston, A/CEO Southern Chief's Organization, LCol Nguyen, Base commander, CFB Shilo and Mr. Mathew Gustafson (Superintendent/CEO) and Mr. Jon Zilkey (Assistant Superintendent, Brandon School Division.

Art Gallery of Southwestern Manitoba – Art Auction 2026

The President's Office lent support to the AGSM Art auction 2026 held on April 30, 2026. The theme was Minimalism versus Maximalism, inspired by the shifting seasons and the florific bounty that April showers bring. Supporters and guests were treated to refreshments, an art battle, exhibitions, silent auction and a live art auction.

Chamber of Commerce Luncheon

The President's Executive Team attended the Chamber of Commerce Luncheon for the State of the Province address on May 14, 2026. The Honourable Wab Kinew delivered his annual address on the current state and future direction of our province. This important event provided a unique opportunity for the Brandon community to gain insights into key provincial priorities, policies, and initiatives that impact our economy, infrastructure, and overall well-being. Attendees heard directly from Premier Kinew about his vision for Manitoba's growth and prosperity, highlighting the crucial role of collaboration between government, business, and community stakeholders in achieving shared goals.

We are all stewards of that future, especially at BU as an institution focused on research, discovery, education, and artistic expression. Our action or inaction today can have real consequences, but that is not a burden, it is an opportunity.

Our Journey

Due to the forecasted rain the celebration was moved to the Manitoba Room at the Keystone Centre, starting with a pipe ceremony at 8:00 am on June 22, 2026.

This deeply meaningful event recognized and celebrated Indigenous graduates, culture, community, and achievement. Perhaps uniquely, it is a graduation celebration that brings together Brandon University, Assiniboine College, and the Brandon School Division. We share our pride as a full community, not merely as individual institutions.

Celebrating together is a wonderful reminder that nothing we accomplish is done in isolation, we are always surrounded and supported by others. The flip side of that is the pleasure we can take in seeing the accomplishments and achievements of others and knowing that we did all we could to help them out along the way.

Advancement & Alumni Affairs

In addition, I'd like to share the following update from our Director of Advancement & Alumni, which outlines recent progress and initiatives across the portfolio. This report highlights key developments that continue to strengthen alumni engagement and advance institutional goals.

[BU Foundation 2025 Annual Report](#)

As outlined in this year's Annual Report, we are pleased to share with you that in 2025 we reached some significant milestones. The Foundation received over \$4 million in donations and contributions and disbursed over \$3.6 million to Brandon University for scholarships and bursaries, buildings and equipment, library resources, research, academic support and many other initiatives.

We recognized 37 new members to the Order of the Sheaf and 30 members who have advanced to a new philanthropic level. Membership in the Order of the Sheaf begins automatically when a donor reaches a cumulative gift level of \$1,000 or more.

The report also features donor stories such as the gift from Garry and Colleen Miller in support of students with financial need studying Economics and Psychology. Also, the report highlights the remarkable gift from philanthropist Michael Chernoff of over \$1M, in honour of his wife Dorine '51 and her parents. This gift will be added to their existing award and will double the impact of entering students across campus. Also featured is the generous legacy gift established by alumna Donna Agnew which will fund the Donna Agnew '52 Graduate Scholarship in support of continuing students in the Master of

Science (Environmental and Life Sciences program). We are incredibly grateful for the amazing support of our donors.

Also surpassing previous years, the 2025 Annual Fund Campaign (January 1 – December 31, 2025) raised \$464,938.15 from 376 donors as compared to last year's Annual Fund Campaign which raised \$306,936 (January 1 – December 31, 2024, from 304 donors.

Fundraising Priorities

- **Gulliver Astronomical Observatory**
Funds for the new dome have been secured thanks the \$50,000 donation from the Gulliver family as well as the \$100,000 contribution from the provincial government, in addition to several other donors. We look forward to the installation of the new dome and a special naming event in recognition of the Gulliver family.
- **Indigenous Peoples' Centre Expansion**
The Case for Support for the Indigenous Peoples's Centre is complete. This document highlights the overall project and the need for additional space. Naming opportunities are available at various levels. We have received early support/commitments for the project, and continued meetings are planned with potential donors. We will also soon be assembling a campaign cabinet to assist with the project. Should you know of businesses or individuals who may be interested in supporting this project, please let us know.
- **Brodie Science Centre**
Brandon University is currently in the process of hiring a Project Coordinator to oversee this renovation. Last July, the province committed \$52M towards upgrades to the Brodie Science Centre, adding to the \$2.5M investment for design and planning work.

Gifts & Awards

- Received an estate gift of \$160,486.09 directed towards the Douglas Simpson Scholarship
- Received a gift of \$28,856.32 with \$7,000 to the Seven Generations Scholarship; \$10,000 to Mini-U; and \$11,856.32 to the PENT iPad Initiative
- Received a gift of \$25,000 towards the Breast Cancer Research Laboratory
- Received \$10,000 directed towards the Indigenous Peoples' Centre Expansion Fund
- Received a \$5,000 gift with half going towards the James Ehnes Scholarship for strings and half towards the Alan Ehnes Memorial Brass Scholarship
- Received a gift of \$5,000 towards the Tire Stewardship Manitoba – Moe Tresoor Scholarship-Bursary

- Received a gift of \$5,000 towards the Sharon Young Psychiatric Nursing Scholarship
- Received a gift of \$3,000 towards the Breast Cancer Research Laboratory
- Received a gift of shares valued at \$2,077.90 directed towards the Breast Cancer Research Laboratory
- Received a gift of \$2,000 towards the Manitoba Association for Resource Recovery Corp. Bursary
- Received a gift of \$2,000 towards the BU Co-op Opportunities Fund

Events

- Annual Foundation AGM and Donor Luncheon was held on Wednesday, May 13, 2026 at the Victoria Inn.
- A Winnipeg Alumni & Friends Reception is being planned for June 18, 2026, at St. Charles Golf and Country Club.
- School of Music is hosting a music reunion July 3 & 4, 2026
- Homecoming is scheduled for September 11 – 13, 2026.