BRANDON UNIVERSITY

OPEN AGENDA

FOURTH REGULAR MEETING OF THE 59TH SENATE
TUESDAY, NOVEMBER 17, 2026 at 2:00 P.M.
LOUIS RIEL ROOM

1. **Welcome & 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 October 13, 2026

5.2. Business Arising

5.3. Continuing Business

5.4. New Business

5.4.1. Approval of Senate Meeting Dates (Pres. Bovis-Cnossen)

5.4.1.1. Revision of 2026-27 & 2027-28 Dates

5.4.2. Non-Credit Certificate Policy Review Ad-Hoc Committee (Sen. McDaniel)

5.4.2.1. Establishment of Not for Credit Credentials Committee

5.4.3. Undergraduate Studies Committee (Sen. Gatien)

5.4.3.1. Faculty of Education

<u>Bachelor of Education (After Degree)</u>

5.4.3.1.1. BEd (AD) New Courses

- 02:302 / ECPD 3035 Art Curriculum, Assessment, & Pedagogy K-12
- 02:303 / ECPD 3036 Drama Curriculum, Assessment and Pedagogy K-12
- 02:401 / ECPD 4030 English as an Additional Language Curriculum, Assessment and Pedagogy K-12

- 02:304 / ECPD 3037 English Language Arts Curriculum, Assessment & Pedagogy 1
- 02:402 / ECPD 4031 English Language Arts Curriculum, Assessment & Pedagogy 2
- 02:305 / ECPD 3038 English Language Arts Curriculum, Assessment and Pedagogy K-6
- 02:306 / ECPD 3039 French as an Additional Language Curriculum, Assessment and Pedagogy K-12
- 02:307 / ECPD 3040 General Curriculum, Assessment & Pedagogy 1
- 03:301 / ECPD 3041 Mathematics Curriculum, Assessment, & Pedagogy 1
- 03:401 / ECPD 4032 Mathematics Curriculum, Assessment, & Pedagogy 2
- 03:302 / ECPD 3042 Mathematics Curriculum, Assessment & Pedagogy K-6
- 03:202 / ECPD 2005 Power, Positionality and Privilege: Schools as Complex Spaces (AD/PENT)
- 03:303 / ECPD 3043 Science Curriculum, Assessment & Pedagogy 1
- 03:402 / ECPD 4033 Science Curriculum, Assessment & Pedagogy 2
- 03:304 / ECPD 3044 Science & STEAM Curriculum, Assessment & Pedagogy K-6
- 02:308 / ECPD 3045 Social Studies, Curriculum, Assessment and Pedagogy 1
- 02:309 / ECPD 3046 Social Studies, Curriculum, Assessment and Pedagogy 2
- 02:313 / ECPD 3047 Social Studies, Curriculum, Assessment and Pedagogy K-6
- 05:301 / PHED 3014 Physical Education Curriculum, Assessment and Pedagogy 1
- 05:302 / PHED 3015 Physical Education Curriculum, Assessment and Pedagogy K-6
- 08:301 / EDUC 3001 Fundamentals of Teaching
- 03:305 / ECPD 3048 Digital Literacies in Education

5.4.3.1.2. BEd (AD) Course Revisions

- 02:342 Foundations of Literacy Learning and Teaching
- 03:250 Power, Positionality, and Privilege: Schools as Complex Spaces
- 02:381 Teaching of Indigenous Studies
- 04:253 Inclusive Education and Childhood Disabilities
- 04:254 Inclusive Education and Adolescent Disabilities
- 04:255 Child Development & The Learning Process

- 04:256 Adolescent Development & The Learning Process
- 04:353 Evaluation & Assessment (EY-MY)
- 04:354 Evaluation & Assessment (MY-SY)

5.4.3.1.3. BEd (AD) Course Deletions ***(effective 2028/2029)***

- 02:295 Teaching French (EY)
- 02:324 Teaching Drama
- 02:333 Teaching French as a Second Language (MY)
- 02:355 Art Methods (EY-MY)
- 02:372 Social Studies Methods (EY-MY)
- 02:390 Methods Option 1
- 02:391 Methods Option 2
- 02:455 Teaching Reading, Thinking and Study Skills
- 02:458 Introduction to English Language Arts Methods (EY)
- 02:459 Introduction to English Language Arts Methods (MY)
- 02:460 English Language Arts Methods (SY)
- 02:476 Social Studies Methods (MY)
- 02:477 Social Studies Methods (EY)
- 02:478 Art Methods (MY-SY)
- 02:479 Social Studies Methods (SY)
- 03:351 Instructional Methods (EY-MY)
- 03:352 Instructional Methods (MY-SY)
- 03:353 Science Methods (EY)
- 03:354 Science Methods (MY)
- 03:361 Using ICT in Education (EY-MY)
- 03:362 Using ICT in Education (MY-SY)
- 03:365 Mathematics Methods (EY)
- 03:366 Mathematics Methods (MY)
- 03:454 Science Methods (SY)
- 03:455 Environmental Science Methods
- 03:466 Mathematics Methods (SY)
- 03:490 Methods Options I
- 03:491 Methods Options II
- 01:361 The Professional Teacher (EY-MY)
- 01:362 The Professional Teacher (MY-SY)
- 05:451 Physical Education/Health Education Methods (EY)
- 05:452 Physical Education/Health Education Methods (MY)
- 05:453 Physical Education/Health Education Methods (SY)

5.4.3.1.4. BEd (AD) Curriculum & Program Revisions

- BEd (AD) Undergraduate Calendar Changes

Physical Education Studies

5.4.3.1.5. Physical Education Curriculum & Program Revisions
- Exclude BPES from Education Course Stale-dating Regulation

5.4.3.2. Faculty of Health Studies

Nursing

5.4.3.2.1. Nursing Course Revisions
- 72:253 Health Assessment
- 71:276 Foundational Nursing Skills
- 71:280 Intermediate Nursing Skills
- 71:285 Advanced Nursing Skills
- 71:368 Sexual Health

Nursing & Psychiatric Nursing

5.4.3.2.2. Nursing & Psychiatric Nursing Policy Revisions
- Personal Technology Devices Policy
- Registration Policy

5.4.3.2.3. Nursing & Psychiatric Nursing Policy Rescissions
- Test/Exam Invigilation Policy

5.4.3.3. School of Music

Music

5.4.3.3.1. Music Course Revisions
- 65:267 Introduction to Jazz Improvisation I
- 65:268 Introduction to Jazz Improvisation II
- 65:357 Advanced Jazz Improvisation I
- 65:358 Advanced Jazz Improvisation II
- 65:351 Jazz Composition and Arranging I
- 65:352 Jazz Composition and Arranging II

5.4.3.3.2. Music Curriculum & Program Changes
- Jazz & Contemporary Popular Music Stream (Bachelor of Music Performance Major) Revisions

Bachelor of Music/Bachelor of Education (After Degree)

5.4.3.3.3. BMus/BEd (AD) Course Revisions

- 06/66:466 Introductory Vocal/Choral Methods
- 06/66:467 Advanced Vocal/Choral Methods
- 06/66:464 Classroom Music Methods (EY)
- 06/66:465 Classroom Music Methods (MY)
- 06:352 Instructional Methods (Music Education)
- 06:468 Band and Jazz Methods (Middle Years)
- 06:469 Band and Jazz Methods (SY)
- 06:241 The Professional Teacher (Music Education)

5.4.3.3.4. BMus/BEd (AD) Curriculum & Program Changes

- The 5-Year Concurrent Bachelor of Music/Bachelor of Education (AD) Degree Revisions

5.4.3.4. Faculty of Science

Geography & Environment (G&E)

5.4.3.4.1. G&E Curriculum & Program Changes

- Geography Major (Environmental Studies) 4-Year Honours & 4-Year Major Revisions
- Geography Major (Geomatics) 2+2 Program Deletion
- Geography Major (Geomatics) 4-Year Honours Revisions

5.4.4. Graduate Studies Committee (Sen. Gatien)

5.4.4.1. Graduate Studies Leave of Absence Policy

5.4.4.2. Faculty of Education – Master of Education

5.4.4.2.1. Graduate Education Course Deletions

- 04:722 Sociology of Education I
- 04:723 Sociology of Education II
- 04:749 Advanced Disability Studies in Education

5.4.4.2.2. Graduate Education Course Revisions

- 07:770 Thesis

5.4.4.2.3. Graduate Education Curriculum & Program Changes

- 2027-28 Education Section Calendar Revisions

5.4.4.3. Faculty of Health Studies – Master of Psychiatric Nursing

5.4.4.3.1. Graduate Health Studies Course Deletions

- 75:661 Advanced Nursing Education I
- 75:662 Advanced Nursing Education II

5.4.4.3.2. Graduate Health Studies Curriculum & Program Changes

- 2027-28 Health Studies Section Calendar Revisions

5.4.5. Undergraduate Studies Committee & Graduate Studies Committee (Sen. Gatien)

5.4.5.1. Personal Display Parchment Policy

5.4.6. Scholarships & Awards Committee of Senate (Sen. Whelpton)

5.4.6.1. Award Revisions

- A.J.D. Milton Memorial Scholarship

5.4.7. Indigenous Curricular Content Committee

5.4.7.1. New Course for ICCR List

- 90/36/56/68:205 SOCI 2021 Gender, Colonialism, and the Law

5.4.7.2. Revised Course Title for ICCR List

- 02:381 Learning in Relationship: Indigenous Ways of Knowing and Being in Teaching & Learning

5.4.8. Ad-Hoc Committee Reports

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

5.4.9. Individual Reports

5.4.9.1. Brandon University Students' Union (BUSU) President (Sen. Salau)

5.4.9.2. Board of Governors Representative (Sen. TBA)

5.4.9.3. 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)
- Dean of the School of Music (Sen. Zacharias)
- Dean of the Faculty of Science (Sen. LeMoine)
- Dean of Students (Sen. Whelpton)
- Chief Information Officer (Sen. Sucha)
- University Registrar (Sen. McDaniel)

5.4.9.4. Associate Vice-President (Indigenous Initiatives) (C. Lagimodiere)

5.4.9.5. Acting Vice-President (Administration & Finance) (Sen. LaFlamme)

5.4.9.6. Vice-President (Research & Graduate Studies) (Sen. Ardelli)

5.4.9.7. Acting Provost & Vice-President (Academic) (Sen. Gatien)

5.4.9.8. President (Pres. Bovis-Cnossen)

6. Other Business

7. Correspondence

8. Adjournment

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 057.NOV26 **AGENDA ITEM NO. 5.4.1.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Senate Office				
SUBJECT:	Revision of 2026-27 & 2027-28 Senate Meeting Dates				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the revised 2026-27 & 2027-28 Senate meeting dates, as presented.

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Meeting Dates for the 59th Senate of Brandon University

- June 16, 2026 (Inaugural meeting of the 59th Senate.)
- September 15, 2026
- October 13, 2026
- November 17, 2026
- December 15, 2026
- January 19, 2027
- February 23, 2027
- March 16, 2027
- April 20, 2027
- May 18, 2027
- August 17, 2027
- September 21, 2027 (Inaugural meeting of the 60th Senate.)

Meeting Dates for the 60th Senate of Brandon University

- September 21, 2027 (Inaugural meeting of the 60th Senate.)
- October 19, 2027
- November 16, 2027
- December 21, 2027
- January 18, 2028
- February 15, 2028
- March 21, 2028
- April 18, 2028
- May 16, 2028
- August 15, 2028
- September 19, 2028 (Inaugural meeting of the 61st Senate.)

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 058.NOV26 **AGENDA ITEM NO. 5.4.2.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Non-Credit Certificate Policy Review Ad-Hoc Committee				
SUBJECT:	Establishment of Not for Credit Credentials Committee				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the establishment of the Not for Credit Credentials Committee as recommended by the Non-Credit Certificate Policy Review Ad-Hoc Committee.

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

NOTICE OF MOTION

Revision to Brandon University Senate Bylaws

Submitted by: **Curt Shoultz, Chair of the Non-Credit Certificate Policy Review Ad-Hoc Committee**

Submission Date: **October 14, 2025**

Given the recent adoption of the Not for Credit Credentials Pilot Policy by the Brandon University Senate, I will be putting forward the following motion at the November 18, 2025 Senate meeting.

Be it resolved

THAT the Senate establish a new standing committee of Senate, the Not for Credit Credentials Committee, for the period of January 1, 2026 through December 31, 2027 to support implementation of the Not for Credit Credentials Pilot Policy

AND

THAT the Not for Credit Credentials Committee shall consist of:

a. *The Director of the Centre for Teaching, Learning, and Technology who shall be Chair;*
b. *One Faculty/School Dean elected by the Senate for the two-year term of the pilot project;*
c. *One faculty representative elected by and from each Faculty or School for the two-year term of the pilot project;*
d. *One undergraduate student appointed by the BUSU Council; and*
e. *One graduate student appointed by the BUSU Council.*

AND

THAT the Not for Credit Credentials Committee shall:

a. *Review and make recommendations on new not for credit credential proposals;*
b. *Review and make recommendations on existing not for credit credential proposals as they are due for renewal;*
c. *Make recommendations to the Senate regarding not for credit credential related matters.*

BRANDON UNIVERSITY

NOT FOR CREDIT CREDENTIAL PILOT POLICY

Policy Sponsor:	Provost & Vice-President (Academic)	**First Approved:**	*14 OCTOBER 2025 (EFFECTIVE 01 JANUARY 2026)*
Primary Contact:	University Registrar	**Last Updated:**	
Approved by:	Senate	**Review Scheduled:**	*31 DECEMBER 2028*

1. PURPOSE

The purpose of this policy is to promote creation and regulate use of not for credit credentials (including, but not limited to, micro-credentials, certificates, and digital badges) within Brandon University. By embracing not for credit credentials, Brandon University has the opportunity to redefine the value of education, enhance employability, and empower its community of learners and professionals.

2. SCOPE

All not for credit credentials issued by the Rural Development Institute (Faculty of Arts) are within the scope of this policy. The pilot project will allow the University to determine resources required to support future implementation of such a policy across all not for credit credentials issued under the name of Brandon University and/or its individual departments/programs/units.

3. DEFINITIONS

Digital Badge: an electronically shared micro-credential designed to certify competence in a particular skill/knowledge area

Recipient: individual who has been awarded a not for credit credential by Brandon University

For Credit Activity: activity that typically serves as a required building block within a formal academic credential, such as a degree, diploma, or certificate; often involves payment of tuition and formal grading; appears on an academic transcript

Micro-credential: a certification that validates the acquisition of specific skills or competencies through short, focused learning experiences

Not for Credit Activity: activity that has no official academic weight or grading associated with it; usually does not involve payment of tuition; usually does not appear on an academic transcript; often associated with activities undertaken for personal enrichment, skill development, or professional growth

Policy: *Not for Credit Credential Pilot Policy*

University: Brandon University

4. POLICY

4.1. Rationale

This policy will facilitate achievement of the following goals.

4.1.1. Addresses Modern Educational Needs

Not for credit credentials provide a structured way to validate learning and acknowledge skills not always reflected on academic transcripts, including soft skills like teamwork, communication, and leadership, as well as technical skills in areas like presentation, data analysis, programming, or project management. Not for credit credentials expand the existing system by enabling individuals to gain recognition for acquiring targeted skills and competencies, particularly those tailored to individual career goals and interests, showcasing their expertise in a granular and relevant manner.

4.1.2. Strengthens University-Industry-Community Collaboration

By aligning not for credit credential offerings with industry and community needs in areas such as Business, Education and Health Studies especially, a system may foster stronger ties between the university and employers of its graduates. Industry-aligned credentials signal that graduates and staff are prepared to meet real-world challenges, thereby enhancing employability and institutional reputation.

4.1.3. Encourages Lifelong Learning and Professional Growth

Micro-credentials could support lifelong learning by allowing people to update their skills, learn new technologies, and stay competitive in the job market. There is potential to engage learners who do not typically begin college because time and cost of full program seems too great.

4.2. Guiding Principles

4.2.1. Secure, Efficient, Digital Documentation

Not for credit credential recipients must have access to clear, robust documentation of credentials obtained that can be accessed and shared with third parties any time through an efficient, secure, digital credentialing platform.

4.2.2. Accessibility, Equity, Diversity, Inclusion, Decolonization, Indigenization and Reconciliation

Not for credit credentials should be available to everyone, where appropriate. Decolonization and reconciliation should be a part of all credential offerings. Depending on the subject area, they should allow for self-paced learning, in-person and online courses, hands-on projects, and work experience. Assessments should also be flexible (while remaining aligned with subject area requirements), offering different ways to prove skills, such as written tests, practical demonstrations of competency, peer reviews, and portfolio submissions.

4.2.3. Evaluation Metrics

To ensure not for credit credentials are meeting the goals outlined in the policy rationale, the credentialing system must be able to track key data, including, but not limited to, participation rates, skills documented, and career outcomes.

4.2.4. Trust and Common Recognition

For micro-credentials to be valuable, employers, universities, and professional organizations need to trust they reflect skills acquired. Partnerships with businesses and clear quality standards will help increase trust in the system.

4.3. Credential Categories

Not for credit credentials must fall into one of the following four categories.

4.3.1. Attendance-Based Credential

Assessment documents that learners were present for a sufficient length of time during the learning exercise.

4.3.2. Participation-Based Credential

Assessment documents that learners contributed to discussions, tasks, and asked questions during the learning exercise.

4.3.3. Completion-Based Credential

Assessment documents that learners completed all required tasks.

4.3.4. Competency-Based Credential

Assessment documents that learners demonstrated an acceptable level of competency in the targeted skill.

4.4. Duration of Certification

Some competencies may need to be re-certified periodically while others are deemed to last for the career of the learner. Duration of time for which a not for credit credential, once issued, remains valid is determined by the issuing faculty/department/program/unit and must be clearly indicated on the proposal form.

This document is available in PDF format on the Brandon University website. This document can be obtained in alternative formats from the Office of the President, Room 116 Clark Hall.

4.5. Proposal and Approval Procedure

A representative of the Rural Development Institute must complete the Not for Credit Credential Proposal Form, available on Brandon University's Senate Office website.

The completed form must be submitted to the Senate Office, which will forward the proposal to the Dean of the Faculty of Arts. The Dean will facilitate review of the proposal by the Arts Faculty Council. Credential proposals passed by the Faculty Council will be forwarded to the Not for Credit Credentials Committee.

The Not for Credit Credentials Committee will review proposed credentials and issue written decisions to applicants, usually within one month of the proposal having been received by the Committee. Where proposals are rejected, the decision letter will include a clear rationale. Where proposals are flagged as requiring revision, the decision letter will include detailed feedback and an invitation to resubmit, including indication of whether the proposal must pass again through the Faculty/School Council or review committee or whether the revised proposal can return directly to the Not for Credit Credentials Committee.

The Not for Credit Credentials Committee will submit notification of approved not for credit credentials to the Senate for information.

4.6. Credential Issuance

During the pilot period of this policy, the Rural Development Institute is responsible for determining the credential mode (digital badge, physical certificate, etc.) and for issuing the credential.

4.7. Not for Credit Credential Record Management

During the pilot period of this policy, in addition to maintaining a record of approved credentials in the regular Senate minutes, the Senate Office will maintain a master record of all approved not for credit credentials, the responsible department/program/faculty/unit, credential approval dates, and required review dates.

5. POLICY AUTHORITY

- **Policy Sponsor**: Vice-President Academic
- **Primary Contact:** University Registrar
- **Approval Authority:** Senate

6. RELEVANT LEGISLATION

None

7. RELATED POLICY DOCUMENTS

Non-Credit Certificate Policy (which remains in effect for all non-credit certificates offered by Brandon University outside of this pilot project)

This document is available in PDF format on the Brandon University website. This document can be obtained in alternative formats from the Office of the President, Room 116 Clark Hall.

Faculty of Education

Overview of the After Degree Program Renewal Process

October 2026

Overview

The renewal (2023-present) of the After Degree Program (ADP) in the Faculty of Education (FE), was shaped by interconnected internal and external factors including the external review of the ADP[1] (2023), faculty research, student needs, teacher certification requirements, professional expectations, institutional priorities, available resources (human & financial), and the needs of school communities. Rather than treating these factors as discrete influences, we employed an ecological framework in which changes in one area could productively influence the program as a whole.

Ecological Orientation	Significant Internal and External Factors	Key Processes & Strategies

• An "ecological university" (Barnett, 2011) is one that fully acknowledges its interconnections with the world.
• Indigenous ecological knowledge (Wall Kimmerer, 2020) has informed the method, manner, and matter of the renewal process.
• UNDRIP
• "World-centered education" (Biesta, 2021)
• Education as a critical agent in addressing climate change (SDGs)
	• Faculty research
	• ADP External Review (2023)
	• Changes to the provincial teacher certification requirements (October 2024)
	• Engagement of educational partners (ex. SW Superintendents, C2 Math Leadership Network)
	• Creation of the Independent Commissioner of Teacher Professionalism (2023)
		• External Review of ADP
		• Built in time at faculty council meetings (11/year)
		• Creation of the Design Team with representation from all departments
		• Creative and generative processes including:
		  ○ Wide-angle Activity
		  ○ Imagine a New FE
		  ○ Kinship Mapping
		  ○ Two design thinking exercises to assess different models
		• Assessment of the ADP in relation to newly established priorities
		• Learning intentions crafted in departments for all required ADP courses
		• Program mapping
		• **Regular** faculty updates, reviewing of process and opportunities for all faculty to contribute at monthly Education Faculty Council and Department Meetings and share feedback with the Design Team and/or the Dean

[1] Burleigh, D., Ardelli, B., Brien, K., Cory, C. (2023, April). *Brandon University Faculty of Education Bachelor of Education After Degree Program External Reviewers' Report*. Brandon University.

Outcomes

Establishment of Priorities	Structural Changes	Changes to Curriculum and Pedagogy
• Strengthening relationality • Land-based, place-based and climate change education • Honouring and responding to different ways of knowing, being, and becoming in the learning encounter • The promotion of mental and physical health • Ongoing critical assessment of curricula and pedagogy in relation to shared priorities	• Change from three streams (EY, MY, and SY) to two streams (K-6 and 7-12) • New field experience structure in Y1 and Y2 • New model for Y1 placements • Increased alignment between the ADP and the IP • Reduction of electives in both streams • Increased number of electives in rotation	• 22 new courses • Establishment of learning intentions in all required ADP courses • Greater focus on land-based and place-based curricula & pedagogies • Increased focus on Indigenous ecological knowledge, and Indigenous pedagogies • Stronger focus on inclusive education, EDI and trauma-informed teaching

To summarize the new program, we include the following figures and documents:

Figure 1	Guiding Priority Questions steering the philosophical intentions of the ADP
Figure 2	Program map of the new Grades 7-12 Stream
Figure 3	Program map of the new Kindergarten-Grade 6 Stream
Figure 4	Overview of Ensuing Changes to Bachelor of Arts (3-year Liberal Arts Distributed Major/Bachelor of Education (AD)) Integrated Program
	Program maps of current AD Early – Middle – Senior Years Streams

Additionally, the FE has prepared the following supporting documentation for the review of the Undergraduate Studies Committee and Brandon University Senate:

a) **Proposed 2027-2028 Undergraduate Calendar Changes** reflecting the renewed ADP and incurred changes to the IP
b) New Course and Course Revision Proposals Package
c) **Listing of courses to be deleted from the 2028-2029 undergraduate calendar** which will be replaced or no longer needed following a year of transition in 2027-2028 between the first intake of teacher candidates in the new program and the completion of the final cohort of ADP teacher candidates in the previous program.

This work by the FE over the past three years reflects the faculty's response to many of the recommendations from the external review of the ADP (Burleigh et al., 2023).

Highlighted Recommendations from the External Review of the ADP Addressed in the Renewal Process

Recommendation 12: That the FE consider a curriculum review of the AD program to address the scope, sequence, and relevance, of course offerings.

Recommendation 13: That the FE clarify the purpose and goals of the AD program.

The renewal of AD program began with the FE's development of priority questions (Figure 1) that were subsequently used as a framework to assess the content of course offerings. As part of the renewal process, departments and the AD Design Team were tasked to examine if and how both the old and newly proposed courses take up of the priority questions to ensure that these guiding questions are represented in multiple ways and spaces throughout the program. Consequently, the redesign of the AD program has created opportunities for the creation of several new courses (eg., Subject-specific Curriculum, Assessment and Pedagogy (CAP) courses which will replace previous early/middle/senior years methods) and revisions to existing courses to better reflect the philosophy of the program.

Recommendation 6: That the FE review the scheduling of field placements.

The timing of the fall placements in both years of the AD program has been adjusted to offer a compressed course titled Fundamentals of Teaching to first-year teacher candidates in the first two weeks of the program while the second-year students spend the first two weeks of the school year in classrooms (extended from one week in the previous model). The first-year students will spend Fridays of first term in classroom, and all fall courses will now be offered in a continuous 9 weeks followed by field placement rather than the previous model of 5 weeks coursework/5 week field placement/4 weeks coursework. (See Figures 2 and 3).

Recommendation 7: That the FE consider the relationship between stream and field placement with provincial accreditation in mind.

To address teacher shortages, the Manitoba government significantly changed teacher certification requirements in late October, 2024, amending regulations to **no longer require** specific subject specialization lists and **remove course requirements of six credit hours in school-subject disciplines of English/French, math, science, and social studies** in the first degree of early/middle years teachers. While the Faculty of Education remains concerned about the effects on teacher preparation which may be spurred by these governmental changes, we have responded in alignment with the other Manitoba Faculties of Education. Brandon University Senate approved the following changes to entrance requirements for the Bachelor of Education (After Degree) **which was applied starting in the 2026/2027 academic year**:

A) Early Years/Middle Years streams – **any** undergraduate degree from a recognized institution
B) Senior Years stream – amended teachable subjects with fewer credit hour requirements (now 24 and 15 CRH in two areas)

In the new ADP, the FE is proposing two teaching streams: Grades 7-12 (specialist) and Kindergarten – Grade 6 (generalist), replacing the previous three streams of Early, Middle and Senior Years specializations (See Figures 2 and 3). Moving into the new ADP, the FE recommends the following entrance requirements for the two new streams:

A) K-6 Stream – **any** undergraduate degree from a recognized institution
B) 7-12 Stream – amended teachable subjects with fewer credit hour requirements (now 24 and 15 CRH in two areas)

Recommendation 2: That the FE consider opportunities to gather student feedback on a consistent basis.

Beginning in 2023, the FE Undergraduate Education Committee developed and administered an annual survey to all teacher candidates in all of the FE's undergraduate programs. Results of these surveys are shared and discussed annually at the Education Faculty Council and continues to inform the FE's consideration of its programs.

Figure 1: Priority Questions



Figure 2: Program Map of Grades 7-12 (Specialist) Stream



Figure 2: Program Map of Kindergarten-Grade 6 (Generalist) Stream

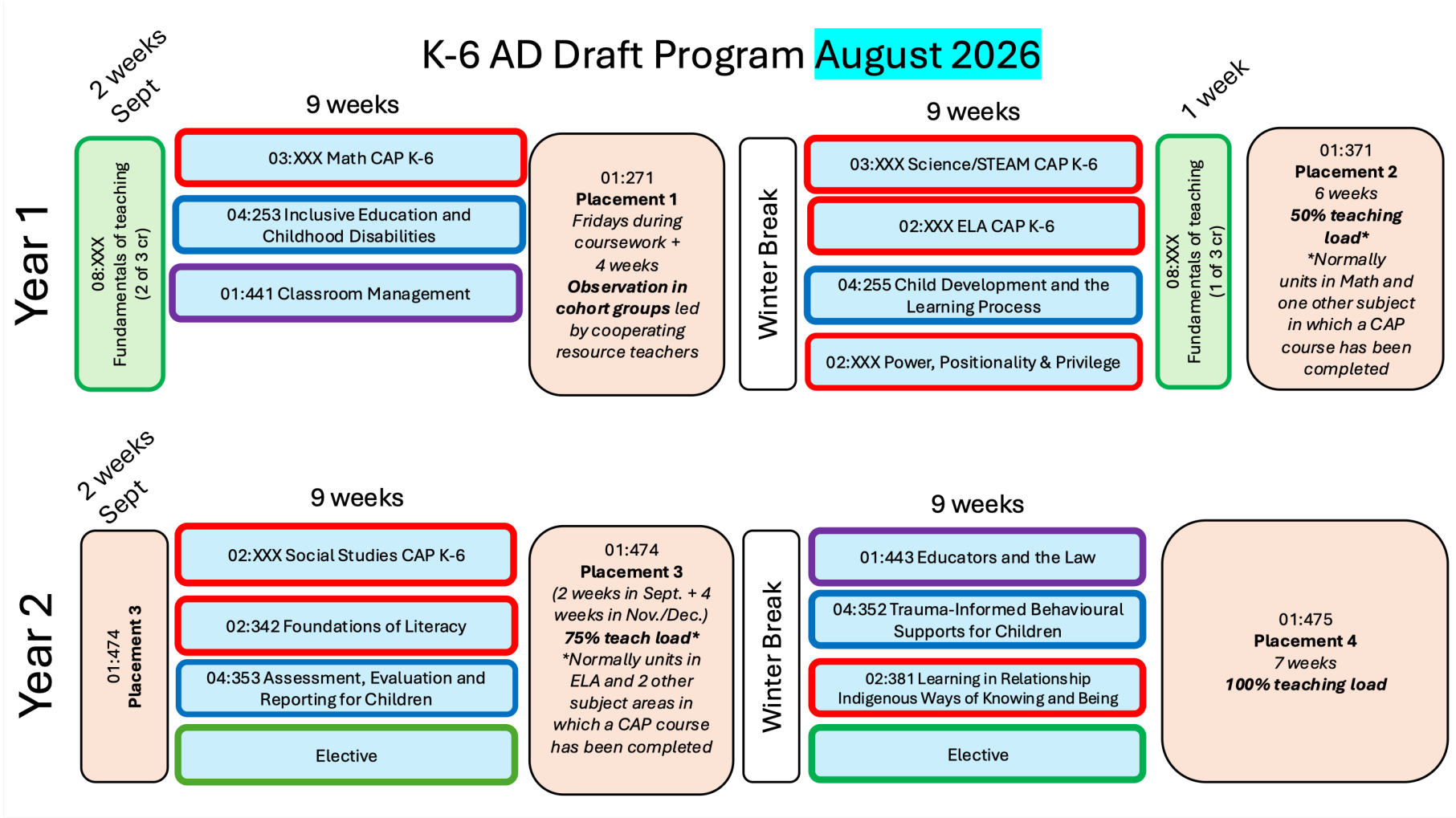


Figure 4: Overview of Ensuing Changes to Bachelor of Arts (3-year Liberal Arts Distributed Major/Bachelor of Education (AD)) Integrated Program

Year and Focus Question**	Year 1 Who am I?	Year 2 Who are my students?	Year 3 What is inquiry?	Year 4 Who are we?	Year 5 What does it mean to be a reflective teacher?
Fall	02.210 Teacher Identity	04.255 Child Development and the Learning Process	~~03.365~~ ~~Math Methods(EY)~~ 03.XXX Math CAP K-6	01.441 Classroom Management	~~03.361~~ ~~Using ICT~~ 03.XXX Digital Literacies in Education 02.342 Foundations of Literacy ~~02.476~~ ~~Social Studies Methods (EY)~~ ~~02.381~~ Social Studies CAP K-6 Teaching Indigenous Studies
Winter	03.250 Power & Schools	04.253 Inclusive Education and Childhood Disabilities	04.353 Assessment, Evaluation and Reporting for Children	~~02.458~~ ~~ELA Methods(EY)~~* 02.XXX ELA CAP K-6	01.351 Capstone Course ~~03.353~~ ~~Science Methods (EY)~~ 03.XXX Science/STEAM CAP K-6 +2 Electives
	Micro-placement during winter course	Micro-placement during winter course	1st Placement Spring	2nd Placement Spring	3rd Placement (fall) 4th Placement (spring)

Note: This course sequence reflects the most recent update started in the 2024/2025 academic year

The Integrated Program will shift from an Early/Middle years program to a Kindergarten-Grade 6 Program

**The focus questions by year are to be replaced by the priority questions of the AD program.

Yellow highlight: Courses that are proposed to be retitled and revised

Green highlight: Courses that are being replaced (strikethrough) by new courses

BRANDON UNIVERSITY

Faculty of Education
Program Planner
Early Years

NAME: **STUDENT NUMBER:**

YEAR 1

TERM 1

[_____] 01.271 Field Experience
[_____] 01.441 Classroom Management
[_____] 02.458 Intro ELA Methods (EY)
[_____] 03.361 Using ICT in Education
[_____] 03.365 Mathematics Method (EY)

* Fall field experience dates:
October 15 - November 17, 2023

[

[TERM 2

[_____] 01.361 Professional Teacher
_____] 01.371 Field Experience II
[_____] 04.255 Child Development & Learning (EY-MY)
_____] 04.353 Evaluation & Assessment

[

Choose **ONE** Elective:

_____] _____

* Spring Field Experience Dates:
March 11 - May 3, 2024

YEAR 2

TERM 1

[_____] 01.474 Field Experience III
[_____] 02.381 Teaching Indigenous Studies
[_____] 02.476 Social Studies Methods (EY)
[_____] 03.353 Science Methods (EY)
[_____] 04.253 Children with Exceptionalities

* Fall field experience dates: TBD

TERM 2

[ ] 02.342 Foundations of Literacy Learning & Teaching
[_____] 01.475 Field Experience IV

Choose **THREE** Methods Course:

[_____] _____
[_____] _____
[_____] _____

* Spring Field Experience Dates: TBD

BRANDON UNIVERSITY

Faculty of Education
Program Planner
Middle Years

NAME:

STUDENT NUMBER:

YEAR 1

TERM 1

[_____] 01.271 Field Experience
[_____] 01.441 Classroom Management
[_____] 02.459 Intro ELA Methods (MY)
[_____] 03.362 Using ICT in Education
[_____] 03.366 Mathematics Methods (MY)

* Fall Field experience dates:
October 15 - November 17, 2023

TERM 2

[_____] 01.362 Professional Teacher
[_____] 01.371 Field Experience
[_____] 03.354 Science Methods (MY)
[_____] 04.354 Evaluation & Assessment

Choose **ONE** Elective or Open Methods:

[_____] _____

* Spring Field Experience dates:
March 11 - May 3, 2024

YEAR 2

TERM 1

[_____] 01.474 Field Experience III
[_____] 02.381 Teaching Indigenous Studies
[_____] 02.477 Social Studies Methods (MY)
[_____] 04.254 Adolescent w/ Exceptionalities
[_____] 04.256 Adol. Development & Learning Process

* Fall Field experience dates: TBD

TERM 2

[_____] 01.475 Field Experience IV
[_____] 02.342 Foundations of Literacy Learning & Teaching

Choose **ONE** Method Course:

[_____] 02.324 Teaching Drama
[_____] 02.334 Teaching English Add'l Language
[_____] 02.355 Arts Methods (EY-MY)
[_____] 02.433 Teaching French
[_____] 03.455 Environmental Science Methods
[_____] 05.451 Phys. Ed. Methods (EY)
[_____] 05.452 Phys. Ed. Methods (MY)

Choose **TWO** Electives:

[_____] _____
[_____] _____

* Spring Field Experience dates: TBD

BRANDON UNIVERSITY

Faculty of Education
Program Planner
Senior Years

NAME: **STUDENT NUMBER:**

YEAR 1

TERM 1

[_____] 01.271 Field Experience I
[_____] 01.362 Professional Teacher
[_____] 01.441 Classroom Management
[_____] 03.352 Instructional Methods
[_____] 04.256 Adolescent Development & Learning Process

*Fall Field experience dates:

October 15 - November 17, 2023

TERM 2

[_____] 01.371 Field Experience II
[_____] 03.362 Using Computers & Technology in Education
[_____] 04.354 Evaluation & Assessment

Choose **TWO** Method courses:
*Method courses should correspond to your teachable subjects. Please contact the UG Office Assistant if you are unsure of your method courses

[_____] _____
[_____] _____

*Spring Field Experience dates: March 11 - May 3, 2024

YEAR 2

TERM 1

[_____] 02.381 Teaching Indigenous Studies
[_____] 04.254 Adolescents w/ Exceptionalities
[_____] 01.474 Field Experience III

Choose **TWO** Methods Course:
*Method courses should correspond to your teachable subjects. Please contact the UG Office Assistant if you are unsure of your method courses

[_____] _____
[_____] _____

*Fall Field experience dates: TBD

TERM 2

[_____] 01.475 Field Experience IV
[_____] 02.455 Teaching Reading, Thinking, Study Skills

Choose **THREE** Electives or Open Methods:

[_____] _____
[_____] _____
[_____] _____

* Spring Field Experience Dates: TBD

Brandon University Faculty of Education
Bachelor of Education (After Degree)
Renewed Program

NEW AND COURSE REVISION PROPOSALS



BRANDON UNIVERSITY

AD Course Renewal Package Contents (Oct. 4, 2026)

Course Title	New course/Revision Proposal Form Page #	Course Syllabus Page #
New Course Proposals		
Art Curriculum, Assessment and Pedagogy (CAP) K-12	4	8
Drama CAP K-12	14	18
English as an Additional Language CAP K -12	24	28
English Language Arts CAP 1	36	39
English Language Arts CAP 2	44	47
English Language Arts CAP K-6	52	55
French as an Additional Language CAP K-12	62	66
General CAP 1	72	76
Mathematics CAP 1	82	86
Mathematics CAP 2	92	96
Mathematics CAP K-6	103	106
Power, Positionality and Privilege: School as Complex Spaces (AD/PENT)	115	119
Science CAP 1	126	130
Science CAP 2	136	140
Science & STEAM CAP K-6	146	149
Social Studies CAP 1	158	162
Social Studies CAP 2	171	175
Social studies CAP K-6	183	187
Physical Education CAP 1	197	202
Physical Education CAP K-6	207	212
Fundamentals of Teaching	221	225
Digital Literacies in Education	230	234
Course Revision Proposals		
02.342 Foundations of Literacy Learning and Teaching (change to course description)	243	246
03.250 Power, Positionality and Privilege: School as Complex Spaces (change to course title and description)	254	257
02:381 Teaching of Indigenous Studies (*change to course title) *The proposed title change has also been submitted to the BU Indigenous Content Committee for approval	264	268
04.253 Inclusive Education and Childhood Disabilities (change to course title and description)	276	279
04.254 Inclusive Education and Adolescent Disabilities (change to course title and description)	292	295
04.255 Child Development and the Learning Process (change to course title and description)	308	311
04.256 Adolescent Development and the Learning Process (change to course title and description)	318	321
04.353 Assessment, Evaluation, and Reporting for Children (change to course title and description)	328	331
04.354 Assessment, Evaluation, and Reporting for Adolescents (change to course title and description)	340	343

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 059.NOV26 **AGENDA ITEM NO. 5.4.3.1.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Undergraduate Education Committee, Faculty of Education				
SUBJECT:	New Courses				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following new courses, as submitted by the Undergraduate Education Committee, Faculty of Education:

- 02:302 / ECPD 3035 Art Curriculum, Assessment, & Pedagogy K-12
- 02:303 / ECPD 3036 Drama Curriculum, Assessment and Pedagogy K-12
- 02:401 / ECPD 4030 English as an Additional Language Curriculum, Assessment and Pedagogy K-12
- 02:304 / ECPD 3037 English Language Arts Curriculum, Assessment & Pedagogy 1
- 02:402 / ECPD 4031 English Language Arts Curriculum, Assessment & Pedagogy 2
- 02:305 / ECPD 3038 English Language Arts Curriculum, Assessment and Pedagogy K-6
- 02:306 / ECPD 3039 French as an Additional Language Curriculum, Assessment and Pedagogy K-12
- 02:307 / ECPD 3040 General Curriculum, Assessment & Pedagogy 1
- 03:301 / ECPD 3041 Mathematics Curriculum, Assessment, & Pedagogy 1
- 03:401 / ECPD 4032 Mathematics Curriculum, Assessment, & Pedagogy 2
- 03:302 / ECPD 3042 Mathematics Curriculum, Assessment & Pedagogy K-6
- 03:202 / ECPD 2005 Power, Positionality and Privilege: Schools as Complex Spaces (AD/PENT)
- 03:303 / ECPD 3043 Science Curriculum, Assessment & Pedagogy 1
- 03:402 / ECPD 4033 Science Curriculum, Assessment & Pedagogy 2
- 03:304 / ECPD 3044 Science & STEAM Curriculum, Assessment & Pedagogy K-6
- 02:308 / ECPD 3045 Social Studies, Curriculum, Assessment and Pedagogy 1
- 02:309 / ECPD 3046 Social Studies, Curriculum, Assessment and Pedagogy 2
- 02:313 / ECPD 3047 Social Studies, Curriculum, Assessment and Pedagogy K-6

- 05:301 / PHED 3014 Physical Education Curriculum, Assessment and Pedagogy 1
- 05:302 / PHED 3015 Physical Education Curriculum, Assessment and Pedagogy K-6
- 08:301 / EDUC 3001 Fundamentals of Teaching
- 03:305 / ECPD 3048 Digital Literacies in Education

BACKGROUND/RATIONALE:

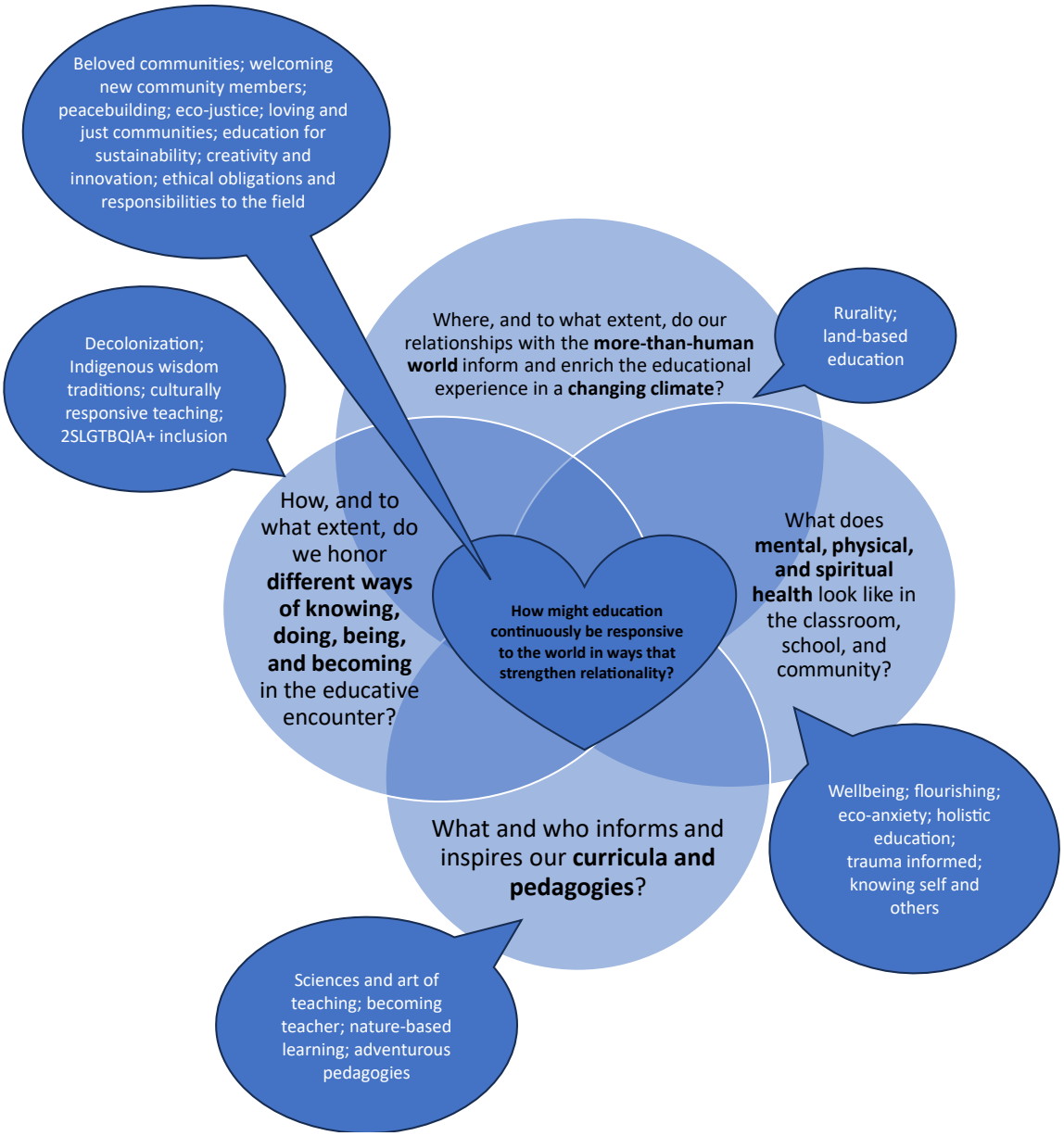
See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Brandon University Faculty of Education
Bachelor of Education (After Degree)
Renewed Program

NEW COURSE PROPOSALS



BRANDON UNIVERSITY

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:302 / ECPD 3035

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Course Level: 300/3000

Start Term & Year:
Fall 2027

Faculty/School: Education

Department: Curriculum and Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: Art Curriculum, Assessment, & Pedagogy K-12

Short Title: Art CAP K-12

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4

Lab hrs/wk: NA

Prerequisite(s): Admission to a B.Ed. degree

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):

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

Additional Information/Clarification: This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with Art as a teachable.

This course may also be taken as an elective by any student admitted to a B.Ed. at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening understandings of the philosophy, content, structure, and supporting resources of the current Manitoba Curriculum documents in Art education. Teacher candidates will explore a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in Art education that continuously respond to the evolving needs and well-being of students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Drawing on XXX. General CAP 1 experiences, this course seeks to explore, analyze, critique, and imagine praxis within Art education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. This course will integrate both the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P) and the philosophical considerations of teaching Art. Prerequisite: Admission to a BEd Degree

Calendar Placement:
To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

X 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

X 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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Senior Years Methods courses in the After Degree Grades 7-12 Stream.

This course will replace the current Arts methods courses required for MY and SY streams and be offered as an elective for the K-6 stream.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:303 / ECPD 3036

A. NEW COURSE DETAILS

Level of Study: √ Undergraduate Graduate

Course Level: 300/3000

Start Term & Year:
Fall 2027

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): EDCP

Course Title: Drama Curriculum, Assessment and Pedagogy K-12

Short Title: Drama CAP K-12

Course Hours:3

Term Duration: One term

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s): **None**
Specific Course(s): Admission to B.Ed Degree
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:

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:

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with Drama as a teachable.

This course may also be taken as an elective by any student admitted to a B.Ed. at Brandon University

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening understandings of the philosophy, content, structure, and supporting resources of the current Manitoba Curriculum documents in Drama education. Teacher candidates will explore a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in Drama education that continuously respond to the evolving needs and well-being of students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. This course seeks to explore, analyze, critique, and imagine praxis within Drama education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. This course will integrate both the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P) and the philosophical considerations of teaching Drama.

Calendar Placement:

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP and 7-12 CAP 1&2 courses will replace previously offered Early and Middle Years Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

In the cases of subject areas where there are no CAP 1 & 2 or K-6 CAP courses (e.g., Art, French), K-12 CAP courses are being proposed.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY

New Course #	02:401 / ECPD 4030

A. NEW COURSE DETAILS

Level of Study: (●) Undergraduate ( ) Graduate

Course Level: 400/4000

Start Term & Year:

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: English as an Additional Language Curriculum, Assessment and Pedagogy K-12

Short Title: EAL CAP K-12

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s): ✓ **None**
Specific Course(s):
Permission of: admission to a Bachelor of Education degree

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 is focused on deepening understandings of the philosophy, content, structure, and supporting resources of the current Manitoba Curriculum documents in English as an Additional Language (EAL) education. Teacher candidates will explore a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in EAL education that continuously respond to the evolving needs and well-being of students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. This course seeks to explore, analyze, critique, and imagine praxis within EAL education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. This course will integrate both the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P) and the philosophical considerations of teaching EAL learners.

Calendar Placement:

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

- [x] **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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:304 / ECPD 3037

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Curriculum & Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: English Language Arts Curriculum, Assessment & Pedagogy 1

Short Title: ELA CAP 1

Course Hours: 3

Term Duration: One

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s): None
Specific Course(s): Admission to the B. Ed Program
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:

Include Course In (check all that apply):

X Required major core courses

Major group/area/"plus" lists:

Required minor core courses

Additional Information/Clarification: This course is required for students admitted to the B.Ed (After Degree) 7-12 program who enter with English as a teachable.

This course may also be taken as an elective by any student admitted to a B.Ed at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description: This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba 7-12 science curriculum documentation as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy and Multiliteracies) to foster relationality and engage in reflexivity about self, others (human/more than human), and the world that informs ethical action. Through exploring a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in language and literacies education, teacher candidates will learn to continuously respond to the evolving needs of 7-12 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Teacher candidates will discuss how teachers can connect the lived experiences of students, literature and multimodal texts, and teaching resources designed for 7-12 English Language Arts students. This course will integrate both the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in English Language Arts.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

X 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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs. CAP 1 courses are designed to be an introduction to teaching a specific subject (i.e., ELA) and serve as a pre-requisite for the CAP 2 courses in the teachable area.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:402 / ECPD 4031

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Course Level: 400/4000

Start Term & Year:
Fall 2027

Faculty/School: Education

Department: Curriculum & Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: English Language Arts Curriculum, Assessment & Pedagogy 2

Short Title: ELA CAP 2

Course Hours: 3

Term Duration: One

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s): None
Specific Course(s): 02.3XX ELA CAP 1
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:

Include Course In (check all that apply):

- X **Required major core courses**
- **Major group/area/"plus" lists:**
- **Required minor core courses**

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification: This course is required for students admitted to the B.Ed (After Degree) 7-12 program who enter with English as a teachable.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description: This course extends the learning in ### English Language Arts CAP 1 through deepening understandings of the philosophy and purpose of English Language Arts education as an ever-evolving discipline. Teacher candidates will explore, analyze, critique, and re-imagine praxis within language and literacy education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. Teacher candidates will also explore, analyze, and critique the purpose of (and current trends in) assessment in language and literacy education. This course will focus on the philosophical aspects of teaching and learning within English Language Arts.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs. CAP 1 courses are designed to be an introduction to teaching a specific subject (i.e., ELA) and serve as a pre-requisite for the CAP 2 courses in the teachable area, which focus more on the philosophical aspects of teaching the subject.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:305 / ECPD 3038

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Curriculum & Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: English Language Arts Curriculum, Assessment and Pedagogy K-6

Short Title: ELA CAP K-6

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk: NA**

Prerequisite(s): **Admission to a B.Ed degree**

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):

X Required major core courses

Major group/area/"plus" lists:

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification:
This course is required for students admitted to the B.Ed (After Degree) K-6 program.
This course may also be taken as an elective by any student admitted to a B.Ed at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description: This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba English Language Arts Curricula (Kindergarten to Grade 6) as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy, and Multiliteracies) in order to foster relationality and engage in reflexivity about self, Others (human/more than human) and the world. Course activities and learning are intended to further foster teacher candidates' competencies in designing and reflecting on the intersections among praxis, pedagogies, learning experiences, and the assessment of English language and literacies (i.e., reading, writing, speaking, listening, viewing, and representing) that respond to the evolving needs of K-6 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Additionally, the course will explore and broaden awareness of cross-curricular connections, literature and informational multi-modal texts, and teaching resources designed for K-6 students. The course will emphasize the pragmatics aspects of curriculum document interpretation(C), assessment(A), and pedagogy(P), including lesson and unit planning in Kindergarten to Grade 6 English Language Arts.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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

X 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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP courses will replace previously offered Early and Middle Years Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC	**Senate**
Approval/Completion Date:	Approval/Completion Date:
Calendar	
Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:306 / ECPD 3039

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Curriculum & Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: French as an Additional Language Curriculum, Assessment and Pedagogy K-12

Short Title: FRENCH CAP K-12

Course Hours: 3

Course Type:
Lecture

Term Duration: 1

Lab hrs/wk: NA

Hrs/wk: 4

Prerequisite(s): **Admission to a B.Ed Degree**

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):

X Required major core courses

Major group/area/"plus" lists:

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification: This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with French as a teachable.

This course may also be taken as an elective by any student admitted to a B.Ed. at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description: This course is focused on deepening understandings of the philosophy, content, structure, and supporting resources of the current Manitoba K-12 Curriculum and supporting documents in teaching French as an additional language. Teacher candidates will explore a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in French as an additional language that continuously respond to the evolving needs and well-being of students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. This course seeks to explore, analyze, critique, and imagine praxis within French language acquisition/education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. This course will integrate both the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P) and the philosophical considerations of teaching French as an additional language.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

X 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

X 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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP and 7-12 CAP 1&2 courses will replace previously offered Early and Middle Years Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

In the cases of subject areas where there are no CAP 1 & 2 or K-6 CAP courses (e.g., Art, French), K-12 CAP courses are being proposed.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY

New Course #	02:307 / ECPD 3040

A. NEW COURSE DETAILS

Level of Study: (•) Undergraduate ( ) Graduate

Start Term & Year: Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: General Curriculum, Assessment & Pedagogy 1

Short Title: General CAP 1

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s):
- [ ] None
- [x] Specific Course(s): Admission to a B.Ed. Degree **OR**
- [ ] Permission of:

AND/OR

Corequisite(s):
- [x] None
- [ ] Specific Course(s):

AND/OR

Antirequisite(s):
- [x] None
- [ ] Specific Course(s):

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

- [x] Required major core courses
- [ ] Major group/area/"plus" lists:
- [ ] Required minor core courses
- [ ] Minor group/area/"plus" lists:
- [ ] Liberal Education List

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with the following teachables:
Art
Drama/Theatre
French
Business Administration
Computer Science
Human Ecology
Physical Education

OR for students who enter the program with two teachables in the same area (i.e., Biology & Chemistry are both Science, History & Geography are both social studies)

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening understandings of the philosophy, content, structure, and supporting resources of the current Manitoba 7-12 Curriculum documents in the area of interest as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy, and Multiliteracies) to foster relationality and engage in reflexivity about self, others (human/more than human), and the world that informs ethical action. Through exploring a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in education, teacher candidates will learn to continuously respond to the evolving needs and well-being of 7-12 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Teacher candidates will discuss how teachers can connect content to the lived experiences of students, literature and multi-modal texts, and implement teaching resources designed for 7-12 curriculum documents in the area of interest. This course will focus on the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning.

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	03:301 / ECPD 3041

A. NEW COURSE DETAILS

Level of Study: (•) Undergraduate ( ) Graduate

Start Term & Year: Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: Mathematics Curriculum, Assessment, & Pedagogy 1

Short Title: Math CAP 1

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s):
- [ ] None
- [x] Specific Course(s): Admission to a B. Ed. Program **OR**
- [ ] Permission of:

AND/OR

Corequisite(s):
- [x] None
- [ ] Specific Course(s):

AND/OR

Antirequisite(s):
- [x] None
- [ ] Specific Course(s):

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

- [x] Required major core courses
- [ ] Major group/area/"plus" lists:
- [ ] Required minor core courses
- [ ] Minor group/area/"plus" lists:
- [ ] Liberal Education List

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with a mathematics teachable.

This course may also be taken as an elective by any student admitted to a B.Ed. at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba 7-12 mathematics curriculum documentation as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; Numeracy) to foster relationality and engage in reflexivity about self, others (human/more than human), and the world that informs ethical action. Through exploring a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in mathematics education, teacher candidates will learn to continuously respond to the evolving needs of 7-12 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Teacher candidates will explore teaching resources, digital tools, and concrete manipulatives designed for 7-12 mathematics students. This course will focus on the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in mathematics.

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

- [x] **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

- [x] **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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs. CAP 1 courses are designed to be an introduction to teaching a specific subject (i.e., Mathematics) and serve as a pre-requisite for the CAP 2 courses in the teachable area, which focus more on the philosophical aspects of teaching the subject.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY

New Course #	03:401 / ECPD 4032

A. NEW COURSE DETAILS

Level of Study: (•) Undergraduate ( ) Graduate

Start Term & Year: Fall 2027

Course Level: 400/4000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: Mathematics Curriculum, Assessment, & Pedagogy 2

Short Title: Math CAP 2

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s):
- [ ] None
- [x] Specific Course(s): 03.3XX Math CAP 1 **OR**
- [ ] Permission of:

AND/OR

Corequisite(s):
- [x] None
- [ ] Specific Course(s):

AND/OR

Antirequisite(s):
- [x] None
- [ ] Specific Course(s):

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

- [x] Required major core courses
- [ ] Major group/area/"plus" lists:
- [ ] Required minor core courses
- [ ] Minor group/area/"plus" lists:
- [ ] Liberal Education List

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with a mathematics teachable.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course extends the learning in 03.3XX Math CAP 1 through deepening understandings of the philosophy and purpose of mathematics education as an ever-evolving discipline. Teacher candidates will explore, analyze, critique, and re-imagine praxis within mathematics education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. Teacher candidates will also explore, analyze, and critique the purpose of (and current trends in) assessment in mathematics education. This course will focus on the philosophical aspects of teaching and learning within mathematics.

Calendar Placement:

This course is to be placed in the Faculty of Education under the Department of Curriculum & Pedagogy.

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.

- [x] **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

- [x] **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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs. CAP 1 courses are designed to be an introduction to teaching a specific subject (i.e., Math) and serve as a pre-requisite for the CAP 2 courses in the teachable area, which focus more on the philosophical aspects of teaching the subject.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	03:302 / ECPD 3042

A. NEW COURSE DETAILS

Level of Study: **Undergraduate**

Course Level: 300/3000

Start Term & Year:

FALL 2027

Faculty/School: EDUCATION

Department: Curriculum & Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: Mathematics Curriculum, Assessment & Pedagogy K-6

Short Title: Math CAP K-6

Course Hours: 3

Term Duration: 1

Course Type:

Lecture

Hrs/wk: 4 **Lab hrs/wk:** N/A

Prerequisite(s): **None**
Specific Course(s): **Admission to a B. Ed. Degree**
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:

Include Course In (check all that apply):

X Required major core courses

Major group/area/"plus" lists:

B.Ed. AD K-6; B.Ed. IP

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification:
This course is required for students admitted to the B.Ed (After Degree) K-6 program.
This course may also be taken as an elective by any student admitted to a B.Ed at Brandon University

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba Math Curriculum as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy and Multiliteracies) in order to foster relationality and engage in reflexivity about self, Others (human/more than human) and the world. Course activities and learning are intended to further foster teacher candidates' competencies in designing and reflecting on the intersections among praxis, pedagogies, learning experiences, and the assessment of concrete and abstract numeracies that respond to the evolving needs of K-6 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Additionally, this course will explore and broaden awareness of cross-curricular connections, literature and informational multi-modal texts, and teaching resources designed for K-6 students. The course will emphasize the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in Kindergarten to Grade 6 Math.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum and Pedagogy course listings.

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.

X 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

X Detailed Course Outline: PDF Attached

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP courses will replace previously offered Early Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	03:202 / ECPD 2005

A. NEW COURSE DETAILS

Level of Study: (•) Undergraduate ( ) Graduate

Start Term & Year: Fall 2027

Course Level: 200/2000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: Power, Positionality and Privilege: Schools as Complex Spaces (AD/PENT)

Short Title: POWER AND SCHOOLS (AD/PENT)

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s):
- [ ] None
- [x] Specific Course(s): Admission into the B. Ed. After Degree Program or PENT Program **OR**
- [ ] Permission of:

AND/OR

Corequisite(s):
- [x] None
- [ ] Specific Course(s):

AND/OR

Antirequisite(s):
- [x] None
- [ ] Specific Course(s):

Cannot Be Held With: 03.250

Cross-Listed With:

Include Course In (check all that apply):

- [x] Required major core courses
- [ ] Major group/area/"plus" lists:
- [ ] Required minor core courses
- [ ] Minor group/area/"plus" lists:
- [ ] Liberal Education List

Additional Information/Clarification:

This will be a core required course in the K-6 and 7-12 After Degree programs and the PENT program.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course will encourage pre-service teachers to think critically about schools as complex spaces in which power, positionality, and privilege can and should be questioned to support ethical decision making. Pre-service teachers will explore their own positionality as an educator, including the impact of having multiple, intersecting identities. The role of the teacher in upholding the principles and protections outlined in the Manitoba Human Rights Code, and in developing an environment that is free from all forms of discrimination, hate, and oppression will be thoroughly explored. Pre-service teachers will also explore the impact of global crises and anxieties on teaching and learning, including the climate crisis and the potential of place-based, land-based, and eco-justice-oriented approaches in classrooms and schools.

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

- [x] **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

- [x] **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.

In the proposed redesign of the Bachelor of Education (After Degree) program, we have included a course called Power, Positionality, and Privilege: Schools as Complex Spaces. This course is currently offered in the B.A./B.Ed. Integrated Program; however, the Integrated Program includes a micro-practicum built into the course. As a result we wish to create a new course (and code) for this course with an identifier (AD/PENT) at the end for the AD and PENT programs so that the following is clear:

03.250 Power, Positionality, and Privilege: Schools as Complex Spaces (IP) - is a section with a micro-practicum for IP students

03.2XX Power, Positionality, and Privilege: Schools as Complex Spaces (AD/PENT) - is a section without a micro-practicum for AD or PENT students

This new course will only be open to AD students and PENT students and the course cannot be held with 03.250 (the IP version).

In another application, we have revised both the title, requirements and calendar description of the existing 03.250 to ensure it is only for IP students and that the micro-practicum element is included.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	03:303 / ECPD 3043

A. NEW COURSE DETAILS

Level of Study: (•) Undergraduate ( ) Graduate

Start Term & Year: Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: Science Curriculum, Assessment & Pedagogy 1

Short Title: Science CAP 1

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 Lab hrs/wk:

Prerequisite(s): [ ] None
[✓] Specific Course(s): Admission to the BEd Program OR
[ ] 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:

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:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with the following teachables: Biology, Chemistry, Physics, General Sciences

This course may also be taken as an elective by any student admitted to a B.Ed. at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba 7-12 science curriculum documentation as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies) to foster relationality and engage in reflexivity about self, others (human/ more than human), and the world that informs ethical action. Through exploring a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in science education, teacher candidates will learn to continuously respond to the evolving needs of 7-12 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Teacher candidates will discuss how teachers can connect science to the lived experiences of students, integrate lab experiences, and implement teaching resources designed for 7-12 science students. This course will focus on the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in science.

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs. CAP 1 courses are designed to be an introduction to teaching a specific subject (i.e., ELA) and serve as a pre-requisite for the CAP 2 courses in the teachable area, which focus more on the philosophical aspects of teaching the subject.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY

New Course #	03:402 / ECPD 4033

A. NEW COURSE DETAILS

Level of Study: (•) Undergraduate ( ) Graduate

Start Term & Year: Fall 2027

Course Level: 400/4000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): ECPD

Course Title: Science Curriculum, Assessment & Pedagogy 2

Short Title: Science CAP 2

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 Lab hrs/wk:

Prerequisite(s):
- [ ] None
- [x] Specific Course(s): 03.XXX Science CAP 1 OR
- [ ] Permission of:

AND/OR

Corequisite(s):
- [x] None
- [ ] Specific Course(s):

AND/OR

Antirequisite(s):
- [x] None
- [ ] Specific Course(s):

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

- [x] Required major core courses
- [ ] Major group/area/"plus" lists:
- [ ] Required minor core courses
- [ ] Minor group/area/"plus" lists:
- [ ] Liberal Education List

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with the following teachables: Biology, Chemistry, Physics, General Sciences

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course extends the learning in ### Science CAP 1 through deepening understandings of the philosophy and purpose of science education (including the nature of science (NoS) and science, technology, society, and the environment (STSE) as an ever-evolving discipline). Teacher candidates will explore, analyze, critique, and re-imagine praxis within science education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. Teacher candidates will also explore, analyze, and critique the purpose of (and current trends in) assessment in science education. This course will focus on the philosophical aspects of teaching and learning within science.

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP courses will replace previously offered Middle and Secondary Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs. CAP 1 courses are designed to be an introduction to teaching a specific subject (i.e., Science(s)) and serve as a prerequisite for the CAP 2 courses in the teachable area, which focus more on the philosophical aspects of teaching the subject.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	03:304 / ECPD 3044

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Course Level: 300/3000

Start Term & Year:

Fall 2027

Faculty/School: Education

Department: Curriculum & Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: Science & STEAM Curriculum, Assessment & Pedagogy K-6

Short Title: Science & STEAM CAP K-6

Course Hours: 3

Term Duration: 1

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk: N/A**

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

AND/OR **Admission to a B. Ed. Degree**

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):

X Required major core courses

Major group/area/"plus" lists: B.Ed.

After degree (K-6 stream); B.Ed.

Integrated program

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification:
This course is required for students admitted to the B.Ed (After Degree) K-6 program.
This course may also be taken as an elective by any student admitted to a B.Ed at Brandon University

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understanding of the philosophy, content, structure, and supporting resources of the current Manitoba Science Curriculum as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy and Multiliteracies) in order to foster relationality and engage in reflexivity about self, Others (human/more than human) and the world. Course activities and learning are intended to further foster teacher candidates' competencies designing and reflecting on the intersections among praxis, pedagogies, learning experiences including demonstrations, inquiry, and labs, and the assessment of scientific literacies that respond to the evolving needs of K-6 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Additionally, this course will explore and broaden awareness of transdisciplinary and creative connections among science, technology, engineering, and the arts and teaching resources designed for K-6 students. The course will emphasize the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in Kindergarten to Grade 6 Science.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

X 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

X Detailed Course Outline Attached

E. RATIONALE/ADDITIONAL INFORMATION

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP courses will replace previously offered Early Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:308 / ECPD 3045

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Curriculum and Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: Social Studies, Curriculum, Assessment and Pedagogy 1

Short Title: Social Studies CAP 1

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk: NA**

Prerequisite(s): Admission to a B.Ed. degree

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

Required major core courses X

Major group/area/"plus" lists:

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with the following teachables: General Social Studies, Geography, and History.

This course may also be taken as an elective by any student admitted to a B.Ed. at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

Social Studies CAP 1

This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba 7-12 science curriculum documentation as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy, and Multiliteracies) to foster relationality and engage in reflexivity about self, others (human/more than human), and the world that informs ethical action. Through exploring a variety of (and the interconnectedness between) pedagogical approaches and assessment practices in social studies education, teacher candidates will learn to continuously respond to the evolving needs of 7-12 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Teacher candidates will discuss how teachers can connect the lived experiences of students, literature and multimodal texts, and implement teaching resources designed for 7-12 social studies students. This course will focus on the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in social studies.

Prerequisite: Admission to a BEd Degree

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

X 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

. **Course outline included**

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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.

7-12 Stream

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP 1 & 2 courses will replace previously offered Middle and Senior Years Methods courses in the After Degree Grades 7-12 Stream.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:309 / ECPD 3046

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Curriculum and Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: Social Studies, Curriculum, Assessment and Pedagogy 2

Short Title: Social Studies CAP 2

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk: NA**

Prerequisite(s): 02.XXX Social Studies Cap 1

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

Required major core courses X

Major group/area/"plus" lists:

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification:

This course is required for students admitted to the B.Ed. (After Degree) 7-12 program who enter with the following teachables: General Social Studies, Geography, and History.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

Social Studies CAP 2

This course extends the learning in ### Social Studies CAP 1 through deepening understandings of the philosophy and purpose of Social Studies education as an ever-evolving discipline. Teacher candidates will explore, analyze, critique, and re-imagine praxis within social studies education, including various theoretical, philosophical, and pedagogical orientations and the relationships among them. Teacher candidates will also explore, analyze, and critique the purpose of (and current trends in) assessment in social studies education. This course will focus on the philosophical aspects of teaching and learning within Social Studies.

Prerequisite: Social Studies CAP 1

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

X 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

Course outline included

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.

7-12 Stream

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP 1 & 2 courses will replace previously offered Middle and Senior Years Methods courses in the After Degree Grades 7-12 Stream.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC	**Senate**
Approval/Completion Date:	Approval/Completion Date:
Calendar	
Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	02:313 / ECPD 3047

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Curriculum and Pedagogy

Subject Identifier (ex. GEOG): ECPD

Course Title: Social Studies, Curriculum, Assessment and Pedagogy K-6

Short Title: Social Studies K-6

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk: NA**

Prerequisite(s): Admission to a B.Ed. degree

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Include Course In (check all that apply):

Required major core courses X

Major group/area/"plus" lists:

Required minor core courses

Minor group/area/"plus" lists:

Liberal Education List

Additional Information/Clarification:
This course is required for students admitted to the B.Ed (After Degree) K-6 program.
This course may also be taken as an elective by any student admitted to a B.Ed at Brandon University

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understanding of the philosophy, content, structure, and supporting resources of the current Manitoba Social Studies Curriculum as situated within the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy and Multiliteracies) in order to foster relationality and engage in reflexivity about self, Others (human/more than human) and the world. Course activities and learning are intended to further foster teacher candidates' competencies designing and reflecting on the intersections among praxis, pedagogies, learning experiences and the assessment of histories, geographies and citizenship that respond to the evolving needs of K-6 students with diverse interests, experiences, communities and spaces, cultures, spoken languages, and abilities. Additionally, this course will explore and broaden awareness of cross-curricular connections, literature and informational multi-modal texts, and teaching resources designed for K-6 students. The course will emphasize the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including lesson and unit planning in kindergarten to Grade 6 Social Studies.

Prerequisite: Admission to a BEd Degree

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

X 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

Sample course outline attached

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.

K-6 Stream

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP courses will replace previously offered Early Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC	**Senate**
Approval/Completion Date:	Approval/Completion Date:
Calendar	
Edit Date:	

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	05:301 / PHED 3014

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Course Level: 300/3000

Start Term & Year:
Fall 2027

Faculty/School: Education

Department: Physical Education

Subject Identifier (ex. GEOG): PHED

Course Title: Physical Education Curriculum, Assessment and Pedagogy 1

Short Title: Phys Ed CAP 1

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4

Lab hrs/wk: NA

Prerequisite(s): **Admission to a B.Ed degree**

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:

This course is required for students admitted to the B.Ed (After Degree) 7-12 program with a physical education teachable subject area.
This course may also be taken as an elective by any student admitted to a B.Ed at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba 7-12 physical education curriculum documentation as situated within the Manitoba Framework for Learning towards promoting the societal importance and role of physical and health education. Teacher candidates will broaden their awareness of effective teaching methods, management strategies, and assessment procedures essential for planning and presenting developmentally appropriate, inclusive, and engaging physical education experiences for Grade 7-12 students. This course will integrate the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including drawing on appropriate resources, curriculum outcomes, and pedagogical knowledge to construct and implement balanced yearly, unit, and lesson plans for Grades 7–12 physical education.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP courses will replace previously offered Early and Middle Years Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

BRANDON UNIVERSITY

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	05:302 / PHED 3015

A. NEW COURSE DETAILS

Level of Study: Undergraduate

Start Term & Year:
Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Physical Education

Subject Identifier (ex. GEOG): PHED

Course Title: Physical Education Curriculum, Assessment and Pedagogy K-6

Short Title: Phys Ed CAP K-6

Course Hours: 3

Term Duration: 1

Course Type:
Lecture

Hrs/wk: 4 **Lab hrs/wk: NA**

Prerequisite(s): **Admission to a B.Ed degree**

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:

This course may be taken as an elective by any student admitted to a B.Ed at Brandon University.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course is focused on deepening teacher candidates' understandings of the philosophy, content, structure, and supporting resources of the current Manitoba Kindergarten-Grade 6 physical education curriculum documentation as situated within the Manitoba Framework for Learning towards promoting the societal importance and role of physical and health education. Teacher candidates will broaden their awareness of effective teaching methods, management strategies, and assessment procedures essential for planning and presenting developmentally appropriate, inclusive, and engaging physical education experiences for Kindergarten-Grade 6 students. This course will integrate the pragmatic aspects of curriculum document interpretation (C), assessment (A), and pedagogy (P), including drawing on appropriate resources, curriculum outcomes, and pedagogical knowledge to construct and implement balanced yearly, unit, and lesson plans for Kindergarten-Grade 6 physical education.

Calendar Placement: To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

K-6 CAP courses will replace previously offered Early and Middle Years Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	08:301 / EDUC 3001

A. NEW COURSE DETAILS

Level of Study: (●) Undergraduate ( ) Graduate

Start Term & Year: 2027 Fall

Course Level: 300/3000

Faculty/School: Education

Department:

Subject Identifier (ex. GEOG): EDUC

Course Title: Fundamentals of Teaching

Short Title: Fundamentals of Teaching

Course Hours: 36

Course Type: Lecture

Term Duration: Both Term

Hrs/wk: 9 **Lab hrs/wk:**

Prerequisite(s):
None
✔ **Specific Course(s):** Admission to a BEd Program at Brandon University **OR**
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:

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:

This course is intended to be taken by first year Education After-degree students. It will be held during the first two weeks (Week 1 = 3 days x 3.5 hours + Week 2 = 3 days x 3.5 hours + 1 day at 3 hours = 24 hours) of the first semester and the last week before students move into their practicum placement in second semester (4 days per week, 3 hours per day = 12 hours).

The course will be planned and taught collaboratively by Faculty from the Department of Curriculum and Pedagogy, and the Department of Leadership and Educational Administration (See attached example syllabus for topics/days to understand how the class sessions are shared between the two Departments). Instructors will decide how to support each other during days when their partner is teaching.

Given the nature of the course, the Faculty of Education is proposing that this be listed as a Pass or Fail course.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course will be planned and delivered collaboratively representatives from the Department of Curriculum and Pedagogy and the Department of Leadership and Educational Administration. Pre-service teachers will be introduced to the education system, teaching as a classroom practice, and teachers' roles and responsibilities. Students will develop an understanding of the rights and responsibilities of a professional teacher within the school community and within the larger community, including an understanding of ethical conduct as outlined by the Manitoba Teachers' Society (MTS) Code of Professional Practice. Pre-service teachers will develop and reflect on lesson plans and unit plans using the Manitoba Curriculum documents (Manitoba Framework for Learning), including Minopimatisiwin and Manitoba's Global Competencies. Pre-service teachers' understanding of assessment as used in Manitoba's classrooms, including both summative and formative assessment, will be developed. Additionally, students will be introduced to the structure and organization of education nationally, provincially, and locally, including an introduction to the Manitoba Public Schools Act. Pre-service teachers will begin to see themselves in the role of the teacher, to understand the structure of the system, and to develop their teaching philosophy, professional identity, and knowledge base required by teachers in Canadian society. This course is graded on a Pass/Fail basis.

Calendar Placement:

This course should be placed in the calendar at the following points:

1. it should be listed as a "Required" course in the new K-6 program required courses list.
2. it should be listed as a "Required" course in the new 7-12 program required courses list.
3. In the "Course Descriptions" list

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.

- [x] **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

- [x] **Detailed Course Outline**

E. RATIONALE/ADDITIONAL INFORMATION

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

As we worked through designing a new program, we started by rethinking how students' practical classroom experiences are woven into the program. Once we agreed upon an improved schedule for field placements, the discussion turned to "What do students need to be prepared for their first practical experience?" In that discussion, we created a list of responses that had been previously taught through two different courses in our former program. One of those courses was held within the Department of Curriculum and Pedagogy and the other within the Department of Leadership and Educational Administration. We identified an opportunity for scheduling the course during the first two weeks of the program but we felt that it was important to share an understanding of curriculum and assessment and an understanding of ethical behaviour, the structure of the system, and some of the legal issues they might encounter in their first practical experiences prior to students being placed in schools. We have a vision for this course to create a global view of education and the profession the students are entering into. We realized that the remaining intentions from the two courses really would be better shared with students after they had some practical classroom experience. So, we created a space at the end of the Winter semester just before students depart for their final field placement of their first year to address the remaining, more advanced learning intentions. This course will be like the introduction and conclusion of the first year of the program.

Given the nature of the course, the Faculty of Education is proposing that this be listed as a Pass or Fail course. Criteria for a Pass for each assignment will be provided to students in class in alignment with good pedagogical practice.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

NEW COURSE PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
New Course #	03:305 / ECPD 3048

A. NEW COURSE DETAILS

Level of Study: ◯ Undergraduate ◯ Graduate

Start Term & Year: Fall 2027

Course Level: 300/3000

Faculty/School: Education

Department: Ed Curriculum & Pedagogy (02/03)

Subject Identifier (ex. GEOG): EDCP

Course Title: Digital Literacies in Education

Short Title: Digital Literacies

Course Hours: 3

Term Duration: One Term

Course Type: Lecture

Hrs/wk: 4 **Lab hrs/wk:**

Prerequisite(s): None
Specific Course(s):
Permission of: Admission to a Bachelor of Education Degree **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:** Education/Curriculum & Pedagogy
- ☐ **Required minor core courses**
- ☐ **Minor group/area/"plus" lists:**
- ☐ **Liberal Education List**

Additional Information/Clarification:

Please see the rationale provided in Section E for additional information. This course will be a required component of the Grades 7–12 stream in the redesigned Bachelor of Education program and will be offered as an elective within the Kindergarten–Grade 6 stream.

B. NEW COURSE CALENDAR INFORMATION

Calendar Description:

This course explores and builds upon digital literacies for teaching and learning and supports teacher candidates in developing their own digital competence for curriculum design, instruction, and participation in digital society, informed by multiple frameworks and perspectives. Teacher candidates explore, design, and facilitate learning experiences that build learners' digital competences, including information and data literacy; digital communication and collaboration; digital content creation; safety, privacy, and well-being; and creative problem solving with digital tools.

Teacher candidates critically examine emerging technologies and their implications for teaching, learning, assessment, and participation in digital society. Topics may include artificial intelligence, media literacy, digital citizenship, online collaboration, digital storytelling, computational thinking, maker-centered learning, and technology-enhanced assessment.

Calendar Placement:

Faculty of Education, Undergraduate level, Curriculum and Pedagogy Section

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.

In the proposed redesign of the Bachelor of Education (After Degree) program, subject-area methods courses which were previously streamed into Early, Middle and Seniors years streams are being replaced by newly developed "CAP" (i.e., Curriculum, Assessment, and Pedagogy) courses for K-6 and 7-12 streams. The proposed new CAP courses are designed to better reflect the overarching philosophy of the renewed AD program and provide a more explicit description of learning intentions for each course.

7-12 CAP 1 & 2 courses will replace previously offered Middle and Senior Years Methods courses in the After Degree Grades 7-12 Stream.

K-6 CAP courses will replace previously offered Early Methods courses in both the After Degree and Bachelor of Arts/Bachelor of Education Integrated programs.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 060.NOV26 **AGENDA ITEM NO. 5.4.3.1.2**

MEETING:	Senate	☒	Executive Committee	☐
DATE:	November-17-26			
AGENDA:	Closed ☐		Open ☒	
PROPOSED BY:	Undergraduate Education Committee, Faculty of Education			
SUBJECT:	Course Revisions			
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following course revisions, as submitted by the Undergraduate Education Committee, Faculty of Education:

- 02:342 Foundations of Literacy Learning and Teaching
- 03:250 Power, Positionality, and Privilege: Schools as Complex Spaces
- 02:381 Teaching of Indigenous Studies
- 04:253 Inclusive Education and Childhood Disabilities
- 04:254 Inclusive Education and Adolescent Disabilities
- 04:255 Child Development & The Learning Process
- 04:256 Adolescent Development & The Learning Process
- 04:353 Evaluation & Assessment (EY-MY)
- 04:354 Evaluation & Assessment (MY-SY)

BACKGROUND/RATIONALE:

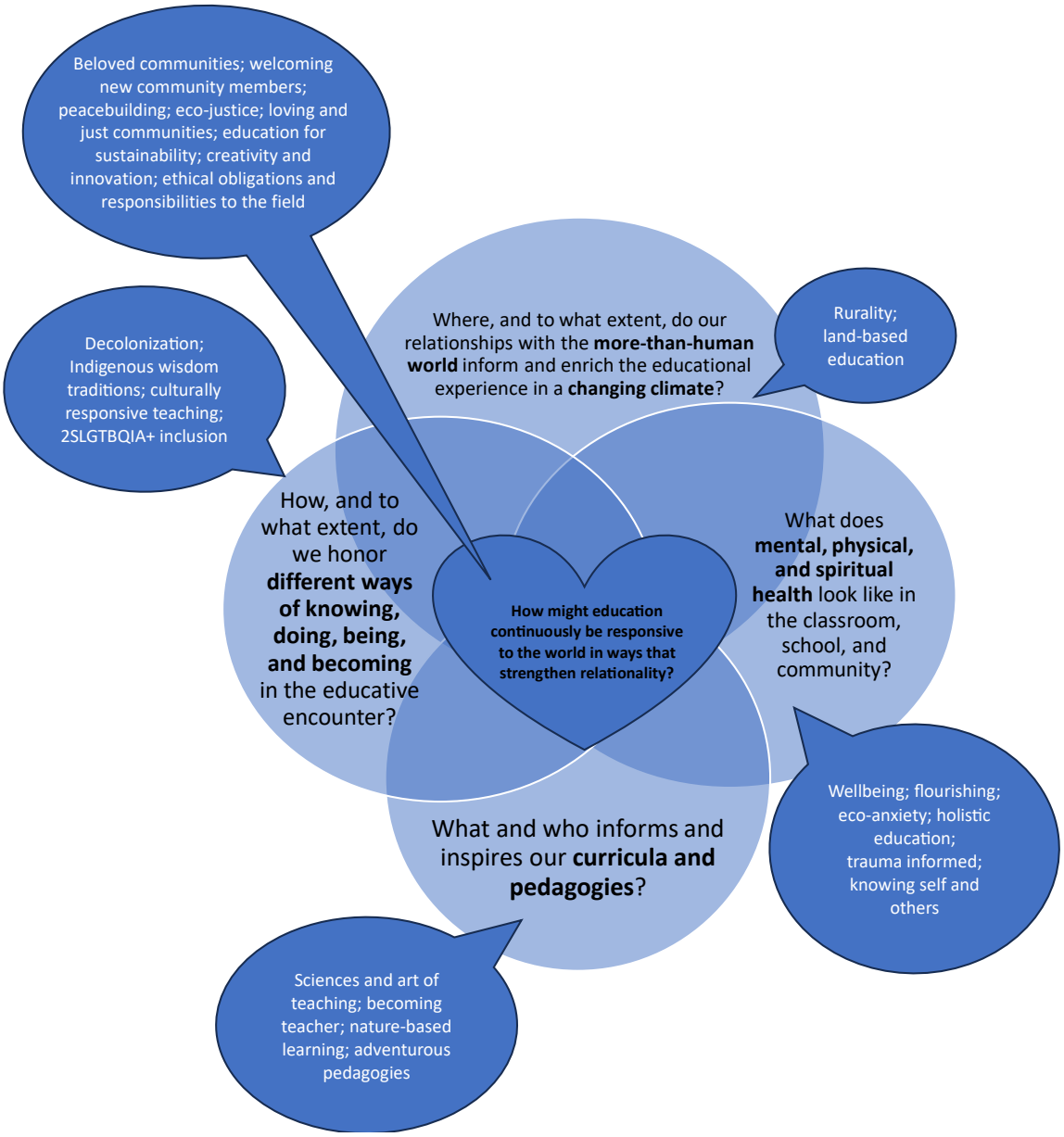
See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Brandon University Faculty of Education
Bachelor of Education (After Degree)
Renewed Program

COURSE REVISION PROPOSALS



BRANDON UNIVERSITY

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: ◯ **Undergraduate** ◯ **Graduate**

Course Number: 02.342 **Course Title:** Foundations of Literacy Learning and Teaching

Faculty/School: Education **Department:** Ed Curriculum & Pedagogy (02/03)

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

This course explores theories of English literacy development and teaching methods for students of varying ability across grade levels.

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)**:** Literacy Foundations

Course Type to: ▼ **Subject Identifier** (ex. GEOG)**:** ECPD

Term Duration to: ▼

Hrs/wk to: ▼

Lab hrs/wk to: ▼

Prerequisite(s): **None**
Specific Course(s): Admission into any Bachelor of Education Program
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:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This course is focused on deepening teacher candidates' understanding of multiple theories and pedagogical practices that underpin and support students' language and literacies development as situated within the current Manitoba English Language Arts Curriculum and supporting documents, and the Manitoba Framework for Learning (i.e., Mino-Pimatisiwin; Global Competencies; and Literacy, Numeracy and Multilieracies) in order to foster relationality and engage in reflexivity about self, Others (human/more than human) and the world. Course activities and learning are intended to further foster teacher candidates' awareness and reflection on the intersections among transdisciplinary research, praxis, the interconnectedness of oral language, reading and writing, cross-curricular connections, and multi-modal literature, informational texts, and teaching resources designed for K-6 students. The course will emphasize the pragmatic aspects of pedagogies, learning experiences, and assessments which cultivate literacy engagement and development considering students with diverse interests, experiences, cultures, spoken languages, strengths, and challenges at pre-, emerging, and expanding points of literacy learning.

Calendar Placement:

D. REQUIRED SUPPORTING DOCUMENTATION

☐ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

As part of the redesign of the Faculty of Education's renewal of the Bachelor of Education (After Degree) program, this course description is being expanded to reflect the overarching philosophy of the program and to provide a more detalied description of the course content.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 03.250 **Course Title:** Power, Positionality, and Privilege: Schools as Complex Spaces

Faculty/School: Education **Department:** Ed Curriculum & Pedagogy (02/03)

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

03:250
POWER, POSITIONALITY, AND PRIVILEGE:
SCHOOLS AS COMPLEX SPACES
Prerequisite: Admission to BEd program.
(3)
This course is designed to offer students an opportunity to reflect on issues related to power, privilege and positionality within educational spaces. As part of the course, students will consider relationships in the

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: Power, Positionality, and Privilege: Schools as Complex Spaces (IP)

Credit Hours to:

Short Title to (max 25 characters)**:** Power and Schools (IP)

Course Type to:

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

Prerequisite(s):
- ( ) **None**
- (■) **Specific Course(s):** Admission to the B.A/B.Ed. Integrated Program
- ( ) **Permission of:**

AND/OR

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

AND/OR

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

Cannot Be Held With: 03.XXX Power, Positionality, and Privilege (AD/P

Cross-Listed With:

Additional Information/Clarification:

Note the course cannot be held with 03.XXX Power, Positionality, and Privilege (AD/PENT) should read 03.XXX Power, Positionality, and Privilege: Schools as Complex Spaces (AD/PENT) - there was not enough space provided. The course referred to is going through as a new course proposal simultaneously.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This course will encourage pre-service teachers to think critically about schools as complex spaces in which power, positionality, and privilege can and should be questioned to support ethical decision making. Pre-service teachers will explore their own positionality as an educator, including the impact of having multiple, intersecting identities. The role of the teacher in upholding the principles and protections outlined in the Manitoba Human Rights Code, and in developing an environment that is free from all forms of discrimination, hate, and oppression will be thoroughly explored. Pre-service teachers will also explore the impact of global crises and anxieties on teaching and learning, including the climate crisis and the potential of place-based, land-based, and eco-justice-oriented approaches in classrooms and schools. This course will include a micro-practicum teaching experience and therefore requires students to have up to date criminal records and child abuse registry checks.

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings

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 B.A./B.Ed. Power, Positionality, and Privilege: Schools as Complex Spaces (IP) course has a micro-practicum built into it. The change in calendar description includes this so that students and instructors are aware this is the case. We have also updated the calendar description to better reflect the intended content of the course (as it is currently being taught and to align with the intended goals of the new AD program being renewed).

Our program renewal in the After Degree (AD) program will also be offering this course, but will not have a micro-practicum built into it. As a result, we need to be able to have separate courses (that can't be held with each other) with different names and numbers. This revision will make it clear (1) that the existing 03.250 is for Integrated Program students only (the title now says IP at the end and the prerequisite is admission to the IP program), and (2) that there is a micro-practicum in this course.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 02:381 **Course Title:** Teaching of Indigenous Studies

Faculty/School: Education **Department:** Ed Curriculum & Pedagogy (02/03)

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

This course will assist teachers in integrating Indigenous studies into various subject areas in the school curriculum and in teaching separate courses in Indigenous studies. It will assist teachers in developing abilities in working with non-Indigenous and Indigenous students, through considering modes of teaching and learning, as well as content. The course introduces teachers to questions about First Nations, Métis and Inuit culture and identity and pedagogies relating to these.
The course addresses some of the following topics:
• Indigenous modes of teaching and learning, including nature-based learning.
• The integration of Indigenous cultural and other perspectives in teaching.

See end of document for complete current course description

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: Learning in Relationship: Indigenous Ways of Knowing and Being in Teaching & Learning

Credit Hours to:

Short Title to (max 25 characters)**:** Learning in Relationship IWKB

Course Type to:

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

Application for an existing course in the BU Undergraduate Calendar that is already included on the list of courses approved for the Indigenous Content Course Requirement (ICCR) with proposed changes to the course title has been submitted. Deadline to submit is September 11, 2026, so we can anticipate a response after September 11, 2026.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

NA

Calendar Placement:

To be placed in the Faculty of Education, Department of Curriculum & Pedagogy course listings.

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.

Current course title: Teaching of Indigenous Studies

Proposed course title: Learning in Relationship: Indigenous Ways of Knowing and Being in Teaching & Learning

Rationale: The proposed course title more accurately reflects the course content, calendar description, and intended learning outcomes. It shifts the focus from teaching Indigenous Studies as content to engaging with Indigenous ways of knowing and being as relational approaches to teaching and learning, thereby better representing the course's pedagogical and conceptual foundations.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 04.253 **Course Title:** Inclusive Education and Childhood Disabilities (EY-MY)

Faculty/School: Education **Department:** Ed Psych & Student Services (04)

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

The focus of this course is on the role of the early and middle years teacher in providing inclusive education within the classroom to a diverse student population. This course develops inclusive educational practices and provides a critical examination on the Manitoba context, including the Public Schools Amendment Act (Appropriate Education Programming), and the concepts of disability and learner differences. Instruction about how to deploy a universal design for instruction, adaptation, modifications, and the provision of assistive technology is also included. 4 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: Inclusive Education and Childhood Disabilities

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): Admission to the BEd Program
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:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

The focus of this course is on the role of the teacher in providing inclusive education within the classroom to a diverse childhood student population. This course develops inclusive educational practices and provides a critical examination on the Manitoba context, including the Public Schools Amendment Act (Appropriate Education Programming), and the concepts of disability and learner differences. Instructions about how to deploy a universal design for instruction, adaptations, modifications, and the provision of assistive technology are also included.

Calendar Placement:

No change

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 EY/MY reference in the course title and course description is being removed to reflect the programmatic change from three cohorts to two cohorts.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 04.254 **Course Title:** Inclusive Educatation and Adolescent Disabilities (MY/SY)

Faculty/School: Education **Department:** Ed Psych & Student Services (04)

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

The focus of this course is on the role of the middle and senior years teacher in providing inclusive education within the class- room to a diverse student population. This course develops inclusive educational practices and provides a critical examination on the Manitoba context, including the Public Schools Amendment Act (Appropriate Education Programming), and the concepts of disability and learner differences. Instruction about how to deploy a universal design for instruction, adaptation, modifications, and the provision of assistive technology is also included. 4 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: Inclusive Education and Adolescent Disabilities

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): Admission to the BEd Program
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 MY/SY reference in the course title and course description is being removed to reflect the programmatic change from three cohorts to two cohorts.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

The focus of this course is on the role of the teacher in providing inclusive education within the classroom to a diverse adolescent student population. This course develops inclusive educational practices and provides a critical examination on the Manitoba context, including the Public Schools Amendment Act (Appropriate Education Programming), and the concepts of disability and learner differences. Instructions about how to deploy a universal design for instruction, adaptations, modifications, and the provision of assistive technology are also included.

Calendar Placement:

No change in placement

D. REQUIRED SUPPORTING DOCUMENTATION

☑ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

The MY/SY reference of the course title and description is being removed to reflect the decision to alter the current program changes in the after degree program at the faculty from three cohorts to only two. There is no longer a need to specify MY/SY.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 04.255 **Course Title:** Child Development & The Learning Process (EY-MY)

Faculty/School: Education **Department:** Ed Psych & Student Services (04)

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

This course will examine current theories of physical, cognitive, social/cultural, moral/spiritual, and aesthetic development of adolescents, in addition to theories of learning, and will focus on the application of those theoriesto classroom practice.
4 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: Child Development and the Learning Process

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): Admission to BEd program
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 EY/MY part of the course title is being removed to reflect the decsion to alter the current program changes in the after degree program at the faculty from three cohorts to only two. There is no longer a need to specify EY/MY.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This course examines stages of human development and how individuals learn, with emphasis on children's physical, cognitive, social, cultural, and moral/spiritual development. Drawing on current theories of development and learning, the course explores how these perspectives inform early and middle years classroom practices through an inclusive lens, considering the diverse needs of learners through Universal Design for Learning (UDL) and differentiated instruction (DI). Experiential and play-based pedagogical approaches are emphasized as developmentally responsive practices that support teaching and learning in Kindergarten to Grade 6 educational settings.
4 lecture hours per week, one term

Calendar Placement:

no change in current placement

D. REQUIRED SUPPORTING DOCUMENTATION

☑ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

Revisions to the course reflect recent research approaches to the teaching and learning of early and middle years children. Theories remain relatively unchanged, but educators have a better understanding of the pedagogical approaches that best support these theories within the teaching and learning of children that happen inside and outside the classroom. The changes simply reflect more recent research, but they do not reflect a change to the base of psychological theories that direct teaching and learning practices and approaches.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
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BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 04.256 **Course Title:** Adolescent Development & The Learning Process (MY-SY)

Faculty/School: Education **Department:** Ed Psych & Student Services (04)

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

This course will examine current theories of physical, cognitive, social/cultural, moral/spiritual, and aesthetic development of adolescents, in addition to theories of learning, and will focus on the application of those theoriesto classroom practice.
4 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: Adolescent Development and the Learning Process

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): Admission to BEd program
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 MY/SY part of the course title is being removed to reflect the decsion to alter the current program changes in the after degree program at the faculty from three cohorts to only two. There is no longer a need to specify MY/SY.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This course examines stages of human development and how individuals learn, with emphasis on children's physical, cognitive, social, cultural, and moral/spiritual development. Drawing on current theories of development and learning, the course explores how these perspectives inform middle and seniot years classroom practices through an inclusive lens, considering the diverse needs of learners through Universal Design for Learning (UDL) and differentiated instruction (DI). Experiential, inquiry-based learning and other pedagogical approaches specific to middle and senior years learners are emphasized as developmentally responsive practices that support teaching and learning in educational settings.
4 lecture hours per week, one term

Calendar Placement:

no change in current placement

D. REQUIRED SUPPORTING DOCUMENTATION

☑ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

Revisions to the course reflect recent research approaches to the teaching and learning of middle and senior years children. Theories remain relatively unchanged, but educators have a better understanding of the pedagogical approaches that best support these theories within the teaching and learning of pre-teens and teens that happen inside and outside the classroom. The changes simply reflect more recent research, but they do not reflect a change to the base of psychological theories that direct teaching and learning practices and approaches.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
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BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) Undergraduate ( ) Graduate

Course Number: 04.353 **Course Title:** Evaluation & Assessment (EY- MY)

Faculty/School: Education **Department:** Ed Psych & Student Services (04)

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

Using current provincial curricula and an emphasis on inclusive classroom practices, this course will instruct pre-service teacher candidates (EY-MY) in a range of formative and summative evaluation and assessment techniques that enable educators to evaluate and assess student learning. Pre-service teachers will be instructed in classroom-based assessment practices that reflect current provincial curricula in their teachable subject and grade areas. From a Universal Design for Learning (UDL) perspective, the course will also cover the ethics and administration of Level A tests. The course will inform pre-service teacher candidates about the importance of using assessment to drive instruction to meet the needs of all students in their classroom spaces. The course will also address practices to communicate student progress to caregivers and other pertinent professional stakeholders.
Credit cannot be held for both this course and 04.354.
4 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:** Assessment, Evaluation, and Reporting for Children

Credit Hours to: **Short Title to** (max 25 characters)**:**

Course Type to: **Subject Identifier** (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This course will explore and clarify the differences between the terminology evaluation, assessment, and reporting and explore current trends in assessment practices along with the theories that inform them. Formative and summative assessment strategies will be reviewed with an emphasis on inclusive classroom environments and a Universal Design for Learning (UDL) perspective, and students will also learn how to triangulate data collection and how to manage, organize, and report assessment data. Along with practical advice and practice in writing report cards for students in grades K-6, this course will provide guidance in assessing other areas connected to the Manitoba Framework for Learning including the Global Competencies the Global Competencies and discuss ways to assess for critical thinking and other learning behaviours. Students will also learn about the ethics and administration of Level A tests and practice interpreting the results into actionable programming and assessments for students with Student Specific Plans.

Credit cannot be held for both this course and 04.354.
4 lecture hours per week, one term.

Calendar Placement:

D. REQUIRED SUPPORTING DOCUMENTATION

☑ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

The proposed revisions to the course title and Learning Intentions for the course are being requested as part of a broader revision to the AD (After Degree) program in the Faculty of Education. The revised title and course descritipion will provide connection and consistency to the guiding questions in the Faculty of Education.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) Undergraduate ( ) Graduate

Course Number: 04.354 **Course Title:** Evaluation & Assessment (MY-SY)

Faculty/School: Education **Department:**

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

Using current provincial curricula and an emphasis on inclusive classroom practices, this course will instruct pre-service teacher candidates (EY-MY) in a range of formative and summative evaluation and assessment techniques that enable educators to evaluate and assess student learning. Pre-service teachers will be instructed in classroom-based assessment practices that reflect current provincial curricula in their teachable subject and grade areas. From a Universal Design for Learning (UDL) perspective, the course will also cover the ethics and administration of Level A tests. The course will inform pre-service teacher candidates about the importance of using assessment to drive instruction to meet the needs of all students in their classroom spaces. The course will also address practices to communicate student progress to caregivers and other pertinent professional stakeholders.

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:** Assessment, Evaluation, and Reporting for Adolescents

Credit Hours to: **Short Title to** (max 25 characters):

Course Type to: **Subject Identifier** (ex. GEOG):

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This course will explore and clarify the differences between the terminology evaluation, assessment, and reporting and explore current trends in assessment practices along with the theories that inform them. Formative and summative assessment strategies will be reviewed with an emphasis on inclusive classroom environments and a Universal Design for Learning (UDL) perspective, and students will also learn how to triangulate data collection and how to manage, organize, and report assessment data. Along with practical advice and practice in writing report cards for students in grades 7-12, this course will provide guidance in assessing other areas connected to the Manitoba Framework for Learning including the Global Competencies. Students will also learn about the ethics and administration of Level A tests and practice interpreting the results into actionable programming and assessments for students with Student Specific Plans.

Credit cannot be held for both this course and 04.353.
4 lecture hours per week, one term.

Calendar Placement:

D. REQUIRED SUPPORTING DOCUMENTATION

☑ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

The proposed revisions to the course title and Learning Intentions for the course are being requested as part of a broader revision to the AD (After Degree) program in the Faculty of Education. The revised title and course description will provide connection and consistency to the guiding questions in the Faculty of Education.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 061.NOV26 **AGENDA ITEM NO. 5.4.3.1.3**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Undergraduate Education Committee, Faculty of Education				
SUBJECT:	Course Deletions *(effective 2028-2029)*				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following course deletions effective 2028-2029, as submitted by the Undergraduate Education Committee, Faculty of Education:

- 02:295 Teaching French (EY)
- 02:324 Teaching Drama
- 02:333 Teaching French as a Second Language (MY)
- 02:355 Art Methods (EY-MY)
- 02:372 Social Studies Methods (EY-MY)
- 02:390 Methods Option 1
- 02:391 Methods Option 2
- 02:455 Teaching Reading, Thinking and Study Skills
- 02:458 Introduction to English Language Arts Methods (EY)
- 02:459 Introduction to English Language Arts Methods (MY)
- 02:460 English Language Arts Methods (SY)
- 02:476 Social Studies Methods (MY)
- 02:477 Social Studies Methods (EY)
- 02:478 Art Methods (MY-SY)
- 02:479 Social Studies Methods (SY)
- 03:351 Instructional Methods (EY-MY)
- 03:352 Instructional Methods (MY-SY)
- 03:353 Science Methods (EY)
- 03:354 Science Methods (MY)
- 03:361 Using ICT in Education (EY-MY)
- 03:362 Using ICT in Education (MY-SY)

- 03:365 Mathematics Methods (EY)
- 03:366 Mathematics Methods (MY)
- 03:454 Science Methods (SY)
- 03:455 Environmental Science Methods
- 03:466 Mathematics Methods (SY)
- 03:490 Methods Options I
- 03:491 Methods Options II
- 01:361 The Professional Teacher (EY-MY)
- 01:362 The Professional Teacher (MY-SY)
- 05:451 Physical Education/Health Education Methods (EY)
- 05:452 Physical Education/Health Education Methods (MY)
- 05:453 Physical Education/Health Education Methods (SY)

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Faculty of Education

Courses **to be deleted in 2028/2029** by department that are to be replaced by new courses in Renewed After Degree Program:

Course Number	Course Title
Department of Curriculum & Pedagogy	
02.295	Teaching French (EY)
02.324	Teaching Drama
02.333	Teaching French as a Second Language (MY)
02.355	Art Methods (EY-MY)
02.372	Social Studies Methods (EY-MY)
02.390	Methods Option 1
02.391	Methods Option 2
02.455	Teaching Reading, Thinking and Study Skills
02.458	Introduction to English Language Arts Methods (EY)
02.459	Introduction to English Language Arts Methods (MY)
02.460	English Language Arts Methods (SY)
02.476	Social Studies Methods (MY)
02.477	Social Studies Methods (EY)
02.478	Art Methods (MY-SY)
02.479	Social Studies Methods (SY)
03.351	Instructional Methods (EY-MY)
03.352	Instructional Methods (MY-SY)
03.353	Science Methods (EY)
03.354	Science Methods (MY)
03.361	Using ICT in Education (EY-MY)
03.362	Using ICT in Education (MY-SY)
03.365	Mathematics Methods (EY)
03.366	Mathematics Methods (MY)
03.454	Science Methods (SY)
03.455	Environmental Science Methods
03.466	Mathematics Methods (SY)
03.490	Methods Options I
03.491	Methods Options II
Department of Educational Leadership and Administration	
01.361	The Professional Teacher (EY-MY)
01.362	The Professional Teacher (MY-SY)
Department of Physical Education Studies	
05:451	Physical Education/Health Education Methods (EY)
05:452	Physical Education/Health Education Methods (MY)
05:453	Physical Education/Health Education Methods (SY)

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 062.NOV26 **AGENDA ITEM NO. 5.4.3.1.4**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Undergraduate Education Committee, Faculty of Education				
SUBJECT:	Curriculum & Program Revisions				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following curriculum & program revisions, as submitted by the Undergraduate Education Committee, Faculty of Education:

- BEd (AD) Undergraduate Calendar Changes

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

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~~coursework. 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).

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~~ two different routes: ~~Early Years (K-4), Middle Years (5-8), and Senior Years (9-12)~~Kindergarten-Grade 6 and Grades 7-12.
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~~Kindergarten-Grade 6. ~~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 must be submitted to the Field Experience Office in the Faculty of Education by **July 31**. These checks must be dated the month of May 1 or later in the year of acceptance. 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/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 **September 1**. These checks must be dated the month of May 1st or later in the year of acceptance. 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 15 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.

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 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 must be submitted to the Field Experience Office by September 1 of their admission year in the Faculty of Education. These checks must be dated the month or later in the year of acceptance. 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 in the Grades 7-12 stream~~.~~
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.

6.2 DEGREE RESIDENCE REQUIREMENTS

1. BEd (AD) - Students must complete a minimum of 30 credit hours of the 2-year BEd (AD) program through Brandon University to be awarded a BEd (AD) degree.
2. BEd (AD) Technical Vocational Route - A minimum of 30 of the total required credit hours must be completed at Brandon University.
3. BA/BEd (AD) Integrated - Students must meet the minimum residency requirement of the Faculty of Arts to be eligible for the Bachelor of Arts portion of this degree. Students must complete a minimum of 30 credit hours of the 2-year BEd program through Brandon University to be eligible for the BEd portion of this degree.
4. **Appeals:** The Student Appeals Committee (SAC) will consider appeals against the Residency Requirements for individuals who are forced to relocate to another province or country as special cases.

It is recognized that Canadian Armed Forces personnel and their dependents admitted to Brandon University can have their program of studies

interrupted because of special circumstances (*e.g.* deployments or attendance in training programs). Accordingly, the normal residency regulations will be waived provided that the students meet the following requirements:

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

In cases when classes are interrupted due to special circumstances, students are to be aware of regulations regarding Incomplete Term Work (see section Error! Reference source not found.~~Error! Reference source not found.~~**~~3.13.6~~)** and Deferred Examinations (see section Error! Reference source not found.~~Error! Reference source not found.~~**~~3.14.8~~)**. For further information, please contact (204) 727-7300, or email: plar@brandonu.ca.

6.3 PROGRAM REQUIREMENTS

All education programs require a minimum 2.50 GPA in both the undergraduate and education degree. All education programs require grades in teachable subject areas to be above a "D".

As pre-service professionals, the Faculty of Education expects exemplary academic performance from students. Students are expected to attend and participate in all classes and field placements. Please see the Faculty of Education Professional Standards (Undergraduate) Policy and full Attendance Policy~~y~~ on the Faculty of Education website.

6.3.1 BACHELOR OF EDUCATION (AD)

This program is designed for students who have completed a first degree prior to entering the Faculty of Education. The program is tightly structured, and students are advised that the sequencing in the ~~three~~ two routes (~~Early Years, Middle Years, and Senior Years~~Kindergarten-Grade 6 and Grades 7 -12) must be strictly followed. Coursework is set to prepare students for their field experiences.

Students taking this program must choose the ~~Early Years, Middle or Senior Years~~Kindergarten-Grade 6 or Grades 7-12 route at time of application.

6.3.2 ~~EARLY OR MIDDLE YEARS ROUTES (EY AND/OR MY)~~KINDERGARTEN – GRADE SIX ROUTE

The ~~**Early Years route**~~**Kindergarten – Grade Six Route** is designed for teacher candidates who wish to specialize as general classroom teachers ~~in~~ teaching students ~~from~~ in K~~k~~indergarten to Ggrade ~~four~~Six. ~~The **Middle Years route** is designed for teacher candidates who wish to specialize in teaching students from grade five to grade eight.~~

Admission Requirements

1. Students must have an Undergraduate degree with a minimum GPA of 2.50. The Undergraduate degree must have a minimum of 90 credit hours.

~~**EARLY YEARS ROUTE**~~ **KINDERGARTEN – GRADE SIX ROUTE**

Degree Requirements

Students considering a Bachelor of Education (AD) ~~Early Years~~ Kindergarten – Grade 6 route must complete **60 credit hours** consisting of:

Required:		**Cr. Hrs.**	~~36~~42
0X~~1~~:~~361~~XXX	~~Professional Teacher (EY-MY)~~Fundamentals of Teaching	3	
01:441	Classroom Management	3	
02:342	Foundations of Literacy Learning and Teaching	3	
02:381	~~Teaching of Indigenous Studies~~ Learning in Relationship: Indigenous Ways of Knowing and Being	3	
02:~~458~~XXX	~~Intro ELA Methods (EY)~~ English Language Arts Curriculum, Assessment and Pedagogy K-6	3	
02:~~476~~XXX	~~Social Studies Methods (EY)~~ Social Studies Curriculum, Assessment and Pedagogy K-6	3	
03:~~353~~XXX	~~Science Methods (EY)~~ Science and STEAM Curriculum, Assessment and Pedagogy K-6	3	
~~03:361~~	~~Using Information and Communication Technology (ICT) in Education~~	~~3~~	
03:~~365~~XXX	~~Mathematics Methods (EY)~~ Mathematics Curriculum, Assessment and Pedagogy K-6	3	
04:253	Inclusive Education and Childhood Disabilities ~~(EY-MY)~~	3	
04:255	Child Development and~~&~~ the Learning Process ~~(EY-MY)~~	3	
04:353	~~Evaluation & Assessment (EY-MY)~~ Assessment, Evaluation and Reporting K-6	3	
03.XXX	Power, Positionality, and Privilege: Schools as Complex Spaces (AD/PENT)	3	
01:443	Educators and the Law	3	

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04.352	Trauma Informed Behavioural Supports for Children	3	
Plus:	~~one~~ **Any two** ~~Open~~ additional ~~Method~~ Curriculum, Assessment and Pedagogy (CAP) K-12 or K-6 courses or Education Electives: ~~(dependent on current course offerings):~~		~~36~~
~~02:320~~	~~Creative Activities for the Classroom~~	~~3~~	
02:~~324~~XXX	~~Teaching of Drama~~ Drama Curriculum, Assessment and Pedagogy K-12	3	
02:~~333~~XXX	Teaching French as a Second Language Curriculum, Assessment and Pedagogy K-12	3	
~~02:334~~02.XXX	~~Teaching English as an Additional Language~~Teaching English as an Additional Language Curriculum, Assessment and Pedagogy K-12	~~3~~ 3	
02:~~355~~XXX	~~Arts Methods (EY-MY)~~ Art Curriculum, Assessment and Pedagogy K-12	3	
~~03:455~~	~~Environmental Science Methods~~	~~3~~	
05:~~451~~XXX	~~Phys. Ed. Methods (EY)~~ Physical Education Curriculum, Assessment and Pedagogy K-6	3	
~~05:452~~	~~Phys. Ed Methods (MY)~~	~~3~~	
	Electives courses as per course offerings	3	
~~**Plus:**~~	~~**three** education electives~~	~~3~~	~~9~~
Plus:	**12 credit hours** of Field Experience required		**12**
01:271	Field Experience I	3	
01:371	Field Experience II	3	
01:474	Field Experience III	3	
01:475	Field Experience IV	3	
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

Note: Not all K-12 CAP courses or electives are necessarily offered each year.

~~**MIDDLE YEARS ROUTE**~~

~~This route is designed for teacher candidates who want to specialize in teaching students from grades five to eight.~~

~~**Degree Requirements**~~

~~Students considering a Bachelor of Education (AD) Middle Years Route must complete **60 credit hours** consisting of:~~

~~**Required:**~~		~~**Cr. Hrs.**~~	~~**36**~~
~~01:362~~	~~Professional Teacher (MY-SY)~~	~~3~~	
~~01:441~~	~~Classroom Management~~	~~3~~	
~~02:342~~	~~Foundations of Literacy Learning and Teaching~~	~~3~~	
~~02:381~~	~~Teaching of Indigenous Studies~~	~~3~~	
~~02:459~~	~~Intro ELA Methods (MY)~~	~~3~~	
~~02:477~~	~~Social Studies Methods (MY)~~	~~3~~	
~~03:354~~	~~Science Methods (MY)~~	~~3~~	
~~03:362~~	~~Using Information and Communication Technology (ICT) in Education (MY-SY)~~	~~3~~	
~~03:366~~	~~Mathematics Methods (MY)~~	~~3~~	
~~04:353~~	~~Evaluation & Assessment (EY-MY)~~	~~3~~	
~~04:256~~	~~Adolescent Development & Learning Proc. (MY-SY)~~	~~3~~	
~~04:254~~	~~Inclusive Education and Adolescent Disabilities (MY-SY)~~	~~3~~	
~~**Plus:**~~	~~**one** Open Method Course (dependent on current course offerings):~~		~~3~~
~~02:320~~	~~Creative Activities for the Classroom~~	~~3~~	
~~02:324~~	~~Teaching Drama (EY-MY)~~	~~3~~	
~~02:333~~	~~Teaching French as a Second Language (MY)~~	~~3~~	
~~02:334~~	~~Teaching English as an Additional Language~~	~~3~~	
~~02.355~~	~~Art Methods (EY-MY)~~	~~3~~	
~~02:455~~	~~Environmental Science Methods~~	~~3~~	
~~05:451~~	~~Physical Education Methods (EY)~~	~~3~~	
~~05:452~~	~~Physical Education Methods (MY)~~	~~3~~	
~~**Plus:**~~	~~**12 credit hours** of Field Experience required~~		~~12~~
~~01:271~~	~~Field Experience I~~	~~33~~	
~~01:371~~	~~Field Experience II~~	~~3~~	
~~01:474~~	~~Field Experience III~~	~~3~~	
~~01:475~~	~~Field Experience IV~~	~~3~~	
~~**Plus:**~~	~~**three** Education electives~~		~~9~~
	~~**Must achieve 2.50 GPA to meet Graduation requirement**~~	~~**Degree Total:**~~	~~60~~

~~**Note:** Not all courses are necessarily offered each year~~

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~~6.3.3 SENIORS YEARS ROUTE (SY)~~ 6.3.3 GRADE 7 – 12 ROUTE

This route is designed for teachers who wish to specialize in ~~teaching~~ two teachable subjects teaching students ~~from~~ in Grades ~~7~~9 -12.

Admission Requirements

1. Students must have an Undergraduate degree with a minimum GPA of 2.5. The Undergraduate degree must have a minimum of 90 credit hours.
2. A ~~Senior Years~~Grade 7 – 12 route applicant must have a **24 credit hour first teachable subject** and a **15 credit hour second teachable subject.** Courses with "D" grades are not accepted towards teachable subjects. Teachable subjects are:

3. **Teachable subjects:**

Art	General Science *	Mathematics
Biology	General Social Studies **	Music ***
Business Administration	Geography	Physical Education
Chemistry	History	Physics
Computer Science	Human Ecology	Theater/Drama
English	Indigenous Studies	
French & Francophone Studies	Languages/Applied Linguistics	

Note: Teachable Subject areas may have additional specific course requirements not listed here. Entrance requirements and teachable pre-requisites for the BEd (AD) can be found on the Faculty of Education webpage in the Information Package.

* General Science Requirements

1. General Science as a first (24 credit hours) or second (15 credit hours) teachable subject may include courses in: Computer Science, Life Sciences (including Biological Sciences and Anatomy), Physical Sciences (including Chemistry and Physics), Earth and Space Sciences (including Astronomy, Geography, and Geology) and Engineering. Other courses in Natural Science (which do not include Mathematics) may be reviewed for inclusion.
2. Applicants declaring a General Science teachable subject in combination with another science discipline (Biology, Chemistry, Computer Science or Physics), may not include coursework from the same discipline within the General Science. Example: first teachable subject, Chemistry: 24 credit hours CHEM courses, second teachable subject, General Science: 15 credit hours, no CHEM courses.

** General Social Studies Requirements

1. General Social Studies as a first teachable must include 24 credit hours including:
   a) At least 6 credit hours of History
   b) At least 6 credit hours of Geography
   c) 12 or the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology
2. General Social Studies as a second teachable must include 15 credit hours including:
   a) At least 6 credit hours of History and at least 3 credit hours of Geography **or** at least 6 credit hours of Geography and at least 3 credit hours of History
   b) 6 or the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology
3. Applicants declaring a General Social Studies teachable subject in combination with Indigenous Studies may not include coursework from the same discipline with the General Social Studies. Example: first teachable subject, Indigenous Studies: 24 credit hours IND courses, second teachable subject, General Social Studies: 15 credit hours, no IND courses.
4. Applicants declaring a General Social Studies teachable subject in combination with Geography or History must include 6 credit hours (for first teachable) or 3 credit hours (second teachable) of Geography or History (opposite to their other declared teachable) and the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology. Example: first teachable subject Geography: 24 credit hours, second teachable subject, General Social Studies must include at least 3 credit hours of History and 12 or the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology.

*** Music Requirements

1. Candidates must declare either Choral or Instrumental Stream.
2. Required courses for entrance:

~~1.~~ a) Choral Stream:

66:378/379 Elementary Conducting and Score Study I & II
66:478 Advanced Conducting and Score Study

~~2.~~ b) Instrumental Stream:

66:474 Beginner Instrumental Techniques and Methods
66:475 Advanced Instrumental Techniques and Methods
66:378/379 Elementary Conducting and Score Study I & II

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66:478 Advanced Conducting and Score Study

Degree Requirements

Students considering a Bachelor of Education (AD) ~~Senior Years~~Grade 7 - 12 Route must complete **60 credit hours** consisting of:

Note: Six credit hours of ~~methods~~ curriculum, assessment and pedagogy (CAP)courses in each declared teachable are required.

Required:		**Cr. Hrs.**	~~27~~30
0X~~1~~:~~362~~XXX	~~Professional Teacher~~ Fundamentals of Teaching	3	
01:441	Classroom Management	3	
02:381	~~Teaching of Indigenous Studies~~ Learning in Relationship: Indigenous Ways of Knowing and Being	3	
~~02:455~~	~~Teaching Reading, Thinking Study Skills (MY-SY)~~	~~3~~	
~~03:352~~	~~Instructional Methods~~	~~3~~	
03:~~362~~XXX	~~Using Information and Communications Technology (ICT) in Education~~ Digital Literacies in Education	3	
04:254	Inclusive Education and Adolescent Disabilities ~~(MY-SY)~~	3	
04:256	Adolescent Development & the Learning Process	3	
~~04:354~~	~~Evaluation & Assessment~~	~~3~~	
02.XXX	Power, Positionality, and Privilege: Schools as Complex Spaces (AD/PENT)	3	
04.257	Trauma Informed Behavioural Supports for Adolescents	3	
04.451	Counselling Skills and Mental Health Promotion	3	
01:443	Educators and the Law	3	
Plus:	**6 credit hours** of ~~methods~~ Curriculum, Assessment and Pedagogy (CAP) courses in the area of the first teachable* ~~(MY & SY)~~		**6**
Plus:	**6 credit hours** of ~~methods~~ Curriculum, Assessment and Pedagogy (CAP) courses in the area of the second teachable* ~~(MY & SY)~~		**6**
	*6 credit hours in **each** teachable to be comprised of one of: a) The CAP 1 and CAP 2 courses in the teachable area b) 02:XXX General CAP 1 and a CAP 1 or CAP K-12 course in or related to the teachable area that does not offer a CAP 2 course or when the two teachable areas require redundant CAP courses (e.g., Teachable 1: Biology, Teachable 2 General Science) c) Any combination of CAP 1, 2, or CAP K-12 courses or 02/03 Electives when the teachable area does not have a CAP course offered and the student completes 02.XXX General CAP 1 towards their other teachable area		
02:XXX	General Curriculum, Assessment and Pedagogy 1	**3**	
02:~~324~~XXX	~~Teaching Drama~~Drama Curriculum, Assessment and Pedagogy K-12	**3**	
~~02:320~~	~~Creative Activities for the Classroom~~		
02:~~355~~XXX	Art ~~Methods (EY-MY)~~Curriculum Assessment and Pedagogy K-12	**3**	
02:~~433~~XXX	~~General Methods of~~ Teaching French as a Second Language ~~(SY)~~ Curriculum, Assessment and Pedagogy K-12	**3**	
~~02:432~~	~~General Principles and Theory of Teaching French as a Second Language (MY)~~		
02:~~459~~XXX	~~ELA Methods (MY)~~ English Language Arts Curriculum, Assessment and Pedagogy 1	**3**	
02.XXX	English Language Arts Curriculum, Assessment and Pedagogy 2	**3**	
02:~~477~~XXX	~~Social Studies Methods (MY)~~ Social Studies Curriculum, Assessment and Pedagogy 1	**3**	
02:XXX	Social Studies Curriculum, Assessment and Pedagogy 2	**3**	
03:~~354~~XXX	~~Science Methods (MY)~~ Science Curriculum, Assessment and Pedagogy 1	**3**	
03:XXX	Science Curriculum, Assessment and Pedagogy 2	**3**	
03:~~366~~XXX	~~Math Methods (MY)~~ Mathematics Curriculum, Assessment and Pedagogy 1	**3**	
03:XXX	Mathematics Curriculum, Assessment and Pedagogy 2	**3**	
05:~~452~~XXX	~~Physical Education Methods (MY)~~ Physical Education Curriculum, Assessment and Pedagogy 1	**3**	
02.XXX	Teaching English as an Additional Language Curriculum, Assessment and Pedagogy K-12	3	
~~02:460~~	~~ELA Methods (SY)~~		
~~02:479~~	~~Social Studies Methods (SY)~~		
~~03:454~~	~~Science Methods (SY)~~		
~~03:466~~	~~Math Methods (SY)~~		
~~05:453~~	~~Phys. Ed. Methods (SY)~~		
~~06:366~~	~~Music Methods (SY)~~		
Plus:	~~three~~ **Any two additional CAP 1, 2 or K-12 courses or** Education electives (per course offerings)		~~9~~6

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Plus:	**12 credit hours** of Field Experience required		**12**
01:271	Field Experience I		
01:371	Field Experience II		
01:474	Field Experience III		
01.475	Field Experience IV		
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

Note: Not all ~~open~~ K-12 ~~methods~~ CAP courses or electives are necessarily offered each year.

~~6.3.4~~6.3.3 BACHELOR OF EDUCATION (BEd) PROGRAM (TECHNICAL VOCATIONAL ROUTE)

This program is intended for technical vocation teachers who have completed the Red River College Technical Vocational teaching diploma. The program will provide a pathway for Manitoba teachers with the Red River College technical vocational diploma to gain a Bachelor of Education degree after which they are eligible to apply to be professionally certified as K-12 teachers in Manitoba.

The Bachelor of Education (Technical Vocational Route) is a 60 credit hour program at Brandon University. This is a cohort-based program which allows students to complete their studies on a part time basis over 3 years.

The program will have 48 credit hours in person delivery and 12 credit hours online delivery. Students will also require 3 credit hours (6 weeks, full time) of Field Experience. A minimum of 30 of the total required credit hours must be completed at Brandon University.

Upon successful completion of the program, students will earn their Bachelor of Education degree and are recommended to the Professional Certification Unit of Manitoba Education and Training to teach in public schools in Manitoba.

Students seeking the Bachelor of Education Program (Technical/Vocational route) at Brandon University must complete **60 credit hours** consisting of a minor teachable area (18 credit hours) in an Arts or Science Discipline, 12 credit hours of Arts or Science elective courses, 27 credit hours of Education courses and 3 credit hours of Field Experience:

Required:		**Cr. Hrs.**	**30**
	18 credit hours in Arts courses (Minor) or Science courses (Minor)	18	
	12 credit hours in Arts courses (Elective) or Science courses	12	
Required:		**Cr. Hrs.**	**30**
04:356	Social Justice Education	3	
04:254	Inclusive Education and Adolescent Disabilities ~~(MY-SY)~~	3	
04:256	Adolescent Development and the Learning Process ~~(MY-SY)~~	3	
02:381	~~Teaching of Indigenous Studies~~ Learning in Relationship: Indigenous Ways of Knowing and Being	3	
02:342	Foundations of Literacy Learning and Teaching	3	
Plus:	~~**Minor teachable**~~**two** ~~methods~~Curriculum, Assessment and Pedagogy (CAP) courses in second teachable area *6 credit hours in the second teachable to be comprised of one of: a) The CAP 1 and CAP 2 courses in the teachable area b) 02:XXX General CAP 1 and a CAP 1 or CAP K-12 course in or related to the teachable area that does not offer a CAP 2 course or when the two teachable areas require redundant CAP courses (e.g., Teachable 1: Biology, Teachable 2 General Science) c) Any combination of CAP 1, 2, or CAP K-12 courses or 02/03 Electives when the teachable area does not have a CAP course offered and the student completes 02.XXX General CAP 1 towards their other teachable area	6	
	Any two additional Curriculum, Assessment and Pedagogy (CAP) courses or Education electives (per course offerings)	6	
Plus:			
01:475	Field Experience IV	3	
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

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~~6.3.5~~6.3.4 BACHELOR OF ARTS/BACHELOR OF EDUCATION (AD) (5-YEAR INTEGRATED)

Admission to this program will be through the Admissions Office. Students entering the BA/BEd (AD) program must meet the admission requirements of the Bachelor of Arts (Liberal Arts Distributed Major 3-year) to be eligible for this program. ~~Please note, a high school mathematics course in Applied or Pre-Calculus is a pre-requisite for 62:152 MATH Contemporary Mathematics. If Applied or Pre-Calculus is not taken in high school, then students must complete 62.090 Basic Math prior to completing 62:152 MATH.~~ A 2.50 GPA is required in the BA portion of the degree prior to completing the final year of the Education program.

While completing the BA portion of the program, students should seek academic advising and keep in mind the following:

a) Students must obtain a minimum 2.50 GPA ~~and complete the 24 credit hours of Provincially required courses listed in the chart below.~~

b) Students must complete 90 credit hours in the BA portion of the degree ~~(including the 24 credit hours mentioned above in item a),~~ and 30 credit hours in the BEd portion of the degree, prior to entry into the final year in the BEd degree.

~~c) Students must have an **18 credit hour first teachable subject** and a **12 credit hour second teachable subject** which are listed below.~~

~~d) No D grades are accepted towards teachable subject areas. Any course completed with a D in a teachable subject area must be repeated with a grade higher than D, or an additional course in the same subject with a grade higher than D must be completed.~~

~~6.3.5.1~~6.3.4.1 RESIDENCE REQUIREMENTS

Of the minimum 90 credit hours required to graduate with a BA (Liberal Arts Major) 3-year degree, a minimum of 45 credit hours including a minimum of 50% of credit hours required for each declared major must be completed at Brandon University.

~~6.3.5.2 CORE REQUIREMENTS~~ (these requirements were previously removed in a separate motion)

~~Brandon University requires that individuals seeking certification in the Province of Manitoba as Early Years or Middle Years teachers must have successfully completed, as part of their university studies, **6 credit hours of English literature or French literature, 6 credit hours of history and/or geography, 6 credit hours in mathematics and 6 credit hours in science.** These **24 credit hours are** required for certification.~~

~~**Subject/Course**~~	~~**Cr.Hrs**~~
~~**Literature: (Choose either English or French)**~~	~~**6**~~
~~English: Choose any literature course~~	
~~French: Choose any literature course~~	
~~**Mathematics:**~~	~~**6**~~
~~62:152 MATH Contemporary Math~~	
~~Any math course at the 100 level or higher~~	
~~**Science:**~~	
~~Any courses offered from the Departments of Biology, Chemistry, Geology, Environmental Science or Physics at the 100 level or higher~~	~~**6**~~
~~**Geography and/or History:**~~	~~**6**~~
~~Choose from any courses listed in either department.~~	

~~**Teachable subjects are:**~~

~~**First teachable subject:**~~

~~Art~~	~~General Science *~~	~~Music~~
~~Biology *~~	~~Geography~~	~~Native Studies~~
~~Chemistry *~~	~~History~~	~~Physical Education~~
~~Computer Science *~~	~~Indigenous Language~~	~~Physics*~~
~~English Literature **~~	~~Mathematics *~~	~~Theatre/Drama~~
~~French & Francophone Studies~~		

~~**Second teachable subject:**~~

~~Anthropology~~	~~English Literature **~~	~~Mathematics *~~
~~Art~~	~~Environmental Studies~~	~~Philosophy~~
~~Biology *~~	~~French & Francophone Studies~~	~~Physical Education~~
~~Chemistry *~~	~~Geography~~	~~Political Science ***~~
~~Computer Science *~~	~~History~~	~~Psychology~~
~~Earth Science *~~	~~Indigenous Language~~	~~Sociology~~
~~Economics ***~~	~~Law ***~~	~~Theatre/Drama~~

~~* Please consult an Academic Advisor for specific advising if you are interested in these teachable areas.~~

~~** Students may count 3 credit hours in Creative Writing toward the requirements for English Literature as a teachable subject.~~

~~*** These subjects are acceptable for Middle Years Stream Only~~

~~6.3.5.3~~6.3.4.2 DEGREE REQUIREMENTS (this section now to become 6.4.3.1)

Students considering the Bachelor of Arts/Bachelor of Education (AD) Integrated Program must complete **90 credit hours** in Year 1 though Year 4 to fulfill the Liberal Arts Distributed Major degree requirements (section 5.16.18)~~, including two teachable areas of 18 and 12 credit hours, and Provincially required courses as noted above~~. They also must complete **60 credit hours** in Education consisting of 30 credit hours in Year 1 through Year 4, AND 30 credit hours in Year 5, as outlined below. Year 1 through Year 4 may be completed part-time over a longer time period (keeping in mind Education course stale dates, but Year 5 in Education must be completed full-time:

YEAR 1

Required:	**Cr. Hrs.**	**6**

Term 1			
02:210	Teacher Identity: Becoming Tomorrow's Teacher	3	
Term 2			
03:250	Power, Positionality and Privilege: Schools as Complex Spaces (IP)	3	

YEAR 2

Required:		**Cr. Hrs.**	**6**
Term 1			
04:255	Child Development and the Learning Process	3	
Term 2			
04:253	Inclusive Education/Children with Disabilities	3	

YEAR 3

Required:		**Cr. Hrs.**	**9**
Term 1			
03:~~365~~XXX	Mathematics ~~Methods Early Years~~Curriculum, Assessment and Pedagogy K-6	3	
Term 2			
04:353	~~Evaluation & Assessment (EY-MY)~~ Assessment, Evaluation and Reporting K-6	3	
Spring			
01:271	Field Experience I	3	

YEAR 4

Required:		**Cr. Hrs.**	**9**
Term 1			
01:441	Classroom Management	3	
Term 2			
02:XXX~~458~~	~~Intro to ELA Methods Early Years~~English Language Arts Curriculum, Assessment and Pedagogy K-6	3	
Spring			
01:371	Field Experience II	3	

YEAR 5

Required:		**Cr. Hrs.**	**18**
01:351	Reflective Practice for Emerging Educators: The Integrated Program Capstone Course	3	
02:342	Foundations of Literacy Learning and Teaching	3	
03:~~361~~XXX	~~Using ICT in Education~~ Digital Literacies in Education	3	
~~02:476 or 02:477~~ 02.XXX	~~Social Studies Methods Early Years or Middle Years~~ Social Studies Curriculum, Assessment and Pedagogy K-6	3	
~~03:353 or 03:354~~ 03:XXX	~~Science Methods Early Years or Middle Years~~ Science and STEAM Curriculum, Assessment and Pedagogy K-6	3	
02:381	~~Teaching of Indigenous Studies~~ Learning in Relationship: Indigenous Ways of Knowing and Being	3	
Plus:	**Any two additional** Curriculum, Assessment and Pedagogy (CAP) courses or Education electives (~~dependent on~~as per ~~current~~ course offerings)		**6**
Plus:			**6**
01:474	Field Experience III	3	
01:475	Field Experience IV	3	
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

Note: Not all ~~open~~ K-12 ~~methods~~ CAP courses or electives are necessarily offered each year.

~~6.3.6~~6.3.5 5-YEAR CONCURRENT BMUS/BED (AD)

This degree program allows music students to complete the requirements for the BMus (Major in School Music) and the BEd (AD) concurrently, rather than sequentially. In it, students normally earn both degrees and achieve teacher certification following a five-year period of study.

Before applying for admission to the BEd (AD) portion of the program in Year 2, students must choose one of three possible streams: elementary general music, secondary choral music or secondary instrumental music.

Please see section Error! Reference source not found.~~Error! Reference source not found.~~~~7.4.4~~ of the School of Music section of the calendar for full description and requirements of the BMus/BEd (AD) Program.

6.4 PENT INDIGENOUS TEACHER EDUCATION

Director: Mr. J. Minshull, BEd, Grad Dip

This program is an integrated BA/BEd program (150 credit hours in total) that is intended for Indigenous Educators, who are already employed in schools as educational assistants (EAs). It was started in the summer of 1971 as a project to provide Indigenous Educational Assistants with an opportunity to acquire a teaching certificate. The students come from communities as far north as Brochet, Churchill, South Indian Lake and Split Lake. Each year they study at Brandon University for four months, from April through July.

The PENT curriculum mirrors the regular teacher education program. While at Brandon University, the PENT students take an average twenty-four credit hours of courses each year. A minimum of six summers is required to achieve certification; however, students do have the advantage of working in school for seven months each year. A shortage of Early/Middle Years Educators in Science/Math/English throughout Northern Manitoba has led to a refined focus upon these disciplines. The PENT Program will prepare educators to meet the future market needs.

While studying on campus, students have access to modern library and computer facilities and equipment.

Upon successful completion of this program, the students are recommended to the Professional Certification Unit of Manitoba Education and Training to teach in any public school in Manitoba.

The Advisory Committee, which oversees the program, includes representatives from many of the Tribal Councils, a PENT student representative, Frontier School Division, Indian Affairs, The Manitoba Indian Education Board, the Manitoba Métis Federation, Manitoba Teachers' Society, Department of Education and Training, and Brandon University, Faculty of Education.

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. 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).

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 two different routes: Kindergarten-Grade 6 and Grades 7-12.
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 Kindergarten-Grade 6.
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 must be submitted to the Field Experience Office in the Faculty of Education by **July 31**. These checks must be dated the month of May 1 or later in the year of acceptance. 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/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 **September 1**. These checks must be dated the month of May 1st or later in the year of acceptance. 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 15 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.

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 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 must be submitted to the Field Experience Office by September 1 of their admission year in the Faculty of Education. These checks must be dated the month or later in the year of acceptance. 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. 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 in the Grades 7-12 stream
   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.

6.2 DEGREE RESIDENCE REQUIREMENTS

1. BEd (AD) - Students must complete a minimum of 30 credit hours of the 2-year BEd (AD) program through Brandon University to be awarded a BEd (AD) degree.
2. BEd (AD) Technical Vocational Route - A minimum of 30 of the total required credit hours must be completed at Brandon University.
3. BA/BEd (AD) Integrated - Students must meet the minimum residency requirement of the Faculty of Arts to be eligible for the Bachelor of Arts portion of this degree. Students must complete a minimum of 30 credit hours of the 2-year BEd program through Brandon University to be eligible for the BEd portion of this degree.
4. **Appeals:** The Student Appeals Committee (SAC) will consider appeals against the Residency Requirements for individuals who are forced to relocate to another province or country as special cases.

It is recognized that Canadian Armed Forces personnel and their dependents admitted to Brandon University can have their program of studies interrupted because of special circumstances (*e.g.* deployments or attendance in training programs). Accordingly, the normal residency regulations will be waived provided that the students meet the following requirements:

1. attended Brandon University classes either on-campus or at an approved location **or,**

2. have a Letter of Permission from Brandon University allowing them to pursue studies at an approved location in Canada or abroad; **and**
3. all other requirements for the Brandon University degree sought have been met.

In cases when classes are interrupted due to special circumstances, students are to be aware of regulations regarding Incomplete Term Work (see section Error! Reference source not found.**)** and Deferred Examinations (see section Error! Reference source not found.**)**. For further in formation, please contact (204) 727-7300, or email: plar@brandonu.ca.

6.3 PROGRAM REQUIREMENTS

All education programs require a minimum 2.50 GPA in both the undergraduate and education degree. All education programs require grades in teachable subject areas to be above a "D".

As pre-service professionals, the Faculty of Education expects exemplary academic performance from students. Students are expected to attend and participate in all classes and field placements. Please see the Faculty of Education Professional Standards (Undergraduate) Policy and full Attendance Policy on the Faculty of Education website.

6.3.1 BACHELOR OF EDUCATION (AD)

This program is designed for students who have completed a first degree prior to entering the Faculty of Education. The program is tightly structured, and students are advised that the sequencing in the two routes (Kindergarten-Grade 6 and Grades 7 -12) must be strictly followed. Coursework is set to prepare students for their field experiences.

Students taking this program must choose the Kindergarten-Grade 6 or Grades 7-12 route at time of application.

6.3.2 KINDERGARTEN – GRADE SIX ROUTE

The **Kindergarten – Grade Six Route** is designed for teacher candidates who wish to specialize as general classroom teachers teaching students in Kindergarten to Grade Six.

Admission Requirements

1. Students must have an Undergraduate degree with a minimum GPA of 2.50. The Undergraduate degree must have a minimum of 90 credit hours.

KINDERGARTEN – GRADE SIX ROUTE

Degree Requirements

Students considering a Bachelor of Education (AD) Kindergarten – Grade 6 route must complete **60 credit hours** consisting of:

Required:		**Cr. Hrs.**	**42**
0X:XXX	Fundamentals of Teaching	3	
01:441	Classroom Management	3	
02:342	Foundations of Literacy Learning and Teaching	3	
02:381	Learning in Relationship: Indigenous Ways of Knowing and Being	3	
02:XXX	English Language Arts Curriculum, Assessment and Pedagogy K-6	3	
02:XXX	Social Studies Curriculum, Assessment and Pedagogy K-6	3	
03:XXX	Science and STEAM Curriculum, Assessment and Pedagogy K-6	3	
03:XXX	Mathematics Curriculum, Assessment and Pedagogy K-6	3	
04:253	Inclusive Education and Childhood Disabilities	3	
04:255	Child Development and the Learning Process	3	
04:353	Assessment, Evaluation and Reporting K-6	3	
03.XXX	Power, Positionality, and Privilege: Schools as Complex Spaces (AD/PENT)	3	
01:443	Educators and the Law	3	
04.352	Trauma Informed Behavioural Supports for Children	3	
Plus:	**Any two** additional Curriculum, Assessment and Pedagogy (CAP) K-12 or K-6 courses or Education Electives:		**6**
02:XXX	Drama Curriculum, Assessment and Pedagogy K-12	3	
02:XXX	Teaching French as a Second Language Curriculum, Assessment and Pedagogy K-12	3	
02.XXX	Teaching English as an Additional Language Curriculum, Assessment and Pedagogy K-12	3	
02:XXX	Art Curriculum, Assessment and Pedagogy K-12	3	
05:XXX	Physical Education Curriculum, Assessment and Pedagogy K-6	3	

	Electives courses as per course offerings	3	
Plus:	**12 credit hours** of Field Experience required		**12**
01:271	Field Experience I	3	
01:371	Field Experience II	3	
01:474	Field Experience III	3	
01:475	Field Experience IV	3	
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

Note: Not all K-12 CAP courses or electives are necessarily offered each year.

6.3.3 GRADE 7 – 12 ROUTE

This route is designed for teachers who wish to specialize in two teachable subjects teaching students in Grades 7 -12.

Admission Requirements

1. Students must have an Undergraduate degree with a minimum GPA of 2.5. The Undergraduate degree must have a minimum of 90 credit hours.
2. A Grade 7 – 12 route applicant must have a **24 credit hour first teachable subject** and a **15 credit hour second teachable subject.** Courses with "D" grades are not accepted towards teachable subjects. Teachable subjects are:

3. **Teachable subjects:**

Art	General Science *	Mathematics
Biology	General Social Studies **	Music ***
Business Administration	Geography	Physical Education
Chemistry	History	Physics
Computer Science	Human Ecology	Theater/Drama
English	Indigenous Studies	
French & Francophone Studies	Languages/Applied Linguistics	

Note: Teachable Subject areas may have additional specific course requirements not listed here. Entrance requirements and teachable pre-requisites for the BEd (AD) can be found on the Faculty of Education webpage in the Information Package.

* General Science Requirements

1. General Science as a first (24 credit hours) or second (15 credit hours) teachable subject may include courses in: Computer Science, Life Sciences (including Biological Sciences and Anatomy), Physical Sciences (including Chemistry and Physics), Earth and Space Sciences (including Astronomy, Geography, and Geology) and Engineering. Other courses in Natural Science (which do not include Mathematics) may be reviewed for inclusion.
2. Applicants declaring a General Science teachable subject in combination with another science discipline (Biology, Chemistry, Computer Science or Physics), may not include coursework from the same discipline within the General Science. Example: first teachable subject, Chemistry: 24 credit hours CHEM courses, second teachable subject, General Science: 15 credit hours, no CHEM courses.

** General Social Studies Requirements

1. General Social Studies as a first teachable must include 24 credit hours including:
   a) At least 6 credit hours of History
   b) At least 6 credit hours of Geography
   c) 12 or the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology
2. General Social Studies as a second teachable must include 15 credit hours including:
   a) At least 6 credit hours of History and at least 3 credit hours of Geography **or** at least 6 credit hours of Geography and at least 3 credit hours of History
   b) 6 or the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology
3. Applicants declaring a General Social Studies teachable subject in combination with Indigenous Studies may not include coursework from the same discipline with the General Social Studies. Example: first teachable subject, Indigenous Studies: 24 credit hours IND courses, second teachable subject, General Social Studies: 15 credit hours, no IND courses.
4. Applicants declaring a General Social Studies teachable subject in combination with Geography or History must include 6 credit hours (for first teachable) or 3 credit hours (second teachable) of Geography or History (opposite to their other declared teachable) and the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology. Example: first teachable subject Geography: 24 credit hours, second teachable subject, General Social Studies must include at least 3 credit hours of History and 12 or the remaining credit hours from Anthropology, Economics, Indigenous Studies, Law, Philosophy, Political Science, Psychology, or Sociology.

*** Music Requirements

1. Candidates must declare either Choral or Instrumental Stream.
2. Required courses for entrance:

a) Choral Stream:

66:378/379 Elementary Conducting and Score Study I & II
66:478 Advanced Conducting and Score Study

b) Instrumental Stream:

66:474 Beginner Instrumental Techniques and Methods
66:475 Advanced Instrumental Techniques and Methods
66:378/379 Elementary Conducting and Score Study I & II
66:478 Advanced Conducting and Score Study

Degree Requirements

Students considering a Bachelor of Education (AD) Grade 7 - 12 Route must complete **60 credit hours** consisting of:

Note: Six credit hours of curriculum, assessment and pedagogy (CAP)courses in each declared teachable are required.

Required:		**Cr. Hrs.**	**30**
0X:XXX	Fundamentals of Teaching	3	
01:441	Classroom Management	3	
02:381	Learning in Relationship: Indigenous Ways of Knowing and Being	3	
03:XXX	Digital Literacies in Education	3	
04:254	Inclusive Education and Adolescent Disabilities	3	
04:256	Adolescent Development & the Learning Process	3	
02.XXX	Power, Positionality, and Privilege: Schools as Complex Spaces (AD/PENT)	3	
04.257	Trauma Informed Behavioural Supports for Adolescents	3	
04.451	Counselling Skills and Mental Health Promotion	3	
01:443	Educators and the Law	3	
Plus:	**6 credit hours** of Curriculum, Assessment and Pedagogy (CAP) courses in the area of the first teachable*		**6**
Plus:	**6 credit hours** of Curriculum, Assessment and Pedagogy (CAP) courses in the area of the second teachable*		**6**
	*6 credit hours in **each** teachable to be comprised of one of: a) The CAP 1 and CAP 2 courses in the teachable area b) 02:XXX General CAP 1 and a CAP 1 or CAP K-12 course in or related to the teachable area that does not offer a CAP 2 course or when the two teachable areas require redundant CAP courses (e.g., Teachable 1: Biology, Teachable 2 General Science) c) Any combination of CAP 1, 2, or CAP K-12 courses or 02/03 Electives when the teachable area does not have a CAP course offered and the student completes 02.XXX General CAP 1 towards their other teachable area		
02:XXX	General Curriculum, Assessment and Pedagogy 1	**3**	
02:XXX	Drama Curriculum, Assessment and Pedagogy K-12	**3**	
02:XXX	Art Curriculum Assessment and Pedagogy K-12	**3**	
02:XXX	Teaching French as a Second Language Curriculum, Assessment and Pedagogy K-12	**3**	
02:XXX	English Language Arts Curriculum, Assessment and Pedagogy 1	**3**	
02.XXX	English Language Arts Curriculum, Assessment and Pedagogy 2	**3**	
02:XXX	Social Studies Curriculum, Assessment and Pedagogy 1	**3**	
02:XXX	Social Studies Curriculum, Assessment and Pedagogy 2	**3**	
03:XXX	Science Curriculum, Assessment and Pedagogy 1	**3**	
03:XXX	Science Curriculum, Assessment and Pedagogy 2	**3**	
03:XXX	Mathematics Curriculum, Assessment and Pedagogy 1	**3**	
03:XXX	Mathematics Curriculum, Assessment and Pedagogy 2	**3**	
05:XXX	Physical Education Curriculum, Assessment and Pedagogy 1	**3**	
02.XXX	Teaching English as an Additional Language Curriculum, Assessment and Pedagogy K-12	3	
Plus:	**Any two additional CAP 1, 2 or K-12 courses or** Education electives (per course offerings)		**6**
Plus:	**12 credit hours** of Field Experience required		**12**
01:271	Field Experience I		
01:371	Field Experience II		
01:474	Field Experience III		
01.475	Field Experience IV		
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

Note: Not all K-12 CAP courses or electives are necessarily offered each year.

6.3.3 BACHELOR OF EDUCATION (BEd) PROGRAM (TECHNICAL VOCATIONAL ROUTE)

This program is intended for technical vocation teachers who have completed the Red River College Technical Vocational teaching diploma. The program will provide a pathway for Manitoba teachers with the Red River College technical vocational diploma to gain a Bachelor of Education degree after which they are eligible to apply to be professionally certified as K-12 teachers in Manitoba.

The Bachelor of Education (Technical Vocational Route) is a 60 credit hour program at Brandon University. This is a cohort-based program which allows students to complete their studies on a part time basis over 3 years.

The program will have 48 credit hours in person delivery and 12 credit hours online delivery. Students will also require 3 credit hours (6 weeks, full time) of Field Experience. A minimum of 30 of the total required credit hours must be completed at Brandon University.

Upon successful completion of the program, students will earn their Bachelor of Education degree and are recommended to the Professional Certification Unit of Manitoba Education and Training to teach in public schools in Manitoba.

Students seeking the Bachelor of Education Program (Technical/Vocational route) at Brandon University must complete **60 credit hours** consisting of a minor teachable area (18 credit hours) in an Arts or Science Discipline, 12 credit hours of Arts or Science elective courses, 27 credit hours of Education courses and 3 credit hours of Field Experience:

Required:		**Cr. Hrs.**	**30**
	18 credit hours in Arts courses (Minor) or Science courses (Minor)	18	
	12 credit hours in Arts courses (Elective) or Science courses	12	
Required:		**Cr. Hrs.**	**30**
04:356	Social Justice Education	3	
04:254	Inclusive Education and Adolescent Disabilities	3	
04:256	Adolescent Development and the Learning Process	3	
02:381	Learning in Relationship: Indigenous Ways of Knowing and Being	3	
02:342	Foundations of Literacy Learning and Teaching	3	
Plus:	**two** Curriculum, Assessment and Pedagogy (CAP) courses in second teachable area *6 credit hours in the second teachable to be comprised of one of: a) The CAP 1 and CAP 2 courses in the teachable area b) 02:XXX General CAP 1 and a CAP 1 or CAP K-12 course in or related to the teachable area that does not offer a CAP 2 course or when the two teachable areas require redundant CAP courses (e.g., Teachable 1: Biology, Teachable 2 General Science) c) Any combination of CAP 1, 2, or CAP K-12 courses or 02/03 Electives when the teachable area does not have a CAP course offered and the student completes 02.XXX General CAP 1 towards their other teachable area	6	
	Any two additional Curriculum, Assessment and Pedagogy (CAP) courses or Education electives (per course offerings)	6	
Plus:			
01:475	Field Experience IV	3	
	Must achieve 2.50 GPA to meet Graduation requirement **Degree Total:**		**60**

6.3.4 BACHELOR OF ARTS/BACHELOR OF EDUCATION (AD) (5-YEAR INTEGRATED)

Admission to this program will be through the Admissions Office. Students entering the BA/BEd (AD) program must meet the admission requirements of the Bachelor of Arts (Liberal Arts Distributed Major 3-year) to be eligible for this program..A 2.50 GPA is required in the BA portion of the degree prior to completing the final year of the Education program.

While completing the BA portion of the program, students should seek academic advising and keep in mind the following:

a) Students must obtain a minimum 2.50 GPA
b) Students must complete 90 credit hours in the BA portion of the degree and 30 credit hours in the BEd portion of the degree, prior to entry into the final year in the BEd degree.

6.3.4.1 RESIDENCE REQUIREMENTS

Of the minimum 90 credit hours required to graduate with a BA (Liberal Arts Major) 3-year degree, a minimum of 45 credit hours including a minimum of 50% of credit hours required for each declared major must be completed at Brandon University.

(these requirements were previously removed in a separate motion)

6.3.4.2 DEGREE REQUIREMENTS (this section now to become 6.4.3.1)

Students considering the Bachelor of Arts/Bachelor of Education (AD) Integrated Program must complete **90 credit hours** in Year 1 though Year 4 to fulfill the Liberal Arts Distributed Major degree requirements (section 5.16.18). They also must complete **60 credit hours** in Education consisting of 30 credit hours in Year 1 through Year 4, AND 30 credit hours in Year 5, as outlined below. Year 1 through Year 4 may be completed part-time over a longer time period (keeping in mind Education course stale dates, but Year 5 in Education must be completed full-time:

YEAR 1

Required:		**Cr. Hrs.**	**6**
Term 1			
02:210	Teacher Identity: Becoming Tomorrow's Teacher	3	
Term 2			
03:250	Power, Positionality and Privilege: Schools as Complex Spaces (IP)	3	

YEAR 2

Required:		**Cr. Hrs.**	**6**
Term 1			
04:255	Child Development and the Learning Process	3	
Term 2			
04:253	Inclusive Education/Children with Disabilities	3	

YEAR 3

Required:		**Cr. Hrs.**	**9**
Term 1			
03:XXX	Mathematics Curriculum, Assessment and Pedagogy K-6	3	
Term 2			
04:353	Assessment, Evaluation and Reporting K-6	3	
Spring			
01:271	Field Experience I	3	

YEAR 4

Required:		**Cr. Hrs.**	**9**
Term 1			
01:441	Classroom Management	3	
Term 2			
02:XXX	English Language Arts Curriculum, Assessment and Pedagogy K-6	3	
Spring			
01:371	Field Experience II	3	

YEAR 5

Required:		**Cr. Hrs.**	**18**
01:351	Reflective Practice for Emerging Educators: The Integrated Program Capstone Course	3	
02:342	Foundations of Literacy Learning and Teaching	3	
03:XXX	Digital Literacies in Education	3	
02.XXX	Social Studies Curriculum, Assessment and Pedagogy K-6	3	
03:XXX	Science and STEAM Curriculum, Assessment and Pedagogy K-6	3	
02:381	Learning in Relationship: Indigenous Ways of Knowing and Being	3	
Plus:	**Any two additional** Curriculum, Assessment and Pedagogy (CAP) courses or Education electives (as per course offerings)		**6**
Plus:			**6**
01:474	Field Experience III	3	
01:475	Field Experience IV	3	
	Must achieve 2.50 GPA to meet Graduation requirement	**Degree Total:**	**60**

Note: Not all K-12 CAP courses or electives are necessarily offered each year.

6.3.5 5-YEAR CONCURRENT BMUS/BED (AD)

This degree program allows music students to complete the requirements for the BMus (Major in School Music) and the BEd (AD) concurrently, rather than sequentially. In it, students normally earn both degrees and achieve teacher certification following a five-year period of study.

Before applying for admission to the BEd (AD) portion of the program in Year 2, students must choose one of three possible streams: elementary general music, secondary choral music or secondary instrumental music.

Please see section Error! Reference source not found. of the School of Music section of the calendar for full description and requirements of the B Mus/BEd (AD) Program.

6.4 PENT INDIGENOUS TEACHER EDUCATION

Director: Mr. J. Minshull, BEd, Grad Dip

This program is an integrated BA/BEd program (150 credit hours in total) that is intended for Indigenous Educators, who are already employed in schools as educational assistants (EAs). It was started in the summer of 1971 as a project to provide Indigenous Educational Assistants with an opportunity to acquire a teaching certificate. The students come from communities as far north as Brochet, Churchill, South Indian Lake and Split Lake. Each year they study at Brandon University for four months, from April through July.

The PENT curriculum mirrors the regular teacher education program. While at Brandon University, the PENT students take an average twenty-four credit hours of courses each year. A minimum of six summers is required to achieve certification; however, students do have the advantage of working in school for seven months each year. A shortage of Early/Middle Years Educators in Science/Math/English throughout Northern Manitoba has led to a refined focus upon these disciplines. The PENT Program will prepare educators to meet the future market needs.

While studying on campus, students have access to modern library and computer facilities and equipment.

Upon successful completion of this program, the students are recommended to the Professional Certification Unit of Manitoba Education and Training to teach in any public school in Manitoba.

The Advisory Committee, which oversees the program, includes representatives from many of the Tribal Councils, a PENT student representative, Frontier School Division, Indian Affairs, The Manitoba Indian Education Board, the Manitoba Métis Federation, Manitoba Teachers' Society, Department of Education and Training, and Brandon University, Faculty of Education.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 063.NOV26 **AGENDA ITEM NO. 5.4.3.1.5**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Department of Physical Education Studies, Faculty of Education				
SUBJECT:	Curriculum & Program Revisions				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following curriculum & program revision, as submitted by the Department of Physical Education Studies, Faculty of Education:

- Exclude BPES from Education Course Stale-dating Regulation

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

MEMO

October 2, 2026

To: Undergraduate Studies Committee
From: Education Faculty Council
Cc:
Subject: Undergraduate Calendar Changes

Please find attached a document outlining the changes required to exclude students in the Physical Education Studies program from the Undergraduate Calendar Section 6.1.4 (e) as it pertains to stale dated courses.

The rationale for this is that Physical Education Students have not typically followed the same timeline as Education students in the other streams. The Dean's office and the Chair of Physical Education Studies have agreed that it is in the best interest of Physical Education Studies students to be excluded from this clause.

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 must be submitted to the Field Experience Office in the Faculty of Education by **July 31**. These checks must be dated the month of May 1 or later in the year of acceptance. 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/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 **September 1**. These checks must be dated the month of May 1st or later in the year of acceptance. 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 15 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.

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 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 must be submitted to the Field Experience Office by September 1 of their admission year in the Faculty of Education. These checks must be dated the month or later in the year of acceptance. 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. (Excluding 05 courses within the Bachelor of Physical Education Studies degree).

e)

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.

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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.

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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 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 must be submitted to the Field Experience Office by September 1 of their admission year in the Faculty of Education. These checks must be dated the month or later in the year of acceptance. 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. (Excluding 05 courses within the Bachelor of Physical Education Studies degree).
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.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 064.NOV26 **AGENDA ITEM NO. 5.4.3.2.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Department of Nursing, Faculty of Health Studies				
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 Nursing, Faculty of Health Studies:

- 72:253 Health Assessment
- 71:276 Foundational Nursing Skills
- 71:280 Intermediate Nursing Skills
- 71:285 Advanced Nursing Skills
- 71:368 Sexual Health

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) Undergraduate ( ) Graduate

Course Number: 71:253 **Course Title:** Health Assessment

Faculty/School: Health Studies **Department:** Nursing (71)

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

71:253 HEALTH ASSESSMENT (3)
Prerequisite: Admission to the Bachelor of Nursing program.
The focus of this course is a systems approach to gathering essential normal and non-normal assessment data to establish a foundation for the development of health assessment skills. Consideration of life-span differences and the use of communication and critical thinking skills in the collection and analysis of assessment data will be included. Simulated opportunities are provided in the lab for students to practice assessment, communication, and decision-making skills.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:276 and 71:279.
3 lecture hours per week, 3 laboratory hours per week, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

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: 2

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

71:253 HEALTH ASSESSMENT (3)
Prerequisite: Admission to the Bachelor of Nursing program.
The focus of this course is a systems approach to gathering essential normal and non-normal assessment data to establish a foundation for the development of health assessment skills. Consideration of life-span differences and the use of communication and critical thinking skills in the collection and analysis of assessment data will be included. Simulated opportunities are provided in the lab for students to practice assessment, communication, and decision-making skills.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:276 and 71:279.
3 lecture hours per week, 2 laboratory hours per week, one term.

Calendar Placement:

Page 350

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.

To clarify the number of laboratory hours within the course as two hours per week instead of three.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: September 28, 2026

Dean's Approval Date: September 28, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) Undergraduate ( ) Graduate

Course Number: 71:276 **Course Title:** Foundational Nursing Skills

Faculty/School: Health Studies **Department:** Nursing (71)

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

71:276 FOUNDATIONAL NURSING SKILLS (3)
Prerequisite: Admission to the Bachelor of Nursing program.
Corequisite: 71:279.
The focus of this course is development of basic psychomotor skills and interventions for nursing practice to support safe client care using the nursing process.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:279 Clinical Practicum I.
Credit cannot be held for both this course and 71:254 or 71:264.
2 lecture hours per week, 2 laboratory hours per week, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

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: 3

Lab hrs/wk to:

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

71:276 FOUNDATIONAL NURSING SKILLS (3) Prerequisite: Admission to the Bachelor of Nursing program. Corequisite: 71:279. The focus of this course is development of basic psychomotor skills and interventions for nursing practice to support safe client care using the nursing process.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:279 Clinical Practicum I.
Credit cannot be held for both this course and 71:254 or 71:264.
3 lecture hours per week, 2 laboratory hours per week, one term.

Calendar Placement:

Page 350

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.

To correct an error when course revision was completed/approved, and clarify the lecture hours within the course should be three instead of two.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: September 28, 2026

Dean's Approval Date: September 28, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) Undergraduate ( ) Graduate

Course Number: 71:280 **Course Title:** Intermediate Nursing Skills

Faculty/School: Health Studies **Department:** Nursing (71)

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

71:280 INTERMEDIATE NURSING SKILLS (3)
Prerequisite: Completion of Year II, Term 1 courses in the BN program.
Corequisite: 71:284.
The focus of this course is the development of more complex skills for nursing practice to support safe, client care using the nursing process.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:284.
Credit cannot be held for both this course and 71:264.
2 lecture hours per week, 2 laboratory hours per week, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

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: 3

Lab hrs/wk to: 3

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

71:280 INTERMEDIATE NURSING SKILLS (3)
Prerequisite: Completion of Year II, Term 1 courses in the BN program.
Corequisite: 71:284.
The focus of this course is the development of more complex skills for nursing practice to support safe, client care using the nursing process.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:284.
Credit cannot be held for both this course and 71:264.
3 lecture hours per week, 3 laboratory hours per week, one term.

Calendar Placement:

Page 351

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.

To correct an error when course revision was completed/approved, and clarify the lecture hours within the course should be three hours instead of two and labratory hours should be three hours instead of two.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: September 28, 2026

Dean's Approval Date: September 28, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) Undergraduate ( ) Graduate

Course Number: 71:285 **Course Title:** Advanced Nursing Skills

Faculty/School: Health Studies **Department:** Nursing (71)

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

71:285 ADVANCED NURSING SKILLS (1)
Prerequisite: Successful completion of Term I and Term II Year 2 Nursing program courses.
The focus of this course is development of advanced, complex nursing skills for nursing practice to support safe, client care using the nursing process.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:286.
Credit cannot be held for both this course and 71:254 or 71:264.
3 lecture hours per week, 5 laboratory hours per week, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

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: 3

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

71:285 ADVANCED NURSING SKILLS (1)
Prerequisite: Successful completion of Term I and Term II Year 2 Nursing program courses.
The focus of this course is development of advanced, complex nursing skills for nursing practice to support safe, client care using the nursing process.
Note: Students who withdraw or are removed from this course will be withdrawn from 71:286.
Credit cannot be held for both this course and 71:254 or 71:264.
3 lecture hours per week, 3 laboratory hours per week, one term.

Calendar Placement:

Page 351

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.

To correct an error when course revision was completed/approved, and clarify the labratory hours within the course should be three hours instead of five.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: September 28, 2026

Dean's Approval Date: September 28, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (•) **Undergraduate** ( ) **Graduate**

Course Number: 71:368 **Course Title:** SEXUAL HEALTH

Faculty/School: Health Studies **Department:** Nursing (71)

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

71:368 (3)
SEXUAL HEALTH
Prerequisite: Completion of Year II courses of BN program.
The focus of this course is reproductive health of adolescents and adults. The content focuses on sexual health, preconception health, childbearing experiences, and individual and family responses to these transitions. The course includes 24 hours of clinical practice which may be 8 and/or 12 hour shifts, days or evenings, weekdays and/or weekends, and simulated learning experiences.
Credit cannot be held for both this course and 71:356.
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: SEXUAL AND REPRODUCTIVE HEALTH

Credit Hours to:

Short Title to (max 25 characters)**:**

Course Type to:

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

AND/OR

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

AND/OR

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

Cannot Be Held With:

Cross-Listed With:

Additional Information/Clarification:

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

71:368 (3)
SEXUAL AND REPRODUCTIVE HEALTH
Prerequisite: Completion of Year II courses of BN program.
The focus of this course is reproductive health of adolescents and adults. The content focuses on sexual health, preconception health, childbearing experiences, and individual and family responses to these transitions. The course includes 24 hours of clinical practice which may be 8 and/or 12 hour shifts, days or evenings, weekdays and/or weekends, and simulated learning experiences.
Credit cannot be held for both this course and 71:356.
3 lecture hours per week, one term.

Calendar Placement:

D. REQUIRED SUPPORTING DOCUMENTATION

☑ Detailed Course Outline

E. RATIONALE & JUSTIFICATION

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

Requesting approval for course name change to more accurately reflect the content of the course.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

From:	Michelle McFarlin
To:	Brandon University Senate
Cc:	Nora Ahmad; Christine Paddock; Carrie McCallum; Meagan Barnett; Linda Ross
Subject:	FHS Policies/Course Revisions for USC & Senate approvals
Date:	September 29, 2026 9:54:17 AM
Attachments:	image001.png CRP Forms for five nursing courses.pdf Personal Technology Devices Policy June 8 2026.docx Personal Technology Devices Policy (clean) Approved at FC Sept 28 2026.docx Term Test Exam Invigilation Revised.docx Registration-Policy-Revised.docx Registration-Policy-Clean - Approved at FC Sept 28 2026.docx

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Good morning,

At our Faculty Council meeting on September 28, 2026, the following were approved for USC/Senate approvals.

1. Nursing Course Revision Proposals x 5
   Rationale: To corrects errors listed in course calendar (71.253, 71.276, 71.280, 71.285); update course name to more accurately reflect the content of the course (71.368)

2. Personal Technology Devices Policy (formerly Cell Phone Policy)
   Rationale: Title change and content update to reflect personal devices rather than just cell phones.

3. Term/Test Invigilation Policy
   Rationale: Removal of his FHS Policy, noting that we will follow the BU Testing and Examinations Policy

4. Registration Policy
   Rationale: added a line that refers to the Undergraduate Calendar for Fee Regulations.

Please do not hesitate to contact us if you have any questions.

Best,

Michelle McFarlin | Administrative Assistant to the Dean
BRANDON UNIVERSITY
Faculty of Health Studies
270 – 18th Street | Brandon, MB R7A 6A9
p. 204-727-7459
mcfarlinm@brandonu.ca

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BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 065.NOV26 **AGENDA ITEM NO. 5.4.3.2.2**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Departments of Nursing & Psychiatric Nursing, Faculty of Health Studies				
SUBJECT:	Policy Revisions				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

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

- Personal Technology Devices Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

FACULTY OF HEALTH STUDIES

Subject: Personal Technology Devices ~~Cell Phone~~ Policy
Date: April 24, 2017

Department: Nursing/Psychiatric Nursing
Revised: Feb 14, 2023, June 8, 2026

Program: Bachelor of Nursing/
Bachelor of Science in Psychiatric Nursing
Reviewed: March 4, 2019
Feb 14, 2023

Approved at Faculty Council:
Feb 27, 2023

PURPOSE:

The purpose of this policy is to protect patient privacy and confidentiality, promote professional and ethical behaviour, uphold academic integrity, and ensure patient safety.

Personal Technology Devices includes, but is not limited to:

- Cell phones
- Smartwatches
- Smart glasses
- Any wearable device capable of recording, storing, transmitting, or accessing data, images, audio, and/or video

~~The Faculty of Health Studies respects individual learning needs and strives to provide an optimal learning environment for everyone. To maintain a respectful learning environment in the classroom and laboratory settings, students and Faculty will keep cell phones concealed and muted.~~

~~Cell phones will be permitted for students and Faculty in the clinical area for resource and information gathering only .~~

POLICY:

The improper use of personal technology devices is prohibited in learning environments including, but not limited to, the classroom, clinical, and laboratory settings, as it creates risks of unauthorized recording, distraction, and breaches of professional standards.

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Personal technology devices ~~Cell phones~~ are not permitted for *personal* use in patient care areas~~; cell phone use is permitted for resource and information gathering only~~. U~~Cell phone u~~se for resource and information gathering will be expected to be professional, and used appropriately in non-patient care areas i.e. break room, shift-change room, medication room.

~~Personal use of a cell phone is permitted while on an approved break. If you are observed using your cell phone inappropriately, you may be sent home.~~
Devices must be concealed and muted in the learning environments including, but not limited to, the classroom, clinical, and laboratory settings. Exceptions to be authorized by Faculty/Clinical Instructor.

~~Cellular data notifications to smart watches are to be turned off in the clinical area.~~

~~Cell phones must be concealed and muted in the classroom and laboratory settings. Exceptions to be authorized by Faculty/Clinical Instructor.~~

Inappropriate use of personal technology devices may result in removal from the learning environment and further disciplinary action.

BRANDON UNIVERSITY

FACULTY OF HEALTH STUDIES

Subject:	Personal Technology Devices Policy	**Date:**	April 24, 2017
Department:	Nursing/Psychiatric Nursing	**Revised:**	Feb 2023/June 2026
Program:	Bachelor of Nursing/ Bachelor of Science in Psychiatric Nursing	**Reviewed:**	March 2019/ Feb 2023/June 2026
		Approved at Faculty Council:	Sep 28, 2026

PURPOSE:
The purpose of this policy is to protect patient privacy and confidentiality, promote professional and ethical behaviour, uphold academic integrity, and ensure patient safety.

Personal Technology Devices includes, but is not limited to:

- Cell phones
- Smartwatches
- Smart glasses
- Any wearable device capable of recording, storing, transmitting, or accessing data, images, audio, and/or video

POLICY:
The improper use of personal technology devices is prohibited in learning environments including, but not limited to, the classroom, clinical, and laboratory settings, as it creates risks of unauthorized recording, distraction, and breaches of professional standards.

Personal technology devices are not permitted for *personal* use in patient care areas. Use for resource and information gathering will be expected to be professional, and used appropriately in non-patient care areas i.e. break room, shift-change room, medication room.

Devices must be concealed and muted in the learning environments including, but not limited to, the classroom, clinical, and laboratory settings. Exceptions to be authorized by Faculty/Clinical Instructor.

Inappropriate use of personal technology devices may result in removal from the learning environment and further disciplinary action.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 066.NOV26 **AGENDA ITEM NO. 5.4.3.2.2**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Departments of Nursing & Psychiatric Nursing, Faculty of Health Studies				
SUBJECT:	Policy Revisions				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

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

- Registration Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

FACULTY OF HEALTH STUDIES

Subject:	Registration	**Date:**	September 29, 2004
Department:	Nursing/Psychiatric Nursing	**Revised:**	Jan 23, 2013/Jan 27, 2020 / Sept 14, 2026
Program:	Bachelor of Nursing Bachelor of Science in Psychiatric Nursing	**Approved at HS Faculty Council:**	January 27, 2020

POLICY:

Registration for Health Studies courses must be complete by August 1. For students admitted to the Faculty of Health Studies after August 1, course registration must be completed by August 15.

PROCEDURE:

Upon acceptance to the BN/BScPN programs, students will be required to attend a mandatory orientation session.

The BN/BScPN Student Advisors will approve the on-line course registration.

1) No student may register for Year 2 courses without having been admitted to the BN/BScPN Program

2) Year 3 and Year 4 students will register for courses using the online registration system. The BN/BScPN Student Advisors will ensure the minimum course requirements have been met for progression to the succeeding year.

3) No student may attend classes, labs, or clinical without completing course registration and related requirements (as per Student Handbook).

4) In order to protect student and public safety, students may not audit clinical courses.

Refer to the Undergraduate Calendar for Fee Regulations.

Commented [MB1]: Included reference to Undergrad Calendar for Fee Regulations (Non-Payment of Fees) - to follow BU policy

BRANDON UNIVERSITY

FACULTY OF HEALTH STUDIES

Subject:	Registration	**Date:**	September 29, 2004
Department:	Nursing/Psychiatric Nursing	**Revised:**	Jan 2013 /Jan 2020 /Sept 2026
Program:	Bachelor of Nursing Bachelor of Science in Psychiatric Nursing	**Approved at HS Faculty Council:**	Sept 28, 2026

POLICY:

Registration for Health Studies courses must be complete by August 1. For students admitted to the Faculty of Health Studies after August 1, course registration must be completed by August 15.

PROCEDURE:

Upon acceptance to the BN/BScPN programs, students will be required to attend a mandatory orientation session.

The BN/BScPN Student Advisors will approve the on-line course registration.

1) No student may register for Year 2 courses without having been admitted to the BN/BScPN Program

2) Year 3 and Year 4 students will register for courses using the online registration system. The BN/BScPN Student Advisors will ensure the minimum course requirements have been met for progression to the succeeding year.

3) No student may attend classes, labs, or clinical without completing course registration and related requirements (as per Student Handbook).

4) In order to protect student and public safety, students may not audit clinical courses.

Refer to the Undergraduate Calendar for Fee Regulations.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 067.NOV26 **AGENDA ITEM NO. 5.4.3.2.3**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Departments of Nursing & Psychiatric Nursing, Faculty of Health Studies				
SUBJECT:	Policy Rescission				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

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

- Test/Exam Invigilation Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

FACULTY OF HEALTH STUDIES

Subject:	Test/Exam Invigilation	Date:	September 19, 2016
Department:	Nursing/Psychiatric Nursing	Revised:	May 4, 2026
Program:	Bachelor of Nursing Bachelor of Science in Psychiatric Nursing	Approved at Faculty Council:	June 1, 2020

PURPOSE:

The Faculty of Health Studies strives to provide students with a fair, respectful and supportive testing environment for all tests/examinations in the classroom.

POLICY:

1) The Faculty of Health Studies will follow the Brandon University Testing and Examinations Policy. This policy will be used for all Faculty of Health Studies examinations (term tests, examinations, etc.)
2) In addition to the university policy, whenever possible, students will be accompanied when leaving the test/examination room (e.g. washroom).

Commented [MB1]: Discussion: Should this be removed as this is procedural instead of policy?

To: Undergraduate Studies Committee
From: Leanne Zacharias, Dean of Music
Date: October 7, 2026

On October 6th, Music Faculty Council passed the following three motions brought forward by the Applied Department. Please see attached memo for more details. These motions are forwarded to Undergraduate Studies Committee for its consideration and action.

Motion 1: Moved and seconded (M. Galea/S. Scott) – THAT the following course revisions for the Jazz & Contemporary Popular Music Stream in the Bachelor or Music – Performance Major be approved.

65:267 Introduction to Jazz Improvisation I

- That the Course Title of 65:267 Introduction to Jazz Improvisation I be changed to "Jazz Improvisation I".
- That the Prerequisite be changed from "64/67:180, 64/67:183 and permission of Instructor" to "64/67:180 and 64/67:183".

65:268 Introduction to Jazz Improvisation II

- That the Course Title of 65:268 Introduction to Jazz Improvisation II be changed to "Jazz Improvisation II."

65:357 Advanced Jazz Improvisation I

- That the Course Title of 65:357 Advanced Jazz Improvisation I be changed to "Jazz Improvisation III".
- That the contact hours and instruction mode be changed from "1.5 lecture hours per week, 1.5 laboratory hours per week" to "3 lecture hours per week".
- That the credit hours be changed from 1.5 to 3.

65:358 Advanced Jazz Improvisation II

- That the Course Title of 65:358 Advanced Jazz Improvisation I be changed to "Jazz Improvisation IV".
- That the contact hours and instruction mode be changed from "1.5 lecture hours per week, 1.5 laboratory hours per week" to "3 lecture hours per week".

CARRIED

Motion 2: Moved & Seconded (L. Deniz/N. Hennen) – That the following course revisions for the Jazz & Contemporary Popular Music Stream in the Bachelor of Music - Performance Major be approved:

65:351 Jazz Composition and Arranging I

- That the Course Title of 65:351 Jazz Composition and Arranging I be changed to "Jazz

Composition and Arranging."

65:352 Jazz Composition and Arranging II

- That the Course Title of 65:352 Jazz Composition and Arranging II be changed to "Contemporary Popular Music Composition and Arranging."
- That the Prerequisite be changed from "65:351" to "65:268 Jazz Improvisation II."

CARRIED

Motion 3: Moved and seconded (L. Deniz?/N. Wilson) THAT the following Calendar changes for the Jazz & Contemporary Popular Music Stream in the Bachelor of Music - Performance Major be approved:

- That 65:351 Jazz Composition and Arranging (3 credits) -OR- 65:352 Contemporary Popular Music Composition and Arranging (3 credits) be added as a required course.
- That 66:348 Jazz Pedagogy (3 credits) be removed as a degree requirement.
- That 3 credits of Music Electives (any 64, 65, 66 prefix course except Applied Instruction or Ensembles) be removed as a degree requirement.

CARRIED

From the JDME Department:
Motion: Moved and seconded (S. Chadwick/S. Scott) TO accept the attached course, program, and calendar changes to the 5-year concurrent program.

CARRIED

MEMO

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

From: Prof. Marika Galea, Co-Chair and Jazz and Contemporary Popular Music Area Coordinator, Applied Music

Subject: Calendar Changes in Music – Applied, Jazz and Contemporary Popular Music Stream

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The Applied Department (Music) has approved the below revisions to the Bachelor of Music in Performance degree program's Jazz and Contemporary Popular Music stream and the corresponding calendar changes. They are detailed here for consideration by MFC, USC and Senate.

Motion 1 – Jazz & CPM: Jazz Improvisation Course Revisions

That the following course revisions for the Jazz & Contemporary Popular Music Stream in the Bachelor of Music - Performance Major be approved:

65:267 Introduction to Jazz Improvisation I

- That the Course Title of 65:267 Introduction to Jazz Improvisation I be changed to "Jazz Improvisation I".
- That the Prerequisite be changed from "64/67:180, 64/67:183 and permission of Instructor" to "64/67:180 and 64/67:183".

65:268 Introduction to Jazz Improvisation II

- That the Course Title of 65:268 Introduction to Jazz Improvisation II be changed to "Jazz Improvisation II".

65:357 Advanced Jazz Improvisation I

- That the Course Title of 65:357 Advanced Jazz Improvisation I be changed to "Jazz Improvisation III".
- That the contact hours and instruction mode be changed from "1.5 lecture hours per week, 1.5 laboratory hours per week" to "3 lecture hours per week".
- That the credit hours be changed from 1.5 to 3.

65:358 Advanced Jazz Improvisation II

- That the Course Title of 65:358 Advanced Jazz Improvisation I be changed to “Jazz Improvisation IV”.
- That the contact hours and instruction mode be changed from “1.5 lecture hours per week, 1.5 laboratory hours per week” to “3 lecture hours per week”.
- That the credit hours be changed from 1.5 to 3.

Context & Rationale

The four-semester jazz improvisation sequence is a keystone of the Jazz & Contemporary Popular Music major. Learning the basics of improvising in the jazz language is a fundamental degree outcome. Jazz-specific melodic, harmonic, rhythmic, aural, and contextual skills are introduced sequentially across the four semesters in tandem with improvisation concepts and techniques that have evolved over the history of the music.

Since the terms “Introduction” and “Advanced” are highly subjective, we would like to change the course titles of the Jazz Improvisation sequence to simply “Jazz Improvisation I, II, III, and IV”. The notion of what “advanced” improvisation is varies widely depending on location and institution. “Jazz Improvisation I, II, III, and IV” more accurately describes the sequential nature of the course material and instruction. In addition, the “Advanced” Jazz Improvisation courses have historically (i.e.. the past 18 years, at least) been delivered in the same mode as the “Introduction” Jazz Improvisation courses: 3 lecture hours per week with no “laboratory hours”. Changing the credit hours from 1.5 to 3 per term for the “Advanced” courses (i.e.. Jazz Improv III and IV) more accurately reflects the course material as well as the associated student and faculty workload. This change has been long overdue.

Motion 2 – Jazz & CPM: Jazz & Popular Music Composition Course Revisions

That the following course revisions for the Jazz & Contemporary Popular Music Stream in the Bachelor of Music - Performance Major be approved:

65:351 Jazz Composition and Arranging I

- That the Course Title of 65:351 Jazz Composition and Arranging I be changed to “Jazz Composition and Arranging”.

65:352 Jazz Composition and Arranging II

- That the Course Title of 65:352 Jazz Composition and Arranging II be changed to “Contemporary Popular Music Composition and Arranging”
- That the Prerequisite be changed from “65:351” to “65:268 Jazz Improvisation II”

Context & Rationale

Reflecting the name of the "Jazz & Contemporary Popular Music" stream in the Bachelor of Music - Performance Major and the desired degree outcomes, the two Composition and Arranging courses in the Jazz & CPM area have been taught over the past six years with the aim of introducing students to composition and arranging techniques from both the jazz tradition and contemporary popular music practice. The Course Title change for 65:352 will reflect this. We believe that a Course Title change for 65:352 is more appropriate than a New Course Proposal since many course fundamentals and outcomes remain unchanged.

Motion 3 – Jazz & CPM Calendar Changes

That the following Calendar changes for the Jazz & Contemporary Popular Music Stream in the Bachelor of Music - Performance Major be approved:

- That 65:351 Jazz Composition and Arranging (3 credits) -OR- 65:352 Contemporary Popular Music Composition and Arranging (3 credits) be added as a required course.
- That 66:348 Jazz Pedagogy (3 credits) be removed as a degree requirement.
- That 3 credits of Music Electives (any 64, 65, 66 prefix course except Applied Instruction or Ensembles) be removed as a degree requirement.

Context & Rationale

As we are adding 6 credits into the Jazz & Contemporary Popular Music major (an additional 1.5 credits for both Jazz Improvisation III & IV and 3 credits for either Jazz Composition and Arranging OR Contemporary Popular Music Composition and Arranging, we need to find 6 required credits to remove to keep the total credit requirement at 126.

Jazz Pedagogy is generally not a mandatory core course requirement for most undergraduate jazz performance degree programs in North America, though it is often a recommended elective (U of T, McGill, Capilano University, University of Washington, Manhattan School of Music, New England Conservatory).

A foundational understanding of jazz composition and/or arranging is a mandatory course requirement for most undergraduate jazz performance programs in North America. We are currently an outlier in this. Familiarity with basic composition techniques and ideas in the Jazz or Contemporary Popular music genres is currently considered a fundamental skill for students graduating with an undergraduate jazz performance degree.

The Jazz & Contemporary Popular Music Stream in the Bachelor of Music - Performance Major currently has 6 required credits of Music Electives (Any 64, 65, or 66 prefix course except Applied Instruction or Ensemble) plus 3 required credits of Free Elective. We are an outlier from all of the other Performance Major Streams in this regard:

- Brass (6 credits Free Electives)
- Percussion (6 credits Free Electives)
- Piano (5 credits Free Electives)
- Strings (6 credits Free Electives)
- Voice (6 credits Free Electives)
- Woodwind (6 credits Free Electives)

By removing 3 credits of Music Electives from the Jazz & Contemporary Popular Music Stream, students in this degree program will still have 6 credits of Electives (in addition to the 24 credits of Non-Music Electives). This puts Jazz & CPM stream in line with the other streams in the jazz performance major.

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 068.NOV26 **AGENDA ITEM NO. 5.4.3.3.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Department of Music, School of Music				
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 Music, School of Music:

- 65:267 Introduction to Jazz Improvisation I
- 65:268 Introduction to Jazz Improvisation II
- 65:357 Advanced Jazz Improvisation I
- 65:358 Advanced Jazz Improvisation II
- 65:351 Jazz Composition and Arranging I
- 65:352 Jazz Composition and Arranging II

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: ◯ **Undergraduate** ◯ **Graduate**

Course Number: 65:267 **Course Title:** Introduction to Jazz Improvisation I

Faculty/School: Music **Department:** Music: Applied (65)

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

65:267 INTRODUCTION TO JAZZ IMPROVISATION I (3)
Prerequisite: 64/67:180, 64/67:183 and permission of Instructor.
Corequisite: 64/67:181.
A practical introduction to the art of jazz improvisation covering fundamental melodic, harmonic and rhythmic materials. Emphasis will be placed on aural training, transcription and performance practices.
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: Jazz Improvisation I

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):** 64/67:180 and 64/67:183
- ☐ **Permission of:**

Corequisite(s):
- ☐ **None**
- ☐ **Specific Course(s):**

Antirequisite(s):
- ☐ **None**
- ☐ **Specific Course(s):**

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:**

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

65:267 JAZZ IMPROVISATION I (3)
Prerequisite: 64/67:180, 64/67:183.
Corequisite: 64/67:181.
A practical introduction to the art of jazz improvisation covering fundamental melodic, harmonic and rhythmic materials. Emphasis will be placed on aural training, transcription and performance practices.
3 lecture hours per week, one term.

Calendar Placement:

p. 332
p. 316 General Music Major Program grid, under "Additional Theory & Aural Skills"
p. 319 JAZZ & CONTEMPORARY POPULAR MUSIC STREAM grid, year 2
p. 320 PERCUSSION & DRUMSET STREAM grid, year 2

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 four-semester jazz improvisation sequence is a keystone of the Jazz & Contemporary Popular Music major. Learning the basics of improvising in the jazz language is a fundamental degree outcome. Jazz-specific melodic, harmonic, rhythmic, aural, and contextual skills are introduced sequentially across the four semesters in tandem with improvisation concepts and techniques that have evolved over the history of the music.

Since the terms “Introduction” and “Advanced” are highly subjective, we would like to change the course titles of the Jazz Improvisation sequence to simply “Jazz Improvisation I, II, III, and IV”. The notion of what “advanced” improvisation is varies widely depending on location and institution. “Jazz Improvisation I, II, III, and IV” more accurately describes the sequential nature of the course material and instruction.

In addition, given this course is a requirement for Jazz & Contemporary Popular Music majors and a popular elective for non-majors (who we encourage to register as they benefit greatly from gaining some experience with improvisation), the current "Permission of Instructor" requirement is unnecessary and creates undue work for both the music office and faculty. Otherwise, the course prerequisites remain unchanged.

F. APPROVALS

Cross-Listed Dept. Approval Date: 2026-09-15

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 65:268 **Course Title:** Introduction to Jazz Improvisation II

Faculty/School: Music **Department:** Music: Applied (65)

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

65:268 INTRODUCTION TO JAZZ IMPROVISATION II (3)
Prerequisite: 65:267.
A continuation of 65:267, including further exploration of melodic, harmonic, and rhythmic materials. Emphasis will be placed on aural training, transcription, repertoire development and performance practices.
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: Jazz Improvisation II

Credit Hours to:

Short Title to (max 25 characters)**:**

Course Type to:

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:**

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

65:268 JAZZ IMPROVISATION II (3)
Prerequisite: 65:267.
A continuation of 65:267, including further exploration of melodic, harmonic, and rhythmic materials. Emphasis will be placed on aural training, transcription, repertoire development and performance practices.
3 lecture hours per week, one term.

Calendar Placement:

p. 332
p. 316 General Music Major Program grid, under "Additional Theory & Aural Skills"
p. 319 JAZZ & CONTEMPORARY POPULAR MUSIC STREAM grid, year 2
p. 320 PERCUSSION & DRUMSET STREAM grid, year 2

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 four-semester jazz improvisation sequence is a keystone of the Jazz & Contemporary Popular Music major. Learning the basics of improvising in the jazz language is a fundamental degree outcome. Jazz-specific melodic, harmonic, rhythmic, aural, and contextual skills are introduced sequentially across the four semesters in tandem with improvisation concepts and techniques that have evolved over the history of the music.

Since the terms “Introduction” and “Advanced” are highly subjective, we would like to change the course titles of the Jazz Improvisation sequence to simply “Jazz Improvisation I, II, III, and IV”. The notion of what “advanced” improvisation is varies widely depending on location and institution. “Jazz Improvisation I, II, III, and IV” more accurately describes the sequential nature of the course material and instruction.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 65:357 **Course Title:** Advanced Jazz Improvisation I

Faculty/School: Music **Department:** Music: Applied (65)

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

65:357 ADVANCED JAZZ IMPROVISATION I (1.5)
Prerequisite: 65:268.
A continuation of 65:268, covering the spontaneous re-harmonization of standard songs; chromatic line construction; manipulation of harmonic rhythm; and motivic construction of improvisation.
1.5 lecture hours per week, 1.5 laboratory hours per week, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

Course Title to: Jazz Improvisation III

Credit Hours to: 3

Short Title to (max 25 characters)**:**

Course Type to: Lecture

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to: 3

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:**

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

65:357 JAZZ IMPROVISATION III (3)
Prerequisite: 65:268.
A continuation of 65:268, covering motivic development, scalar approaches, modern jazz repertoire, rhythmic language, asymmetrical forms and transcription.

3 lecture hours per week, one term.

Calendar Placement:

p. 334
p. 319 JAZZ & CONTEMPORARY POPULAR MUSIC STREAM grid, year 4

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 four-semester jazz improvisation sequence is a keystone of the Jazz & Contemporary Popular Music major. Learning the basics of improvising in the jazz language is a fundamental degree outcome. Jazz-specific melodic, harmonic, rhythmic, aural, and contextual skills are introduced sequentially across the four semesters in tandem with improvisation concepts and techniques that have evolved over the history of the music.

Since the terms “Introduction” and “Advanced” are highly subjective, we would like to change the course titles of the Jazz Improvisation sequence to simply “Jazz Improvisation I, II, III, and IV”. The notion of what “advanced” improvisation is varies widely depending on location and institution. “Jazz Improvisation I, II, III, and IV” more accurately describes the sequential nature of the course material and instruction.

In addition, the “Advanced” Jazz Improvisation courses have historically (ie. the past 18 years, at least) been delivered in the same mode as the “Introduction” Jazz Improvisation courses: 3 lecture hours per week with no “laboratory hours”. Changing the credit hours from 1.5 to 3 per term for the “Advanced” courses (ie. Jazz Improv III and IV) more accurately reflects the course material as well as the associated student and faculty workload. This change has been long overdue.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 65:358 **Course Title:** Advanced Jazz Improvisation II

Faculty/School: Music **Department:** Music: Applied (65)

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

65:358 ADVANCED JAZZ IMPROVISATION II (1.5)
Prerequisite: 65:357.
A continuation of 65:357, covering non-functional harmonic progressions; altered non-dominant chords; odd-meter playing; irregular phrase lengths; and the application of interactive concepts to tonal environments.
1.5 lecture hours per week, 1.5 laboratory hours per week, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

Credit Hours to: 3

Course Type to: Lecture

Course Title to: Jazz Improvisation IV

Short Title to (max 25 characters)**:**

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to: 3

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:**

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

65:358 JAZZ IMPROVISATION IV (3)
Prerequisite: 65:357.
A continuation of 65:357, covering bebop language, reharmonization,
melodic minor modes and harmony, upper structure triads, odd time signatures,
mixed meters, transcription and combining motivic and linear approaches to improvisation.
3 lecture hours per week, one term.

Calendar Placement:

p. 334
p. 319 JAZZ & CONTEMPORARY POPULAR MUSIC STREAM grid, year 4

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 four-semester jazz improvisation sequence is a keystone of the Jazz & Contemporary Popular Music major. Learning the basics of improvising in the jazz language is a fundamental degree outcome. Jazz-specific melodic, harmonic, rhythmic, aural, and contextual skills are introduced sequentially across the four semesters in tandem with improvisation concepts and techniques that have evolved over the history of the music.

Since the terms “Introduction” and “Advanced” are highly subjective, we would like to change the course titles of the Jazz Improvisation sequence to simply “Jazz Improvisation I, II, III, and IV”. The notion of what “advanced” improvisation is varies widely depending on location and institution. “Jazz Improvisation I, II, III, and IV” more accurately describes the sequential nature of the course material and instruction.

In addition, the “Advanced” Jazz Improvisation courses have historically (ie. the past 18 years, at least) been delivered in the same mode as the “Introduction” Jazz Improvisation courses: 3 lecture hours per week with no “laboratory hours”. Changing the credit hours from 1.5 to 3 per term for the “Advanced” courses (ie. Jazz Improv III and IV) more accurately reflects the course material as well as the associated student and faculty workload. This change has been long overdue.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 65:351 **Course Title:** Jazz Composition & Arranging I

Faculty/School: Music **Department:** Music: Applied (65)

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

65:351 JAZZ COMPOSITION AND ARRANGING I (3)
Prerequisite: 65:268.
This course will explore the fundamental elements of composition in a jazz context. Aspects such as melodic development, harmonic movement, rhythmic language, timbre and orchestration, and modern techniques such as electronic music and principles, including the recording arts and its impact on modern compositional techniques, will be explored. Course content and assignments will include analysis of scores, listening examples, writing assignments, and performances of student compositions.
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:

Credit Hours to:

Course Type to:

Course Title to: Jazz Composition & Arranging

Short Title to (max 25 characters)**:**

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:**

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

65:351 JAZZ COMPOSITION AND ARRANGING (3)
Prerequisite: 65:268.
This course will explore the fundamental elements of composition and arranging in a jazz context. Aspects such as melodic development, harmonic movement, rhythmic language, timbre and orchestration will be explored. Course content and assignments will include analysis of scores, listening examples, writing assignments, and performance of student compositions.
3 lecture hours per week, one term.

Calendar Placement:

p. 333
Add to p. 319 JAZZ & CONTEMPORARY POPULAR MUSIC STREAM year 3, and remove 66:348 Jazz Pedagogy from required courses

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.

Reflecting the name of the “Jazz & Contemporary Popular Music” stream in the Bachelor of Music - Performance Major and the desired degree outcomes, the two Composition and Arranging courses in the Jazz & CPM area (65:351 & 65:352) have been taught over the past six years with the aim of introducing students to composition and arranging techniques from both the jazz tradition (65:351) and contemporary popular music practice (65:352).

The Course Title change for 65:352 from "Jazz Composition and Arranging II" to "Contemporary Popular Music Composition and Arranging" will reflect this. As a result, it makes sense to change the course title of "Jazz Composition and Arranging I" to simply, "Jazz Composition and Arranging". The only alteration requested to the calendar description is adding "and arranging" to the first sentence, to better align the course description, title and content.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 65:352 **Course Title:** Jazz Composition & Arranging II

Faculty/School: Music **Department:** Music: Applied (65)

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

65:352 JAZZ COMPOSITION AND ARRANGING II (3)
Prerequisite: 65:351.
This course is a continuation of 65:351. Melodic development, harmonic movement, rhythmic language, timbre and orchestration, and modern techniques such as electronic music and principles, including the recording arts and its impact on modern compositional techniques, will be explored. Course content and assignments will include analysis of scores, listening examples, writing assignments, and performances of student compositions.
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: Contemporary Popular Music Composition and Arranging

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): 65:268
Permission of:

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:**

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

65:352 CONTEMPORARY POPULAR MUSIC COMPOSITION AND ARRANGING (3)
Prerequisite: 65:268.
This course will explore practical approaches to contemporary popular composition and arranging, including songwriting and screen composing, and provide an overview of how composers' royalties work in Canada. Students will engage in written exercises, creation and performance of student works, active listening and score study, and discussion of complementary print and audiovisual materials.
3 lecture hours per week, one term.

Calendar Placement:

p. 333
Add to p. 319 JAZZ & CONTEMPORARY POPULAR MUSIC STREAM year 3, and remove 66:348 Jazz Pedagogy from required courses

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.

Reflecting the name of the “Jazz & Contemporary Popular Music” stream in the Bachelor of Music - Performance Major and the desired degree outcomes, the two Composition and Arranging courses in the Jazz & CPM area (65:351 & 65:352) have been taught over the past six years with the aim of introducing students to composition and arranging techniques from both the jazz tradition (65:351) and contemporary popular music practice (65:352).

The Course Title change for 65:352 will reflect this. We believe that a Course Title change for 65:352 is more appropriate than a New Course Proposal since many course fundamentals and outcomes remain unchanged. This course title change will bring us into better alignment with the name of our degree stream.

The request to change the course pre-requisite to 65:268 Jazz Improvisation II (currently named Introduction to Jazz Improvisation II, although another form has been submitted to request this change) is to bring 65:352 in line with 65:351, allowing students to take either Composition and Arranging course in their third year without permission of instructor, which is unnecessary.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 069.NOV26 **AGENDA ITEM NO. 5.4.3.3.2**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Department of Music, School of Music				
SUBJECT:	Curriculum & Program Changes				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following curriculum & program changes, as submitted by the Department of Music, School of Music:

- Jazz & Contemporary Popular Music Stream (Bachelor of Music Performance Major) Revisions

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

JAZZ & CONTEMPORARY POPULAR MUSIC STREAM

YEAR 1

	Common to all BMus Programs (see section Error! Reference source not found.~~7.4.1~~)	**Cr. Hrs.**	**30**

YEAR 2

Required Courses		**Cr. Hrs.**	**33**
	Courses other than Music	6	
65:217/218	Ensemble	1.5/1.5	
65:202/203	Applied Major	4/4	
64:282/283	Aural & Keyboard Skills III/ IV	1.5/1.5	
64:181	Diatonic Harmony	3	
64:233	History of Jazz	3	
65:208/209	Small Ensemble Directed Study	.5/.5	
65:267/268	Jazz Improvisation I/II~~Intro. to Jazz Improvisation I/II~~	3/3	

YEAR 3

Required Courses		**Cr. Hrs.**	**3~~03~~**
	Courses other than Music	6	
65:317/318	Ensemble	1.5/1.5	
65:302	Applied Major	4	
65:303	Applied Major and Recital	4	
65:308/309	Small Ensemble Directed Study	.5/.5	
~~66:348~~	~~Jazz Pedagogy~~	~~3~~	
65:356	Jazz Styles in Historical Perspective	3	
64:	Music History or Music Theory Elective	3	
~~64/65/66:~~	~~Music Elective, which may not include Applied (concentration, major, or minor) or Ensemble credit hours~~	~~3~~	
	Add one of the following:		
64:362	Post-Tonal Theory and Analysis	3	
64:363	History of Music Since 1900	3	
64:392	Introduction to Electro-Acoustic Music	3	
65:355	Perspectives on Contemporary Performance	3	
	Add one of the following:		
65:351	Jazz Composition and Arranging	3	
65:352	Contemporary Popular Music Composition and Arranging	3	

YEAR 4

Required Courses:		**Cr. Hrs.**	**3~~30~~**
	Courses other than Music	6	
65:402	Applied Major	4	
65:403	Applied Major and Recital	4	
65:417/418	Ensemble	1.5/1.5	
65:408/409	Small Ensemble Directed Study	.5/.5	
65:357/358	Jazz Improvisation III/IV~~Advanced Jazz Improvisation I/II~~	3/3~~1.5/1.5~~	
64:	Music History or Music Theory Elective	3	
	Music Electives	3	
	Electives	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**126**

Note: Music electives may not include applied instruction (concentration, major, or minor) or ensemble credit hours

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MEMO

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

From: Dr. Sheelagh Chadwick, Chair, Joint Department of Music Education

Subject: JDME Calendar Changes for 2027

The Joint Department of Music Education has approved the attached revisions to the 5-year concurrent BMus/BEd(AD) degree program and the corresponding calendar changes. These revisions align the concurrent degree with the redesigned BEd (AD) program while maintaining the specialist preparation required of future music educators.

While many changes mirror those approved in Education, the concurrent degree requires additional discipline-specific preparation. Graduates are expected to teach music as specialists, and many Manitoba school divisions require music teachers to hold a music degree. The revised program balances provincial certification requirements with the musical and pedagogical preparation necessary for effective practice.

The redesign was guided by four principles:

- Maintain alignment with the revised BEd (AD) program
- Preserve specialist preparation in music education
- Keep all streams in the concurrent degree at 160.5 credit hours
- Maximize flexibility for K–6 students while meeting certification requirements

What follows is a brief summary of courses added, courses removed, and changes to existing courses.

Education courses added to the AD program and their role in the concurrent degree

Courses Added to the AD	Course Added to the 5-year concurrent	Rationale
Fundamentals of Teaching	No	Content addressed through Professional Teacher (Music Education) & Intro to CAP in Music; field placements situated in music-specific contexts with specialist supervision
Power, Positionality, & Privilege	Yes	New course to the AD program and one for which we have no music education equivalent; good preparation for 02:381
Counselling Skills & Mental Health Promotion	Yes - optional	Students will have the option to take **one** of these courses; they can always take the other as an elective
Trauma-Informed Behavioural Supports	Yes - optional	
Educator & the Law	No	Relevant content in Professional Teacher; available as elective option; not required for certification

Given our emphasis on Music specialization, we have **retained** the following music education versions of Education (06) courses:

1. Assessment and Evaluation in Music
2. Professional Teacher (Music Education)
3. Introduction to CAP in Music (formerly Instructional Methods)
4. Foundations of Music Education

K-6 Music Stream

The removal of the previously required teachable core subjects creates greater flexibility in the K-6 music stream. Students now have the option to:

- Complete liberal arts courses (arts & science) that strengthen foundational knowledge for CAP courses

OR

- Pursue greater depth in a subject area concentration

This change also results in all three concurrent streams totaling 160.5 credit hours, reducing the K-6 stream by 6 credit hours while maintaining music specialization.

Calendar Wording and Electives

To maintain 2 electives in the new AD K-6 program, we are using the 66 code for the Elementary Music CAP courses (these exist already in the 66 section of the calendar).

We are using the wording "Course from Arts or Science" rather than "Elective" given that students may be advised to take an English or Math course to strengthen these subject areas.

Courses deleted from BEd(AD) program and also deleted from 5-year concurrent:

- Teaching reading, thinking, study skills

The remaining changes reflect changes to course names as follows:

Old Course Name	New Course Name
Instructional Methods	Intro to CAP in Music
Band/Jazz Methods MY	Instrumental Music CAP 1
Band/Jazz Methods SY	Instrumental Music CAP 2
Introductory Vocal/Choral Methods	Choral Music CAP 1 K-6
Advanced Vocal/Choral Methods	Choral Music CAP 2 7-12
Classroom Music Methods (EY)	Elementary Music CAP K-3
Classroom Music Methods (MY)	Elementary Music CAP 4-6
Teaching Indigenous Studies	Learning in Relationship IWKB
Using ICT in Education	Digital Literacies
All **methods** courses in Education	Now CAP course titles

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 070.NOV26 **AGENDA ITEM NO. 5.4.3.3.3**

MEETING:	Senate	☒	Executive Committee	☐
DATE:	November-17-26			
AGENDA:	Closed ☐		Open ☒	
PROPOSED BY:	Joint Department of Music Education, School of Music			
SUBJECT:	Course Revisions			
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following course revisions, as submitted by the Joint Department of Music Education, School of Music:

- 06/66:466 Introductory Vocal/Choral Methods
- 06/66:467 Advanced Vocal/Choral Methods
- 06/66:464 Classroom Music Methods (EY)
- 06/66:465 Classroom Music Methods (MY)
- 06:352 Instructional Methods (Music Education)
- 06:468 Band and Jazz Methods (Middle Years)
- 06:469 Band and Jazz Methods (SY)
- 06:241 The Professional Teacher (Music Education)

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06/66:466 **Course Title:** Introductory Vocal/Choral Methods

Faculty/School: Education **Department:** Music: Education (66/06)

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

06:466 INTRODUCTORY VOCAL/CHORAL METHODS (3)
Prerequisite: 66:378.
The study of vocal and choral methods needed to prepare and conduct an efficient choral rehearsal appropriate to a variety of levels. Score study is the central point from which rehearsal plans and strategies will emerge. Topics include vocal production, breath management, choral ensemble principles, sonority, balance, phrasing, intonation, text, and diction.
Cross-registered with (Music) 66:466.
4 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:

Credit Hours to:

Course Type to:

Course Title to: Choral Music Curriculum, Assessment, & Pedagogy 1, K-6

Short Title to (max 25 characters)**:** Choral CAP 1

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

The study of vocal and choral techniques needed to prepare and teach efficient choral rehearsals appropriate for K-6 levels. Curriculum will be the central point that will align Pedagogy and Assessment. Topics will include the study of the child's voice supported by sustainable technique and wellness; the application of ensemble principles including pitch matching, note reading, clarity or text, phrasing, intonation and independent singing; the selection of song repertoire and resources approached in a culturally responsive way.

Calendar Placement:

Education under 06
Music under 66

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 Faculty of Education is revising curricula and moving from the outdated term 'methods' to using CAP (curriculum, assessment, pedagogy) in all former methods courses.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06/66:467 **Course Title:** Advanced Vocal/Choral Methods

Faculty/School: Education **Department:** Music: Education (66/06)

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

06:467 ADVANCED VOCAL/CHORAL METHODS (3)
Prerequisite: 06:466.
The study of advanced vocal and choral methods. Topics include the development of a healthy choral sound, choral blend, sensitivity to text, sensitivity to style, the refinement of rehearsal techniques, and appropriate repertoire for beginning, intermediate, and advanced student groups. Rehearsal plans and short and long term planning will be addressed in the context of early, middle and senior years.
Cross-registered with (Music) 66:467.
4 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:

Credit Hours to:

Course Type to:

Course Title to: Choral Music Curriculum, Assessment, & Pedagogy 2, 7-12

Short Title to (max 25 characters)**:** Choral CAP 2, 7-12

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

The study of vocal and choral techniques needed to prepare and teach efficient choral rehearsals appropriate to grades 7 - 12. The Manitoba Curriculum Frameworks will provide the resource to plan units and learning outcomes, ensure Pedagogy with sequential instruction and Assessment that includes formative and summative approaches. Topics will include the development of a healthy and sustainable vocal sound for the changing voice of male and female singers and, approaching repertoire that includes a diverse range of styles, historical and social contexts and cultural perspectives.

Calendar Placement:

Education under 06
Music under 66

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 Faculty of Education is revising curricula and moving from the outdated term 'methods' to using CAP (curriculum, assessment, pedagogy) in all former methods courses.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06/66:464 **Course Title:** Classroom Music Methods (EY)

Faculty/School: Music **Department:** Music: Education (66/06)

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

A study of materials and methods used for teaching music to children from kindergarten to grade 3 in group settings. Students will be introduced to psychological and developmental theory pertinent to music teaching and learning and to research in music education as a means for informing instruction. As well, students will develop conceptually-based lesson plans incorporating activities suitable for this age group. Cross-registered with (Music Education) 06:464. 4 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:

Credit Hours to:

Course Type to:

Course Title to: Elementary Music Curriculum, Assessment, & Pedagogy K-3

Short Title to (max 25 characters)**:** Elementary Music CAP K-3

Subject Identifier (ex. GEOG)**:** Music Education

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

A study of materials and methods used for teaching music to children from kindergarten to grade 3 in school-based group settings. Students will be introduced to psychological and developmental theory pertinent to music teaching and learning and to research in music education as a means for informing instruction. As well, students will develop conceptually-based lesson plans and unit plans incorporating educational outcomes and activities suitable for this age group.

Calendar Placement:

Music under 66
Education under 06

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 Faculty of Education is revising curricula. A change in the current education sequence of courses requires changes in the programs in the BMus(AD)Education concurrent 5 year program, specifically a move from 'methods' courses to CAP courses.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

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Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06/66:465 **Course Title:** Classroom Music Methods (MY)

Faculty/School: Music **Department:** Music: Education (66/06)

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

A study of the materials and methods used to teach school music in grades 4 to 8. Students will be introduced to research in music education as a means for informing music instruction. As well, students will develop conceptually-based lesson plans incorporating activities suitable for this age group. 4 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:

Credit Hours to:

Course Type to:

Course Title to: Elementary Music Curriculum, Assessment, & Pedagogy 4-6

Short Title to (max 25 characters)**:** Elementary CAP 4-6

Subject Identifier (ex. GEOG)**:** Music

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

A study of materials and methods used for teaching music to children from grade 4 to grade 6 in school-based group settings. Students will be introduced to psychological and developmental theory pertinent to music teaching and learning and to research in music education as a means for informing instruction. As well, students will develop conceptually-based lesson plans and unit plans incorporating outcomes and activities suitable for this age group.

Calendar Placement:

Music under 66
Education under 06

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 Faculty of Education is revising curricula. A change in the current education sequence of courses requires changes in the programs in the BMus(AD)Education concurrent 5 year program. Education is changing all methods courses to CAP - curriculum, assessment and pedagogy - courses so methods courses in music education are making this same change.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

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Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06/66:352

Course Title: Instructional Methods (Music Education)

Faculty/School: Education

Department: Music: Education (66/06)

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

06:352 INSTRUCTIONAL METHODS (MUSIC EDUCATION) (3)
Prerequisite: B.Mus./B.Ed.(A.D.) or B.Mus. (4-Year Specialist) registration.
This is an introductory methods course designed to develop instructional skills and strategies. It includes the application of writing objectives, questioning strategies, and reaching closure to both lessons and units of instruction. The practical application of instructional methods to classroom situations will be an integral part of the course. Microteaching will provide the opportunity to apply teaching strategies and skills.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

Credit Hours to:

Course Type to:

Course Title to: Introduction to Curriculum, Assessment and Pedagogy in Music

Short Title to (max 25 characters): Intro CAP Music

Subject Identifier to (ex. GEOG):

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

OR

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

AND/OR:

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

AND/OR:

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

Cannot Be Held With:

Cross-Listing to:

Additional Information/ Clarification:

Course needs to move from 06 to 66 as it will only be offered as part of the 5-year concurrent degree in music education, NOT the After Degree program.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

This is an introductory curriculum, assessment, and pedagogy (CAP) course designed to develop instructional skills and strategies. It includes the application of writing objectives, questioning strategies, and reaching closure to both lessons and units of instruction. The practical application of instructional methods to classroom situations will be an integral part of the course. Microteaching will provide the opportunity to apply teaching strategies and skills.

Calendar Placement:

D. REQUIRED SUPPORTING DOCUMENTATION

☐ **Detailed course outline**

E. RATIONALE & JUSTIFICATION

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

The Faculty of Education is revising the After Degree program and eliminating "instructional methods" from the course listings. Faculty in Music Education want to retain this course as it provides vital preparation for second year students in the 5-year concurrent program prior to their first field experience placement (01.271). The term 'methods' is also being eliminated by the Faculty of Education and replaced with CAP which stands for curriculum, assessment and pedagogy. Our proposed change to the course title reflects these changes, that is methods is replaced by CAP. The course description also removes the word methods for this reason.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: **Dean's Approval Date:**

SENATE OFFICE USE ONLY

CAP/GSC		**Senate**	
	Approval/Completion Date		**Approval/Completion Date**
Calendar		**F & R Services**	
	Edit Date		**Copy Sent**

Questions on completing this form should be referred to:
Registrar's Office, registrar@brandonu.ca, 204-727-9738

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06:468 **Course Title:** Band and Jazz Methods (Middle Years)

Faculty/School: Music **Department:** Music: Education (66/06)

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

06:468 BAND AND JAZZ METHODS (MY) (3)
Prerequisite: 06/66:344
The study of curricula, materials, and pedagogical considerations appropriate to delivering effective instrumental music instruction at beginning and intermediate levels.
Cross-registered with (Music) 66:468.
4 lecture hours per week, 1 laboratory hour 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:

Credit Hours to:

Course Type to:

Course Title to: Instrumental Music Curriculum, Assessment, & Pedagogy 1

Short Title to (max 25 characters)**:** Instrumental Mus CAP 1

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

Calendar Placement:

Music under 66
Education under 06

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 Faculty of Education is revising the After Degree program; the term 'methods' is being replaced with CAP - Curriculum, Assessment, and Pedagogy. Although the existing course addresses curriculum, assessment, and pedagogy,the proposed change to the course title eliminates the word 'methods' in alignment with all Faculty of Education courses.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06:469 **Course Title:** Band & Jazz Methods (SY)

Faculty/School: Music **Department:** Music: Education (66/06)

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

06:469 BAND AND JAZZ METHODS (SY) (3)
Prerequisite: 06/66:468.
The study of curricula, materials, and pedagogical considerations appropriate to delivering effective instrumental music instruction at senior year levels.
Cross-registered with (Music) 66:469.
4 lecture hours per week, 1 laboratory hour per term, one term.

B. PROPOSED COURSE INFORMATION REVISIONS

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

CHANGE:

Course Level to:

Credit Hours to:

Course Type to:

Course Title to: Instrumental Music Currciculum, Assessment, & Pedagogy 2

Short Title to (max 25 characters)**:** Instrumental Mus CAP 2

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

Calendar Placement:

D. REQUIRED SUPPORTING DOCUMENTATION

☑ **Detailed Course Outline**

E. RATIONALE & JUSTIFICATION

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

The Faculty of Education is revising the After Degree program; the term 'methods' is being replaced with CAP - Curriculum, Assessment, and Pedagogy. Although the existing course addresses curriculum, assessment, and pedagogy,the proposed change to the course title eliminates the word 'methods' in alignment with all Faculty of Education courses.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY

Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: (●) **Undergraduate** ( ) **Graduate**

Course Number: 06.241 **Course Title:** The Professional Teacher (Music Education)

Faculty/School: Education **Department:** Music: Education (66/06)

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

Current issues in education and schooling will be considered in historical, philosophical, and sociological contexts. Dialogue connecting such issues to actual practice will contribute to the content of this course. The student's personal beliefs and emergent philosophy of education will be clarified in the content of the EY-MY-SY teacher. The student teaching practicum experience will be an integral part of this course.
Credit cannot be held with both this course and 01: 351, 01:361 or 01:362.
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:

Credit Hours to:

Course Type to:

Course Title to:

Short Title to (max 25 characters)**:**

Subject Identifier (ex. GEOG)**:**

Term Duration to:

Hrs/wk to:

Lab hrs/wk to:

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

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

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

Cannot Be Held With:

Cross-Listed With:

***Indigenous Content Course Requirement:** Not Applicable

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

Current issues in education and schooling will be considered in historical, philosophical, and sociological contexts. Dialogue connecting such issues to actual practice will contribute to the content of this course. The student's personal beliefs and emergent philosophy of education will be clarified in the context of K-12 music education. Preparation for the student teaching practicum experience will be an integral part of this course.
Credit cannot be held with both this course and 01: 351, 01:361 or 01:362.
3 lecture hours per week, one term.

Calendar Placement:

same - Under Education 06

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.

As part of the redesign of the Faculty of Education's renewal of the Bachelor of Education (After Degree) program, the course syllabus now contains proposed learning intentions which align with and reflect the priority questions for the new AD program. These new intentions reflect what has been pedagogical practice and emphasis in the course already.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date:

Dean's Approval Date:

SENATE OFFICE USE ONLY

USC/GSC
Approval/Completion Date:

Senate
Approval/Completion Date:

Calendar
Edit Date:

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 071.NOV26 **AGENDA ITEM NO. 5.4.3.3.4**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Joint Department of Music Education, School of Music				
SUBJECT:	Curriculum & Program Changes				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following curriculum & program changes, as submitted by the Joint Department of Music Education, School of Music:

- The 5-Year Concurrent Bachelor of Music/Bachelor of Education (AD) Degree Revisions

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

YEAR 4

Required Courses:		**Cr. Hrs.**	**30**
	Courses other than Music	6	
65:402	Applied Major	4	
65:403	Applied Major and Recital	4	
65:417/418	Ensemble	1.5/1.5	
65:417/418	Ensemble II (additional ensemble)	1.5/1.5	
65:408/409 or 65:460	Small Ensemble Directed Study or Chamber Music III	.5/.5 or 1	
64:363	History of Music Since 1900	3	
	Electives	6	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**124**

7.4.4 THE 5-YEAR CONCURRENT BACHELOR OF MUSIC/BACHELOR OF EDUCATION (AD) DEGREE

A degree in Instrumental Music Education, ~~or~~ Choral Music Education, or Elementary Music Education is awarded upon satisfactory completion of 160.5 credit hours~~. A degree in Elementary Music Education is awarded upon completion of 166.5 credit hours~~. Upon completion of the common first year, students must apply either to the Concurrent Program outlined here, or the Specialist program outlined on section 7.4.5.

Before commencement of field experience in music education (01.271, 01.371, or 01.475), all students must achieve:

a. an average grade of at least "B" in all music education courses preceding the field experience – courses beginning 06 or 66 **relevant to stream** as follows:
   i. prior to 01:271:
      1. 06:241 Professional Teacher
      2. 06:352 ~~Instructional Methods~~ Introduction to Curriculum, Assessment and Pedagogy in Music;
   ii. prior to 01:371, those listed above in i and:
      1. 06:344 Foundations of Music Education
      2. 06:354 Evaluation and Assessment *
      3. 66:378/379 Elementary Conducting and Score Study I/II
      4. 66:478 Advanced Conducting/Score Study
      5. 66:474 Beginning Instrumental Techniques and Methods
      6. 06:468 ~~Band/Jazz Methods (MY)~~ Instrumental Music Curriculum, Assessment, & Pedagogy 1
      7. 06:464 ~~Classroom Music Methods K-3~~ Elementary Music Curriculum, Assessment, & Pedagogy K-3
      8. 06:466 ~~Introductory Vocal/Choral Techniques~~ Choral Music Curriculum, Assessment, & Pedagogy 1, K-6
      9. 66:xxx Music Education Elective
   iii. prior to 01:475, those listed above in i and ii, and:
      1. 66:475 Advanced Instrumental Techniques and Methods
      2. 06:469 ~~Band/Jazz Methods (SY)~~ Instrumental Music Curriculum, Assessment, & Pedagogy 2
      3. 06:465 ~~Classroom Music Methods 4-8~~ Elementary Music Curriculum, Assessment, & Pedagogy 4-6
      4. 06:467 ~~Advanced Vocal/Choral Techniques~~ Choral Music Curriculum, Assessment, & Pedagogy 2, 7-12
      5. 06:xxx Elective courses in Music Education
b. a minimum grade of "B-" in each preceding semester of applied study; and
c. a minimum grade of "B-" in 65:283 Aural Skills IV.

* 06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience

CURRICULUM OUTLINE

Students in all streams must complete a minimum of 12 credit hours of music history.

Students eventually seeking Manitoba teacher certification ~~at the secondary level~~ must complete at least ~~18~~ 15 credit hours in a second teaching area for the Grade 7-12 route (see section Error! Reference source not found.~~**6.3.3**~~ for options)~~. and at the early years level must complete 12 credit hours in a second teaching area. Students in the elementary stream also must complete 24 credit hours in breadth/core requirements as listed in the chart below (if the teaching area is (12 credit hours) one of the core areas, then this course requirement is reduced from 24 credit hours to 18 credit hours).~~

~~The Professional Certification Unit of Manitoba Education requires that individuals seeking certification in the Province of Manitoba as Early Years or Middle Years teachers must have successfully completed, as part of their university studies, **6 credit hours of English literature or French literature, 6 credit hours of history and/or geography, 6 credit hours in mathematics and 6 credit hours in science.** These **24 credit hours are** required for certification.~~

~~**Subject/Course**~~	~~**Cr.Hrs**~~
~~**Literature: (Choose either English or French)**~~	~~**6**~~
~~English: Choose any literature course~~	
~~French: Choose courses 58:FREN: 275 and above~~	
~~**Mathematics:**~~	~~**6**~~
~~62.152 Contemporary Math~~	
~~Any math course at the 100 level or higher~~	
~~**Science:**~~	
~~Any courses offered from the Departments of Biology, Chemistry, Geology, Environmental Science or Physics at the 100 level or higher~~	~~**6**~~
~~**Geography and/or History:**~~	~~**6**~~
~~Any courses listed in either department.~~	

No "D" grades are accepted towards teachable subject areas. Any course completed with a "D" in a teachable subject area must be repeated with a higher grade or an additional course in the same subject completed with a grade higher than "D".

Students completing a 5-Year Concurrent Bachelor of Music/ Bachelor of Education (AD) in the ~~ELEMENTARY/GENERAL~~KINDERGARTEN – GRADE 6 **ROUTE** must complete 160.5 ~~166.5~~ **credit hours** (which must include 60 credit hours of education courses from departments 01 – 06) consisting of:

YEAR 1

Required Courses		**Cr Hrs**	**30**
	Common to all BMus Programs (see section 7.4.1~~7.4.1~~)		

YEAR 2

Required Courses		**Cr Hrs**	36 ~~39~~
64:181	Diatonic Harmony	3	
65:200/201	Applied Concentration	3/3	
65:217/218	Ensemble	1.5/1.5	
64:280	Chromatic Harmony	3	
64:282/283	Aural Skills III/IV	1.5/1.5	
64/65/66:	Music or Music Education Elective	3	
66:241 ~~06:241~~	Professional Teacher (Mus.Ed.)	3	
66:352 ~~06:352~~	~~Instructional Methods (Mus.Ed.)~~Introduction to Curriculum, Assessment and Pedagogy in Music	3	
	~~Core Teachable Subject Course*~~ Course from Arts or Science	3	
	~~Core Teachable Subject Course*~~ Course from Arts or Science	3	
	~~Core Teachable Subject Course*~~	~~3~~	
01:271	Field Experience I	3	

YEAR 3

Required Courses		**Cr Hrs**	30 ~~33~~
65:300/301	Applied Concentration	3/3	
65:317/318	Ensemble	1.5/1.5	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History Survey	3/3	
06:344	Foundations of Music Education	3	
01:441	Classroom Management	3	
	~~Core Teachable Subject Course*~~ Science/STEAM CAP	3	
	~~Core Teachable Subject Course*~~ELA CAP	3	
	~~Core Teachable Subject Course*~~	~~3~~	

YEAR 4

Required Courses		**Cr Hrs**	31.5 ~~34.5~~
65:406	Applied Concentration	3	
65:417	Ensemble	1.5	
64/65/66:	Music or Music Education Elective	3	
66~~06~~:464	~~Classroom Music Methods K-3~~ Elementary Music Curriculum, Assessment, & Pedagogy K-3	3	
66:466	~~Introductory Vocal/Choral Methods~~ Choral Music Curriculum, Assessment, & Pedagogy 1, K-6	3	
04:253~~02:458 or 02:459~~ 04:253	Inclusive Education and Childhood Disabilities~~Introduction to English Language Methods (EY or MY)~~	3	
~~03:361~~ 04:255	~~Using ICT in Education (EY-MY)~~Child Development	3	
03:365 **or** 03:366	Math CAP ~~Mathematics Methods (EY or MY)~~	3	
~~03:353 or 02:476~~ 03.250	Power, Positionality, and Privilege ~~Science Methods OR Social Studies Methods~~	3	
01-06:	~~Core Teachable Subject Course*~~ Education Elective	3	
	~~Core Teachable Subject Course*~~	~~3~~	
01:371	Field Experience II	3	

YEAR 5

Required Courses		**Cr Hrs**	33 ~~30~~
65:506	Applied Concentration	3	
06:354	Evaluation & Assessment (Mus. Ed.) ~~***~~	3	
66~~06~~:465	Elementary Music Curriculum, Assessment, & Pedagogy 4-6 ~~Classroom Music Methods 4-8~~	3	
02:342	Foundations of Literacy Learning and Teaching ~~(EY-MY)~~	3	
	Social Studies CAP	3	
02:381	Learning in Relationship with Indigenous WKB~~Teaching of Indigenous Studies~~	3	
01-06:	Education Elective	3	
~~04:253~~ 04.257	~~Inclusive Education and Childhood Disabilities~~ Trauma-Informed Behavioural Supports	3	
~~04:255~~ 01.443	~~Child Development and Learning Process~~ Educators and the Law	3	
01:474	Field Experience III (Classroom, not music ~~Second Teachable Subject~~)	3	
01:475	Field Experience IV	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	160.5~~166.5~~

~~* Core Teachable Subjects~~

~~* 6 credit hours in English Literature;~~

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- 6 credit hours in History or Geography or a combination of the two;
- 6 credit hours in Math (including 62.152 Contemporary Math);
- 6 credit hours in Science (Biology, Chemistry, Physics, Environmental Science or Geology);
- Another 6 credit hours to complete a 12 credit hour teachable in one of the subjects you have completed 6 credit hours in from the list above (English Literature, Math, History, Geography, Biology, Chemistry, Physics or Geology);

** * 06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience.

Grade 7-12 SECONDARY INSTRUMENTAL ROUTE

Students completing a 5-Year Concurrent Bachelor of Music/Bachelor of Education (AD) in the **GRADE 7-12 SECONDARY INSTRUMENTAL ROUTE** must complete **160.5 credit hours** consisting of:

YEAR 1

Required Courses		**Cr Hrs**	**30**
	Common to all BMus Programs (see section 7.4.1)		
	Note: Students who do not achieve the required mark on the theory placement test (part 1) will be required to complete Materials of Music before registering for Foundations of Tonal Melody and Harmony.		

YEAR 2

Required Courses		**Cr Hrs**	**36**
64:181	Diatonic Harmony	3	
65:217/218	Ensemble	1.5/1.5	
65:200/201	Applied Concentration	3/3	
64:280	Chromatic Harmony	3	
64:282/283	Aural Skills III/IV	1.5/1.5	
64/65/66:	Music or Music Education Elective	3	
06:241	Professional Teacher (Mus. Ed.)	3	
606:352	Intro to Curriculum, Assessment and Pedagogy in Music Instructional Methods (Mus. Ed.)	3	
	Second Teachable B Subject Course	3	
	Second Teachable B Subject Course	3	
01:271	Field Experience I	3	

YEAR 3

Required Courses		**Cr Hrs**	**3330**
65:317/318	Ensemble	1.5/1.5	
65:300/301	Applied Concentration	3/3	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History	3/3	
06:344	Foundations of Music Education	3	
01:441	Classroom Management	3	
	CAP 1 Teachable B Second Teachable Methods Course (MY)**	3	
	Teachable B Subject Course Second Teachable Subject Course	3	
	Second Teachable Subject Course	3	

YEAR 4

Required Courses		**Cr. Hrs.**	**31.534.5**
65:417	Ensemble	1.5	
65:406	Applied Concentration	3	
66:478	Advanced Conducting & Score Study	3	
66:474	Beginning Instrumental Techniques & Methods ****	3	
06:468	Instrumental Music Curriculum, Assessment, & Pedagogy 1Band & Jazz (MY)	3	
64/65/66:	Music or Music Education Elective	3	
02:381	Teaching of Indigenous Studies	3	
02:455 03.250	Teaching Reading, Thinking and Study Skills (MY-SY) Power, Positionality, and Privilege	3	
04:254	Inclusive Education and Adolescent Disabilities (MY-SY)	3	
04:256	Adolescent Development	3	
04: 257 OR 04.451	Trauma Informed OR Counselling Skills	3	
	CAP 2 Teachable B Second Teachable Methods Course (SY) ****	3	
01:371	Field Experience II	3	

YEAR 5

Required Courses		**Cr Hrs**	**30**
65:506	Applied Concentration	3	
66:475	Advanced Instrumental Techniques & Methods ********	3	
06:469	Instrumental Music Curriculum, Assessment, & Pedagogy 2 Band & Jazz Methods (SY)	3	
06:354	Evaluation & Assessment (Mus. Ed.) ++***	3	
04:256 02.381	Adolescent Development Learning in Relationship with Indigenous WKB	3	
03:362	Using Information & Communication Technology (ICT) in Education (MY-SY)Digital Literacies	3	

01-06:	Education Elective	3	
	Education Elective	3	
01:474	Field Experience III (Teachable B~~Classroom, Second Teachable Subject~~)	3	
01:475	Field Experience IV	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**160.5**

** ~~Must have completed 12 credit hours in the subject prior to Year 3 to take this course in Year 3.~~

~~****~~ Must be taken concurrently with 06:468.

**** ~~Must have completed 18 credit hours in the subject prior to Year 4 to take this course in Year 4.~~

~~******~~ ~~_____~~Must be taken concurrently with 06:469.

~~††***~~ ~~_____~~06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience

Grade 7-12 ~~SECONDARY~~ CHORAL ROUTE

Students completing a 5-Year Concurrent Bachelor of Music/Bachelor of Education (AD) in the **GRADE 7-12 ~~SECONDARY~~ CHORAL ROUTE** must complete **160.5 credit hours** consisting of:

YEAR 1

Required Courses		**Cr Hrs**	**30**
	Common to BMus Programs (see section 7.4.1~~7.4.1~~)		

YEAR 2

Required Courses		**Cr Hrs**	**36**
64:181	Diatonic Harmony	3	
65:217/218	Ensemble A or B (Choral)	1.5/1.5	
65:200/201	Applied Concentration	3/3	
64:280	Chromatic Harmony	3	
64:282/283	Aural & Keyboard Skills III/IV	1.5/1.5	
64/65/66:	Music or Music Education Elective	3	
06:241	Professional Teacher (Mus.Ed.)	3	
66~~06~~:352	~~Instructional Methods (Mus.Ed.)~~Introduction to Curriculum, Assessment and Pedagogy in Music	3	
	~~Second~~ Teachable B Subject Course	3	
	~~Second~~ Teachable B Subject Course	3	
01:271	Field Experience I	3	

YEAR 3

Required Courses		**Cr Hrs**	~~33~~30
65:317/318	Ensemble A or B (Choral)	1.5/1.5	
65:300/301	Applied Concentration	3/3	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History Survey	3/3	
06:344	Foundations of Music Education	3	
01.441~~64/65/66:~~	~~Music or Music Education Elective~~ Classroom Management	3 ~~3~~	
	~~Second Teachable Methods Course (MY)~~ ~~**~~CAP 1 Teachable B	3	
	~~Second~~ Teachable B Subject Course	3	
	~~Second Teachable Subject Course~~	~~3~~	

YEAR 4

Required Courses		**Cr Hrs**	34.5 ~~31.5~~
65:417	Ensemble A or B (Choral)	1.5	
65:406	Applied Concentration	3	
66:478	Advanced Conducting & Score Study	3	
64/65/66:	Music or Music Education Elective	3	
66~~06~~:464	~~Classroom Music Methods (EY)~~ Elementary Music Curriculum, Assessment, & Pedagogy K-3	3	
06/66:466	~~Introductory Vocal/Choral Methods~~ Choral Music Curriculum, Assessment, & Pedagogy 1, K-6	3	
01-06:	Education Elective	3	
	~~Second Teachable Methods Course (SY)~~ ~~***~~CAP 2 Teachable B	3	
~~01:441~~ 03.250	~~Classroom Management~~ Power, Positionality, and Privilege	3	
04:254	Inclusive Education and Adolescent Disabilities ~~(MY-SY)~~	3	
04.256	Adolescent Development	3	
01:371	Field Experience II	3	

YEAR 5

Required Courses		**Cr Hrs**	30
65:506	Applied Concentration	3	
06:354	Evaluation & Assessment (Mus. Ed.) ††	3	
66:465	~~Classroom Music Methods (MY)~~Elementary Music Curriculum, Assessment, & Pedagogy 4-6	3	
06:467	~~Advanced Vocal/Chorale Methods~~Choral Music Curriculum, Assessment, &	3	

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	Pedagogy 2, 7-12		
~~03:362~~	Digital Literacies in Education~~Using Information & Communication Technology (ICT) in Education (MY-SY)~~	3	
~~04:256~~	~~Adolescent Development and the Learning Process (MY-SY)~~	~~3~~	
02:381	~~Teaching of Indigenous Studies~~ Learning in Relationship IWKB	3	
~~02:455~~ 04:257 OR 04.451	~~Teaching Reading, Thinking, and Study Skills (MY-SY)~~ Trauma-Informed Behavioural Supports OR Counselling Skills	~~3~~3	
01-06:	Education Elective	3	
01:474	Field Experience III (~~Classroom, Second~~ Teachable Subject B)	3	
01.475	Field Experience IV	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**160.5**

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~~**~~ ~~Must have completed 12 credit hours in the subject prior to taking this course in Year 3.~~

~~***~~ ~~Must have completed 18 credit hours in the subject prior to Year 4 to take this course in Year 4.~~

†† 06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience.

7.4.5 BACHELOR OF MUSIC (SPECIALIST IN MUSIC TEACHING AND LEARNING MAJOR)

The Bachelor of Music (Specialist in Music Teaching and Learning Major) is awarded upon completion of 141 hours as described below. Students wishing to become certified to teach in the public schools must complete additional after-degree study in a Faculty of Education as prescribed by Provincial regulations. Such regulations vary from province to province. In Manitoba, the current AD (after degree) requirement is the Bachelor of Education (AD), conferred, as a second degree, upon satisfactory completion of sixty credit hours in Education (see section Error! Reference source not found.~~6.1~~). These combined degrees lead to a Class 6 Permanent Teaching Certificate.

Students who have achieved a minimum GPA of 2.70 in the first year of their program (above) are eligible to apply to the Specialist program. Admission requires written approval of the Joint Department of Music Education and the Dean of the School of Music.

CURRICULUM OUTLINE:

* Students must complete a minimum of 12 credit hours of music history.

† Students eventually seeking Manitoba teacher certification at the secondary level must complete at least 18 credit hours in a second teaching area (see sections Error! Reference source not found.~~6.3.2~~ and Error! Reference source not found.~~6.3.3~~ for options) and at the concurrent and specialist level must complete 30 credit hours in a teachable core. (see sections Error! Reference source not found.~~6.3.2~~ and Error! Reference source not found.~~6.3.3~~ for options).

YEAR 1

	Common to all BMus Programs (see section **7.4.1**)	**Cr. Hrs.**	**33**

YEAR 2

Required Courses		**Cr. Hrs.**	**36**
	Core teachable/second teachable subject courses *	3/3	
65:	Music Elective	3	
65:217/218	Ensemble	1.5/1.5	
65:200/201	Applied Concentration	3/3	
64:280	Chromatic Harmony	3	
64/65/66	Music or Music Education Elective	3	
64:	Music History	3/3	
66:253	Introduction to Teaching and Learning in Music	3	
66:352	Instructional Methods	3	

YEAR 3

Required Courses		**Cr. Hrs.**	**39**
	Core teachable/second teachable subject courses *	3/3	
65:317/318	Ensemble	1.5/1.5	
65:300/301	Applied Concentration	3/3	
64:344	Foundations of Music Education	3	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History Survey	3/3	
65:	Music Elective	3	
66:	Music Education Elective	3/3/3	

YEAR 4

Required Courses		**Cr. Hrs.**	**33**
	Elective ***	3	
64/65:	Elective Music courses	3/3	
65:417/418	Ensemble	1.5/1.5	
65:400/401	Applied Concentration	3/3	
66:440	Music Education Practicum	3	
66:379	Advanced Conducting & Score Study	3	
66:	Music Education Electives	3/3/3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**141**

* by the end of the program, students who pursue an AD in Education must have successfully completed 30 credit hours in a teachable core for Early

YEAR 4

Required Courses:			**Cr. Hrs.**	**30**
	Courses other than Music		6	
65:402	Applied Major		4	
65:403	Applied Major and Recital		4	
65:417/418	Ensemble		1.5/1.5	
65:417/418	Ensemble II (additional ensemble)		1.5/1.5	
65:408/409 or 65:460	Small Ensemble Directed Study or Chamber Music III		.5/.5 or 1	
64:363	History of Music Since 1900		3	
	Electives		6	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**		**124**

7.4.4 THE 5-YEAR CONCURRENT BACHELOR OF MUSIC/BACHELOR OF EDUCATION (AD) DEGREE

A degree in Instrumental Music Education, Choral Music Education, or Elementary Music Education is awarded upon satisfactory completion of 160.5 credit hours. Upon completion of the common first year, students must apply either to the Concurrent Program outlined here, or the Specialist program outlined on section **7.4.5**.

Before commencement of field experience in music education (01.271, 01.371, or 01.475), all students must achieve:

a. an average grade of at least "B" in all music education courses preceding the field experience – courses beginning 06 or 66 **relevant to stream** as follows:
   i. prior to 01:271:
      1. 06:241 Professional Teacher
      2. 06:352 Introduction to Curriculum, Assessment and Pedagogy in Music;
   ii. prior to 01:371, those listed above in i and:
      1. 06:344 Foundations of Music Education
      2. 06:354 Evaluation and Assessment *
      3. 66:378/379 Elementary Conducting and Score Study I/II
      4. 66:478 Advanced Conducting/Score Study
      5. 66:474 Beginning Instrumental Techniques and Methods
      6. 06:468 Instrumental Music Curriculum, Assessment, & Pedagogy 1
      7. 06:464 Elementary Music Curriculum, Assessment, & Pedagogy K-3
      8. 06:466 Choral Music Curriculum, Assessment, & Pedagogy 1, K-6
      9. 66:xxx Music Education Elective
   iii. prior to 01:475, those listed above in i and ii, and:
      1. 66:475 Advanced Instrumental Techniques and Methods
      2. 06:469 Instrumental Music Curriculum, Assessment, & Pedagogy 2
      3. 06:465 Elementary Music Curriculum, Assessment, & Pedagogy 4-6
      4. 06:467 Choral Music Curriculum, Assessment, & Pedagogy 2, 7-12
      5. 06:xxx Elective courses in Music Education
b. a minimum grade of "B-" in each preceding semester of applied study; and
c. a minimum grade of "B-" in 65:283 Aural Skills IV.

* 06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience

CURRICULUM OUTLINE

Students in all streams must complete a minimum of 12 credit hours of music history.

Students eventually seeking Manitoba teacher certification must complete at least 15 credit hours in a second teaching area for the Grade 7-12 route (see section Error! Reference source not found. for options).

No "D" grades are accepted towards teachable subject areas. Any course completed with a "D" in a teachable subject area must be repeated with a higher grade or an additional course in the same subject completed with a grade higher than "D".

Students completing a 5-Year Concurrent Bachelor of Music/ Bachelor of Education (AD) in the **KINDERGARTEN – GRADE 6 ROUTE** must complete **160.5 credit hours** (which must include 60 credit hours of education courses from departments 01 – 06) consisting of:

YEAR 1

Required Courses		**Cr Hrs**	**30**
	Common to all BMus Programs (see section **7.4.1**)		

YEAR 2

Required Courses		**Cr Hrs**	**36**
64:181	Diatonic Harmony	3	
65:200/201	Applied Concentration	3/3	
65:217/218	Ensemble	1.5/1.5	
64:280	Chromatic Harmony	3	
64:282/283	Aural Skills III/IV	1.5/1.5	
64/65/66:	Music or Music Education Elective	3	
66:241	Professional Teacher (Mus.Ed.)	3	
66:352	Introduction to Curriculum, Assessment and Pedagogy in Music	3	
	Course from Arts or Science	3	

	Course from Arts or Science	3	
01:271	Field Experience I	3	

YEAR 3

Required Courses		**Cr Hrs**	**30**
65:300/301	Applied Concentration	3/3	
65:317/318	Ensemble	1.5/1.5	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History Survey	3/3	
06:344	Foundations of Music Education	3	
01:441	Classroom Management	3	
	Science/STEAM CAP	3	
	ELA CAP	3	

YEAR 4

Required Courses		**Cr Hrs**	**31.5**
65:406	Applied Concentration	3	
65:417	Ensemble	1.5	
64/65/66:	Music or Music Education Elective	3	
66:464	Elementary Music Curriculum, Assessment, & Pedagogy K-3	3	
66:466	Choral Music Curriculum, Assessment, & Pedagogy 1, K-6	3	
04:253 04:253	Inclusive Education and Childhood Disabilities	3	
04:255	Child Development	3	
03:365 **or** 03:366	Math CAP	3	
03.250	Power, Positionality, and Privilege	3	
01-06:	Education Elective	3	
01:371	Field Experience II	3	

YEAR 5

Required Courses		**Cr Hrs**	**33**
65:506	Applied Concentration	3	
06:354	Evaluation & Assessment (Mus. Ed.) *	3	
66:465	Elementary Music Curriculum, Assessment, & Pedagogy 4-6	3	
02:342	Foundations of Literacy Learning and Teaching	3	
	Social Studies CAP	3	
02:381	Learning in Relationship with Indigenous WKB	3	
01-06:	Education Elective	3	
04.257	Trauma-Informed Behavioural Supports	3	
01.443	Educators and the Law	3	
01:474	Field Experience III (Classroom, not music)	3	
01:475	Field Experience IV	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	160.5

*

***** 06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience.

Grade 7-12 INSTRUMENTAL ROUTE

Students completing a 5-Year Concurrent Bachelor of Music/Bachelor of Education (AD) in the **GRADE 7-12 INSTRUMENTAL ROUTE** must complete **160.5 credit hours** consisting of:

YEAR 1

Required Courses		**Cr Hrs**	**30**
	Common to all BMus Programs (see section 7.4.1)		

YEAR 2

Required Courses		**Cr Hrs**	**36**
64:181	Diatonic Harmony	3	
65:217/218	Ensemble	1.5/1.5	
65:200/201	Applied Concentration	3/3	
64:280	Chromatic Harmony	3	
64:282/283	Aural Skills III/IV	1.5/1.5	
64/65/66:	Music or Music Education Elective	3	
06:241	Professional Teacher (Mus. Ed.)	3	
66:352	Intro to Curriculum, Assessment and Pedagogy in Music	3	
	Teachable B Subject Course	3	
	Teachable B Subject Course	3	
01:271	Field Experience I	3	

YEAR 3

Required Courses		**Cr Hrs**	**30**
65:317/318	Ensemble	1.5/1.5	

65:300/301	Applied Concentration	3/3	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History	3/3	
06:344	Foundations of Music Education	3	
01:441	Classroom Management	3	
	CAP 1 Teachable B	3	
	Teachable B Subject Course	3	

YEAR 4

Required Courses		**Cr. Hrs.**	**34.5**
65:417	Ensemble	1.5	
65:406	Applied Concentration	3	
66:478	Advanced Conducting & Score Study	3	
66:474	Beginning Instrumental Techniques & Methods *	3	
06:468	Instrumental Music Curriculum, Assessment, & Pedagogy 1	3	
64/65/66:	Music or Music Education Elective	3	
03.250	Power, Positionality, and Privilege	3	
04:254	Inclusive Education and Adolescent Disabilities (MY-SY)	3	
04:256	Adolescent Development	3	
04: 257 OR 04.451	Trauma Informed OR Counselling Skills	3	
	CAP 2 Teachable B	3	
01:371	Field Experience II	3	

YEAR 5

Required Courses		**Cr Hrs**	**30**
65:506	Applied Concentration	3	
66:475	Advanced Instrumental Techniques & Methods **	3	
06:469	Instrumental Music Curriculum, Assessment, & Pedagogy 2	3	
06:354	Evaluation & Assessment (Mus. Ed.) ***	3	
02.381	Learning in Relationship with Indigenous WKB	3	
	Digital Literacies	3	
01-06:	Education Elective	3	
	Education Elective	3	
01:474	Field Experience III (Teachable B)	3	
01:475	Field Experience IV	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**160.5**

**

* Must be taken concurrently with 06:468.

****

**Must be taken concurrently with 06:469.

***06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience

Grade 7-12 CHORAL ROUTE

Students completing a 5-Year Concurrent Bachelor of Music/Bachelor of Education (AD) in the **GRADE 7-12 CHORAL ROUTE** must complete **160.5 credit hours** consisting of:

YEAR 1

Required Courses		**Cr Hrs**	**30**
	Common to BMus Programs (see section **7.4.1**)		

YEAR 2

Required Courses		**Cr Hrs**	**36**
64:181	Diatonic Harmony	3	
65:217/218	Ensemble A or B (Choral)	1.5/1.5	
65:200/201	Applied Concentration	3/3	
64:280	Chromatic Harmony	3	
64:282/283	Aural & Keyboard Skills III/IV	1.5/1.5	
64/65/66:	Music or Music Education Elective	3	
06:241	Professional Teacher (Mus.Ed.)	3	
66:352	Introduction to Curriculum, Assessment and Pedagogy in Music	3	
	Teachable B Subject Course	3	
	Teachable B Subject Course	3	
01:271	Field Experience I	3	

YEAR 3

Required Courses		**Cr Hrs**	**30**
65:317/318	Ensemble A or B (Choral)	1.5/1.5	
65:300/301	Applied Concentration	3/3	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	

64:	Music History requirement beyond First Year Music History Survey	3/3	
06:344	Foundations of Music Education	3	
01.441	Classroom Management	3	
	CAP 1 Teachable B	3	
	Teachable B Subject Course	3	

YEAR 4

Required Courses		**Cr Hrs**	**34.5**
65:417	Ensemble A or B (Choral)	1.5	
65:406	Applied Concentration	3	
66:478	Advanced Conducting & Score Study	3	
64/65/66:	Music or Music Education Elective	3	
66:464	Elementary Music Curriculum, Assessment, & Pedagogy K-3	3	
06/66:466	Choral Music Curriculum, Assessment, & Pedagogy 1, K-6	3	
01-06:	Education Elective	3	
	CAP 2 Teachable B	3	
03.250	Power, Positionality, and Privilege	3	
04:254	Inclusive Education and Adolescent Disabilities	3	
04.256	Adolescent Development	3	
01:371	Field Experience II	3	

YEAR 5

Required Courses		**Cr Hrs**	**30**
65:506	Applied Concentration	3	
06:354	Evaluation & Assessment (Mus. Ed.) ††	3	
66:465	Elementary Music Curriculum, Assessment, & Pedagogy 4-6	3	
06:467	Choral Music Curriculum, Assessment, & Pedagogy 2, 7-12	3	
	Digital Literacies in Education	3	
02:381	Learning in Relationship IWKB	3	
04:257 OR 04.451	Trauma-Informed Behavioural Supports OR Counselling Skills	3	
01-06:	Education Elective	3	
01:474	Field Experience III (Teachable Subject B)	3	
01.475	Field Experience IV	3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**160.5**

†† 06:354 Evaluation and Assessment may be taken in either the 4th of 5th year of the program and as such may precede either 01:371 or 01:475 Field Experience.

7.4.5 BACHELOR OF MUSIC (SPECIALIST IN MUSIC TEACHING AND LEARNING MAJOR)

The Bachelor of Music (Specialist in Music Teaching and Learning Major) is awarded upon completion of 141 hours as described below. Students wishing to become certified to teach in the public schools must complete additional after-degree study in a Faculty of Education as prescribed by Provincial regulations. Such regulations vary from province to province. In Manitoba, the current AD (after degree) requirement is the Bachelor of Education (AD), conferred, as a second degree, upon satisfactory completion of sixty credit hours in Education (see section Error! Reference source not found.). These combined degrees lead to a Class 6 Permanent Teaching Certificate.

Students who have achieved a minimum GPA of 2.70 in the first year of their program (above) are eligible to apply to the Specialist program. Admission requires written approval of the Joint Department of Music Education and the Dean of the School of Music.

CURRICULUM OUTLINE:

* Students must complete a minimum of 12 credit hours of music history.

† Students eventually seeking Manitoba teacher certification at the secondary level must complete at least 18 credit hours in a second teaching area (see sections Error! Reference source not found. and Error! Reference source not found. for options) and at the concurrent and specialist level must complete 30 credit hours in a teachable core. (see sections Error! Reference source not found. and Error! Reference source not found. for options).

YEAR 1

	Common to all BMus Programs (see section **7.4.1**)	**Cr. Hrs.**	**33**

YEAR 2

Required Courses		**Cr. Hrs.**	**36**
	Core teachable/second teachable subject courses *	3/3	
65:	Music Elective	3	
65:217/218	Ensemble	1.5/1.5	
65:200/201	Applied Concentration	3/3	
64:280	Chromatic Harmony	3	
64/65/66	Music or Music Education Elective	3	
64:	Music History	3/3	
66:253	Introduction to Teaching and Learning in Music	3	

66:352	Instructional Methods	3	

YEAR 3

Required Courses		**Cr. Hrs.**	**39**
	Core teachable/second teachable subject courses *	3/3	
65:317/318	Ensemble	1.5/1.5	
65:300/301	Applied Concentration	3/3	
64:344	Foundations of Music Education	3	
66:378/379	Elementary Conducting and Score Study I/II	1.5/1.5	
64:	Music History requirement beyond First Year Music History Survey	3/3	
65:	Music Elective	3	
66:	Music Education Elective	3/3/3	

YEAR 4

Required Courses		**Cr. Hrs.**	**33**
	Elective ***	3	
64/65:	Elective Music courses	3/3	
65:417/418	Ensemble	1.5/1.5	
65:400/401	Applied Concentration	3/3	
66:440	Music Education Practicum	3	
66:379	Advanced Conducting & Score Study	3	
66:	Music Education Electives	3/3/3	
	Must achieve 2.70 GPA for Graduation requirement	**Degree Total:**	**141**

* by the end of the program, students who pursue an AD in Education must have successfully completed 30 credit hours in a teachable core for Early or Middle years, or 18 credit hours in a second teachable subject for Senior years (see section Error! Reference source not found.)

*** elective open to courses in music (64/65), music education (66), or other arts disciplines; does not include applied lessons

A graduation recital is required in the 4-Year BMus (Specialist in Music Teaching and Learning Major) program.

The recital shall:

1. be of 25-minute minimum duration and occur at Brandon University;
2. occur at any time during Applied Concentration study, as determined by mutual agreement between the student and applied music instructor;
3. be evaluated by the student's applied instructor and taken into account in recommending to the jury a grade for the pertinent Applied concentration course.

7.5 DEPARTMENTS & COURSE DESCRIPTIONS

7.5.1 MUSIC: RESEARCH (64)

Contacts – Undergraduate Studies

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.

64:110 MATERIALS OF MUSIC (3)
Prerequisite: Nil.
An introduction to the rudiments of musical notation, from both written and aural perspectives. Students will learn to read musical notation, including staff notation and rhythm, and discover the building blocks of music: pitch, key, mode, scale, interval, chord, and transposition. The course is intended for those students in Arts, Science, and Education with a lively interest in the subject, but who have no formal background, as well as for students in music who require remediation before entering first-year theory. This course cannot be counted towards a BMus degree.
Cross-registered with (Music Arts) 67:110.
3 lecture hours per week, one term.

64:130 MUSIC HISTORY SURVEY I (3)
Prerequisite: Nil.
A chronological survey of Western art music from Ancient Greece to the Baroque period, examining cultural and historical context, major composers, genres, representative works, and stylistic characteristics, as well as different methodologies used to investigate this music. The student will gain skills in critical thinking, score reading, listening, research, and writing. Note: students in this class must be able to read musical scores in Western music notation.
Cross-registered with (Music Arts) 67:130.
3 lecture hours per week, one term.

64:131 MUSIC HISTORY SURVEY II (3)
Prerequisite: 64/67:130.
A chronological survey of Western art music from the Classic period to the 21st century, examining cultural and historical context, major composers, genres, representative works, and stylistic characteristics, as well as different methodologies used to investigate this music. The student will gain skills in critical thinking, score reading, listening, research, and writing.
Cross-registered with (Music Arts) 67:131.
3 lecture hours per week, one term.

64:179 PHYSICAL ACOUSTICS OF MUSIC (3)
Prerequisite: Nil.
This course is intended for students in Music and others with a strong background and interest in music. A study of the principles of physics and acoustics as they relate to musical sounds, musical instruments, and the electronic production and reproduction of musical sounds. Considerable attention will be given to the physical principles of hearing.
Cross-registered with (Physics) 74:179.
3 lecture hours per week, one term.

64:180 FOUNDATIONS OF TONAL MELODY AND HARMONY (3)
Prerequisite: 64:110 or successful completion of placement test.
A review of music rudiments followed by the study of melody, species counterpoint, and introduction to four-part harmony. Facility in both writing and analysis will be emphasized.
Cross-registered with (Music Arts) 67:180.
3 lecture hours per week, one term.

BRANDON UNIVERSITY
Founded 1899

Dr. Dion J. Wiseman

Chair, Dept of Geography & Environment

phone (204) 727-9774
fax (204) 728-7846
wiseman@brandonu.ca

Date: October 9, 2026
To: Science Faculty Council
From: Dr. Dion J Wiseman, co-Chair, Geography and Environment
Subject: Geography & Environment Calendar Changes

Dear Colleagues,

We are proposing a relatively small number of simple calendar changes as follows:

1) Combining Course Selection Lists
    - We are combining a series of course selection lists in the Environmental Studies Concentration. Currently, there are three separate lists of courses from which students are required to select two from each list. We are proposing to simply combine those lists and have students select six courses from the combined list. The rationale is to provide students with more flexibility and choice in the selection of these courses.
    - As above, the AC – BU Environmental Studies Transfer also includes two lists from which students are required to select one course from each list. We are proposing to combine those lists and require students to select two courses from the combined list.
2) Deleting AC – BU Geomatics Concentration Transfer
    - AC discontinued the Environmental Technologies – GIS Diploma approximately six years ago. We have not had a student transfer to BU through this agreement for at least two years. AC agrees that we can now delete this agreement from our calendar. In addition to deleting the concentration, the current front matter has been updated to reflect this proposed change.
3) 4yr Honours Geomatics Concentration
    - The current degree requirements for the Honours Geomatics Concentration require that students complete both an applied topics in geography and the honours thesis. In the past we have allowed students to take a directed readings instead of the applied topics, partly because the applied topics and thesis research projects would have been essentially very similar work, and partly because the readings course is more useful to the student in identifying a suitable thesis topic. Consequently, we are proposing to simply make this a permanent change to the honours version of the concentration.

We have provided a track changes and clean copy of the Geography and Environment section of the current calendar and look forward to your comments and suggestions,

Dion Wiseman, co-Chair
Department of Geography and Environment

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

www.brandonu.ca

Urgent o **For Your Information** o **Please Reply** o

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 072.NOV26 **AGENDA ITEM NO. 5.4.3.4.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Department of Geography & Environment, Faculty of Science				
SUBJECT:	Curriculum & Program Changes				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following curriculum & program changes, as submitted by the Department of Geography & Environment, Faculty of Science:

- Geography Major (Environmental Studies) 4-Year Honours & 4-Year Major Revisions
- Geography Major (Geomatics) 2+2 Program Deletion
- Geography Major (Geomatics) 4-Year Honours Revisions

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

5.16.13 GEOGRAPHY & ENVIRONMENT (38)

Geography and Environment | Brandon University
Contacts – Undergraduate Studies

General Information

The Department of Geography and Environment offers a 4-Year BA or BSc degree, 4-year BA or BSc Honours degree, 4-Year BA or BSc Concentrations in Environmental Studies or Geomatics, as well as a 3-Year BA or BSc, and a Minor. Students pursuing any 4-Year or 3-Year degree are required to complete a common set of core degree requirements in addition to a prescribed set of Arts or Science-based Geography courses in order to obtain either the BA or BSc degree. Since several upper level courses are cycled on a biennial basis, students who are considering a major or minor in Geography are advised to plan their program in consultation with members of the Department. Please note the general requirements of the University in Error! Reference source not found.~~SECTION 3~~ and the Multidisciplinary Education requirements listed in section 5.4.

A Co-operative Education (Co-op) option is available for students enrolled in a Geography Major, 4-Year or 4-Year (Honours) degree. See the Cooperative Education Program (section Error! Reference source not found.~~5.5~~). Students are encouraged to contact their department to discuss program details and department specific co-op requirements and timelines.

SECOND DEGREE REQUIREMENTS

4-Year BA or BSc (Honours) second degree requirements listed in section Error! Reference source not found.~~5.6.3~~.
4-Year BA or BSc second degree requirements listed in section Error! Reference source not found.~~5.9.3~~.
3-Year BA or BSc second degree requirements are listed in section Error! Reference source not found.~~5.13.3~~.

COMMON TO ALL GEOGRAPHY MAJORS

Core Major Requirements:		**Cr. Hrs.**	**24**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:286	GIS I – Principles of Spatial Data and Cartographic Design	3	
Choose:	**one** of the following **geomatics** courses:		
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Choose:	**one** of the following **regional** courses:		
38:179	World Regional Geography	3	
38:283	Canada: A Regional Geography	3	
38:360	Rural and Small Town Canada	3	
38:430	Field Studies in Geography	3	
88:150	Rural Canada: An Introduction	3	

4-YEAR (HONOURS) DEGREE

Formal application must be made to enter the Honours Degree in all departments in the Faculty of Science. Application forms are available through the Dean of Science Office or Financial & Registration Services.

Students must declare their intention to pursue this degree to the Department Chair as early as possible after completion of 30 credit hours of university courses and at least 12 credit hours of geography courses. Honours students are required to meet with the Department Chair prior to acceptance into the Honours Program to review entry requirements and to plan their specific program of study. Honours students are required to maintain an overall grade point average of 3.00 **in all Geography courses** throughout the program. Each Honours student will be evaluated in May as to maintenance of eligibility and overall performance. A student failing to maintain eligibility will be removed from the Honours program until such time as the student meets the 3.00 GPA required for the program.

Students wishing to pursue the 4-Year (Honours) degree, Geography Major **MUST** complete a minimum of **54 credit hours** in Geography consisting of either the 4-Year Major, BA or BSc (Honours) degree requirements as outlined below **OR** one of the Concentrations in Geography as outlined in their respective sections below.

Core Major Requirement: (see table above)		**Cr. Hrs.**	**24**
Additional Major Requirements: BA Route			**30**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
38:449	Honours Thesis in Geography	6	
Choose:	**one** of the following:		

38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Plus:	**9 credit hours** of additional Geography courses	9	
Additional Major Requirements: BSc Route			**30**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
38:449	Honours Thesis in Geography	6	
Choose:	**one** of the following:		
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:479	Hydrogeology: The Study of Groundwater	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BA requirements	3	
Plus:	**9 credit hours** of additional Geography courses	9	
	Must achieve 3.00 GPA for Honours Major requirement **Major Total:**		**54**
Additional Degree Requirements:			
Plus: *	**Minor requirement** **Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.50 GPA for Graduation requirement **Degree Total:**		**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found.~~5.6~~.

4-YEAR MAJOR

Students wishing to pursue the 4-Year Geography Major **MUST** complete a minimum of **48 credit hours** in Geography consisting of either the 4-Year major BA or BSc degree requirements as outlined below **OR** one of the Concentrations in Geography as outlined in their respective sections below.

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Additional Major Requirements: BA Route			**24**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Plus:	**9 credit hours** of additional Geography courses	9	
Additional Major Requirements: BSc Route			**24**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Choose:	**one** of the following:		
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	

38:292	Geography of Water Resources		3	
38:302	Conservation of Ocean Resources			
38:373	Biogeography and Wildlife Management		3	
38:435	Soils and Prairie Landscapes		3	
38:457	Wetlands		3	
38:479	Hydrogeology: The Study of Groundwater		3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BA requirements		3	
Plus:	**9 credit hours** of additional Geography courses			
	Must achieve 2.00 GPA for Major requirement	**Major Total:**		**48**
Additional Degree Requirements:				
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)			**12**
	Indigenous Content Course Requirement (see section 3.11)			
Plus:	Additional elective credit hours			
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**		**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found.~~5.9~~.

3-YEAR MAJOR

The 3-Year Geography Major is primarily intended for students either currently enrolled in an education degree program at Brandon University or who intend to complete an after degree program in Education. Students not pursuing an education degree are strongly encouraged to consider the 4-Year BA or BSc degrees in Geography or the Honours Degree in Geography if they plan to pursue a career related to the discipline or move on to post graduate studies.
Students considering a 3-Year Geography Major must complete a minimum of **30 credit hours** consisting of:

Core Major Requirements: (see table above)			**Cr. Hrs.**	**24**
Additional Major Requirements: BA Route				**6**
Choose:	**two** of the following:			
38:280	Political and Economic Geography		3	
38:282	Cultural Geography		3	
38:381	Urban Geography		3	
Additional Major Requirements: BSc Route				**6**
Choose:	**two** of the following:			
38:250	Introduction to Weather and Climate		3	
38:278	Geomorphology		3	
38:375	Hydrology		3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**		**30**
Additional Degree Requirements:				
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)			**12**
	Indigenous Content Course Requirement (see section 3.11)			
Plus:	Additional elective credit hours			
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**		**90**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found.~~5.13~~.

MINOR

Students pursuing a minor in Geography **MUST** complete **ALL** of the following courses:

Core Minor Requirements:		Cr. Hrs.	9
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
Additional Minor Requirement:			9
Plus:	9 credit hours of additional Geography courses		
	Must achieve 2.00 GPA for Minor requirement	**Minor Total:**	**18**

CONCENTRATIONS IN GEOGRAPHY

The Department of Geography offers concentrations in Environmental Studies and Geomatics. The concentrations satisfy the core degree requirements in Geography but prescribe a specific suite of courses and options in lieu of the general Geography *electives.* Students who pursue

one of the concentrations in geography may also receive an Honours Degree by completing the Undergraduate Thesis in Geography.

ENVIRONMENTAL STUDIES

4-YEAR MAJOR (HONOURS)

Students considering a 4-Year (Honours) degree, Geography Major (Environmental Studies) must complete a minimum of **60 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
38:449	Honours Thesis in Geography	6	**6**
Choose:	~~two~~ six of the following		~~6~~18
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:294	Outdoor Recreation and Tourism	3	
70:266*	Environmental Ethics	3	
~~**Choose:**~~	~~two of the following~~		~~6~~
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography & Wildlife Management	3	
38:384	Wilderness & Protected Area Management	3	
~~38:476~~	~~Environmental Impact Assessment and Reporting~~	~~3~~	
~~**Choose:**~~	~~two of the following~~		~~6~~
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**12**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Plus:	At least **one** course at the 200 level or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**12**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Plus:	At least **one** course at the 200 level or above from 4-Yr BA requirements	3	
	Must achieve 3.00 GPA for Honours Major requirement	**Major Total:**	**60**
Additional Degree Requirements:			
Plus: **	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**	**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.50 GPA for Graduation requirement	**Degree Total:**	**120**

* Students who select 70:266 to satisfy the degree requirements in this concentration need only select an additional three (3) credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.

Residence and other degree requirements listed in section Error! Reference source not found.~~5.6~~.

4-YEAR MAJOR

Students considering a 4-Year Geography Major (Environmental Studies) must complete a minimum of **54 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Choose:	~~two~~ six of the following		~~6~~18
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:294	Outdoor Recreation and Tourism	3	
70:266*	Environmental Ethics	3	
~~**Choose:**~~	~~two of the following~~		~~6~~

Commented [WF1]: Proposed: Choose six courses (18 CrHrs) from the longer list of the same courses, and sort the long list into numeric order (moved 38:476 to between 38:464 & 38:492). (Old version was: choose two courses from three separate lists= total of six courses.)

Commented [WF2]: Proposed: Choose six courses (18 CrHrs) from the longer list of the same courses, and sort the long list into numeric order (moved 38:476 to between 38:464 & 38:492). (Old version was: choose two courses from three separate lists= total of six courses.)

38:302	Conservation of Ocean Resources	3	
38:373	Biogeography & Wildlife Management	3	
38:384	Wilderness and Protected Area Management	3	
~~38:476~~	~~Environmental Impact Assessment and Reporting~~	~~3~~	
~~**Choose:**~~	~~**two** of the following~~		~~6~~
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**12**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Plus:	At least **one** at course the 200 level or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**12**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Plus:	At least **one** course at the 200 level or above from 4-Yr BA requirements	3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**	**54**
Additional Degree Requirements:			
Plus: **	**Minor requirement** — **Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**120**

* Students who select **70:266** to satisfy the degree requirements in this concentration need only select an additional **three (3)** credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.

Residence and other degree requirements listed in section Error! Reference source not found.~~**5.9.**~~

GEOMATICS

4-YEAR (HONOURS) DEGREE

Students considering a 4-Year (Honours) Degree, Geography Major (Geomatics) must complete a minimum of **54 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Plus:	**one** of the following **geomatics** courses, not already completed as part of core:		**3**
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Plus:	**all** of the following:		**12**
38:~~398~~488	~~Applied Topics in Geography~~ Directed Readings in Geography	3	
38:449	Honours Thesis in Geography	6	
38:477	Seminar in Applied Geomatics Techniques	3	
Additional Major Requirements: BA Route			**15**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**15**
38:250	Introduction to Weather and Climate	3	

Commented [DW3]: There have been two students complete the 4 yr honours with the geomatics concentration and in both instances we have waived the applied topics and had them do a Directed Readings instead.

38:278	Geomorphology		3	
38:375	Hydrology		3	
Choose:	**one** of the following:			
38:267	Sustainable Prairie Ecosystems		3	
38:290	Global Environmental Change		3	
38:291	Soils and Soils Conservation		3	
38:292	Geography of Water Resources		3	
38:302	Conservation of Ocean Resources		3	
38:373	Biogeography & Wildlife Management		3	
38:435	Soils and Prairie Landscapes		3	
38:457	Wetlands		3	
38:479	Hydrogeology: The Study of Groundwater		3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BA requirements		3	
	Must achieve 3.00 GPA for Honours Major requirement	**Major Total:**		**54**
Additional Degree Requirements:				
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)			**12**
	Indigenous Content Course Requirement (see section 3.11)			
Plus:	Additional elective credit hours			
	Must achieve 2.50 GPA for Graduation requirement	**Degree Total:**		**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found.~~5.6~~.

4-YEAR MAJOR

Students considering a **4-Year** Geography Major (Geomatics) must complete a minimum of **48 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Plus:	**one** of the following **geomatics** courses, not already completed as part of core:		**3**
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Plus:	**all** of the following:		**6**
38:398	Applied Topics in Geography	3	
38:477	Seminar in Applied Geomatics Techniques	3	
Additional Major Requirements: BA Route			**15**
Plus:	**all** of the following:		
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**15**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Choose:	**one** of the following:		
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soils Conservation	3	
38:292	Geography of Water Resources	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography & Wildlife Management	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:479	Hydrogeology: The Study of Groundwater	3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BA requirements	3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**	**48**

Additional Degree Requirements:			
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**	**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found.~~5.9~~.

AC – BU GEOGRAPHY TRANSFER AGREEMENTS

The Department of Geography and Environment has arranged an ~~two~~ advanced placement block transfer agreement~~s~~ with Assiniboine College. Students who have graduated from AC with the Environmental Technologies Diploma in Land and Water Management are eligible for a block transfer of 60 credit hours into the Geography Major (Environmental Studies Concentration). ~~Students who have graduated from AC with Environmental Technologies Diploma in GIS are eligible for a block transfer of 60 credit hours into the Geography Major (Geomatics Concentration).~~ AC transfer students who are pursuing ~~either~~ this concentration in geography may also receive an Honours Degree by completing the Undergraduate Thesis.

Notes:

1. Only AC Environmental Technologies diploma students who have successfully ~~complete~~ completed **all** courses for that program **and** with a minimum 3.0 GPA are eligible for transfer into ~~a~~ the Environmental Studies Concentration in Geography.
2. No additional courses at the college level will be counted towards the degree. See notes 4 & 5.
3. Where a required BU course is not offered within a 2-year period from the initial date of registration in the Geography Concentration, a student may substitute another course for the required course with written permission from the Department Chair and the Dean.
4. The following BU courses cannot be counted toward the Geography Concentration for transferring AC students: 38/42:286, 38:291, 38:292, 38/42:353, 38:376 and 38:398.
5. For purposes of prerequisites for Brandon University courses, where the transferring student has completed an AC course as part of their diploma, and that course is recognized as being equivalent to the required course at Brandon University in the course transfer database, that prerequisite will be considered to have been completed.
6. If an AC student chooses to opt out of the concentration at any time following admission to BU, the block transfer credit will be withdrawn and the student must transfer their AC courses on an individual basis.
7. Students entering into this transfer program must consult with the coordinator of the ~~respective Geography~~ Environmental Studies Concentration in Geography to determine a timetable of course selections.

~~**ENVIRONMENTAL STUDIES**~~

ENVIRONMENTAL TECHNOLOGIES DIPLOMA: LAND & WATER MANAGEMENT (BA or BSc)

Students transferring from Assiniboine College (AC) Environmental Technologies - Land & Water Management diploma to the Geography Major, Environmental Studies Concentration are given a "block credit" of 60 credit hours. No additional BU credit will be recognized for courses taken as part of the AC Environmental Technologies - Land & Water Management diploma. See notes 1 through 7 above. AC students granted 60 hours transfer credit to this program may meet the Brandon University residence requirement by completing an additional 60 credit hours of BU coursework. Transfers from other college or university programs should follow University Regulations (see section Error! Reference source not found.~~3.12.2~~). In all cases, all other degree requirements must be met.

4-YEAR MAJOR (HONOURS)

Students considering a **4-Year** Geography Major (Honours) (Environmental Studies Stream) must complete a minimum of **66 credit hours** consisting of:

Core Major Requirements:		**Cr. Hrs.**	**27**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:286	GIS I - Principles of Spatial Data and Cartographic Design	3	
38:449	Honours Thesis in Geography	6	
Choose:	**one** of the following **geomatics** courses:		
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Choose:	~~one~~ of the following:two of the following:		~~6~~3
38:267	Sustainable Prairie Ecosystems	3	

Commented [DW4]: Changes in this section required due to cancelling the AC to geomatics transfer agreement.

Commented [WF5]: Combining the two lists into one and choose "two of the following" instead of "choose one from each list". This achieves similar result as changes proposed for the regular Environmental Studies Stream.
May need to adjust order of the courses in the new longer list to keep them in numeric order.

38:290	Global Environmental Change	3	
38:294	Outdoor Recreation and Tourism	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:384	Wilderness and Protected Areas Management	3	
70:266*	Environmental Ethics	3	
~~**Choose:**~~	~~**one** of the following:~~		~~**3**~~
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**9**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Additional Major Requirements: BSc Route			**9**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
	Must achieve 3.00 GPA for Major requirement	**Major Total:**	**42**
Additional Degree Requirements:			
Plus: **	Minor Requirement — **Must achieve 2.00 for Minor requirement**	**Min. 18**	
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**6**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Transfer Credit		**60**
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**126**

* Students who select **70:266** to satisfy the degree requirements in this concentration need only select an additional **three (3)** credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found.~~5.6~~.

4-YEAR MAJOR

Students considering a **4-Year** Geography Major (Environmental Studies Stream) must complete a minimum of **60 credit hours** consisting of:

Core Major Requirements:		**Cr. Hrs.**	**21**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:286	GIS I - Principles of Spatial Data and Cartographic Design	3	
Choose:	**one** of the following **geomatics** courses:		
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Choose:	~~**one** two~~ of the following		~~6~~**3**
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:294	Outdoor Recreation and Tourism	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:384	Wilderness and Protected Areas Management	3	
70:266*	Environmental Ethics	3	
~~**Choose:**~~	~~**one** of the following~~		~~**3**~~
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**9**
38:280	Political and Economic Geography	3	

Commented [WF6]: Remove row that says "choose one of the following". List should continue from above, now reading "choose TWO of the following" and combining both lists into one longer list.

Commented [WF7]: Combining the two lists into one and choose "two of the following" instead of "choose one from each list". This achieves similar result as changes proposed for the regular Environmental Studies Stream.
May need to adjust order of the courses in the new longer list to keep them in numeric order.

Commented [WF8]: Remove row that says "choose one of the following". List should continue from above, now reading "choose TWO of the following" and combining both lists into one longer list.

38:282	Cultural Geography		3	
38:381	Urban Geography		3	
Additional Major Requirements: BSc Route				**9**
38:250	Introduction to Weather and Climate		3	
38:278	Geomorphology		3	
38:375	Hydrology		3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**		**36**
Additional Degree Requirements:				
Plus: **	Minor Requirement	**Must achieve 2.00 for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)			**6**
	Indigenous Content Course Requirement (see section 3.11)			
Plus:	Transfer Credit			**60**
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**		**120**

* Students who select **70:266** to satisfy the degree requirements in this concentration need only select an additional **three (3)** credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section **Error! Reference source not found.**~~5.9~~.

~~**GEOMATICS**~~

~~**4-YEAR MAJOR**~~

~~**ENVIRONMENTAL TECHNOLOGIES DIPLOMA: GIS (BA OR BSc)**~~

~~Students transferring from the Assiniboine College (AC) Environmental Technologies GIS Diploma to the Geography Major (Geomatics Concentration) are given a "block transfer" of 60 credit hours. No additional Brandon University credit will be recognized for courses taken as part of the AC Environmental Technologies GIS diploma. See notes following the course list for additional requirements. Assiniboine College students granted 60 credit hours transfer credit to this program may meet the Brandon University residence requirement by completing an additional 60 credit hours of BU coursework. Transfers from other college or university programs should follow the regulations in section **3.12.2**. In all cases, all other degree requirements must be met. Course requirements for transfer students are as follows:~~

~~Students considering a **4-Year** Geography Major (Geomatics Stream) program must complete a minimum of **60 credit hours** consisting of:~~

Core Major Requirements:		**Cr. Hrs.**	**21**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:477	Seminar in Applied Geomatics Techniques	3	
Choose:	**one** of the following:		
38:179	World Regional Geography	3	
38:283	Canada: A Regional Geography	3	
38:430	Field Studies in Geography	3	
88:150	Rural Canada: An Introduction	3	
Additional Major Requirements: BA Route			**15**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**15**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Choose:	**one** of the following:	3	
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	

Commented [DW9]: AC no longer offers this diploma program and we have had no new students enter the geomatics concentration via AC for several years. AC agrees that we should delete this transfer agreement.

38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:479	Hydrogeology: The Study of Groundwater	3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BA requirements	3	
	Must achieve 2.00 GPA for Major requirement — **Major Total:**		**36**
Additional Degree Requirements:			
Plus:	Transfer Credit		**60**
Plus: *	Minor Requirement — **Must achieve 2.00 for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section **5.4**)		**6**
	Indigenous Content Course Requirement (see section **3.11**)		
	Must achieve 2.00 GPA for Graduation requirement — **Degree Total:**		**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section **5.9**.

COURSE DESCRIPTIONS

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

38:169 HOW THE EARTH WORKS: FUNDAMENTALS OF PHYSICAL GEOGRAPHY (3)
Prerequisite: Nil.
This course is intended for students who wish to meet the natural sciences requirement, or are seeking a general elective, and have an interest in acquiring a fundamental understanding of Earth systems. Physical Geography is the study of the physical components and processes operating within Earth's atmosphere, hydrosphere, lithosphere, and biosphere. This course will introduce basic geographic concepts and examine a variety of these systems in a spatial context. Topics discussed include coordinate systems, maps, and map projections; remote sensing, GIS, and GPS technology; solar energy and radiation balances; weather and climate; volcanism, earthquakes, and plate tectonics; weathering and mass movements; fluvial, aeolian, coastal, and glacial landforms and processes; soils; ecosystems; and biomes.
Note: This course does not count toward a Geography major or minor and cannot be used as a prerequisite for upper level courses. Credit cannot be held for both this course and 38:170.
3 lecture hours per week, one term.

38:170 HOW THE EARTH WORKS: APPLIED PHYSICAL GEOGRAPHY (3)
Prerequisite: Nil.
This course is intended for students who are planning to complete a major or minor in Geography or other discipline in which a practical and applied knowledge of Earth systems in beneficial. Physical Geography is the study of the physical components and processes operating within Earth's atmosphere, hydrosphere, lithosphere, and biosphere. This course will introduce basic geographic concepts and examine a variety of these systems in a spatial context through a combination of lecture and hands-on laboratory instruction. Topics discussed include location, coordinate systems, maps and map projections; remote sensing and GIS and GPS technology; solar energy and radiation balances; weather and climate; volcanism, earthquakes and plate tectonics; weathering and mass movements; fluvial, aeolian, coastal, and glacial landforms and processes; soils; ecosystems; and biomes.
Credit cannot be held for both this course and 38:169.
3 lecture hours per week, 3 laboratory hours per week, one term.

38:179 WORLD REGIONAL GEOGRAPHY (3)
Prerequisite: Nil.
World Regional Geography provides an overview of how and why the world is divided into distinct regions, and how those regions interact through trade, migration, politics, and environmental change. Emphasis is placed on both human and physical geography, exploring how landscapes, ecosystems, and climate shape the development of societies and economies. Through maps, case studies, and current events, students will investigate how cultural identity, economic globalization, conflict, and climate change are experienced differently across regions, and how Canada and the Prairies fit into these global systems.
3 lecture hours per week, one term.

38:180 PEOPLE AND PLACES: AN INTRODUCTION TO HUMAN GEOGRAPHY (3)
Prerequisite: Nil.
This course introduces key spatial concepts and approaches in human geography, exploring how identity, place, migration, urban landscapes, and global geopolitics shape our world. Using real-world examples from Canada and beyond, we examine how geographic differences both reflect and reinforce systems of power, inequality, and social justice.
3 lecture hours per week, one term.

38:192 ENVIRONMENT AND SOCIETY (3)
Prerequisite: Nil.
This course is an introduction to the relationship between humans and the biophysical world upon which we live. Traditionally, this relationship has involved humans using different portions of the natural environment to benefit society. Often these activities are detrimental to the environment. In this course students will learn the ways in which humans impact the natural environment, the issues surrounding the need to minimize negative impacts, and approaches to managing natural resources. Topics covered include energy flow, ecosystem structure, matter cycling, biodiversity, climate change, protected areas, and wildlife management.
3 lecture hours per week, one term.

38:203 INDIGENOUS FOODWAYS OF THE WESTERN HEMISPHERE (3)
Prerequisite: 12 credit hours of Arts/Science courses.
This course introduces students to the study of food and foodways in Native Studies. The vast array of approaches to sustaining and supporting lifestyles and lives employed by Indigenous communities across the Americas will be addressed with specific

5.16.13 GEOGRAPHY & ENVIRONMENT (38)

Geography and Environment | Brandon University
Contacts – Undergraduate Studies

General Information

The Department of Geography and Environment offers a 4-Year BA or BSc degree, 4-year BA or BSc Honours degree, 4-Year BA or BSc Concentrations in Environmental Studies or Geomatics, as well as a 3-Year BA or BSc, and a Minor. Students pursuing any 4-Year or 3-Year degree are required to complete a common set of core degree requirements in addition to a prescribed set of Arts or Science-based Geography courses in order to obtain either the BA or BSc degree. Since several upper level courses are cycled on a biennial basis, students who are considering a major or minor in Geography are advised to plan their program in consultation with members of the Department. Please note the general requirements of the University in Error! Reference source not found. and the Multidisciplinary Education requirements listed in section **5.4.**

A Co-operative Education (Co-op) option is available for students enrolled in a Geography Major, 4-Year or 4-Year (Honours) degree. See the Cooperative Education Program (section Error! Reference source not found.). Students are encouraged to contact their department to discuss program details and department specific co-op requirements and timelines.

SECOND DEGREE REQUIREMENTS

4-Year BA or BSc (Honours) second degree requirements listed in section Error! Reference source not found..
4-Year BA or BSc second degree requirements listed in section Error! Reference source not found..
3-Year BA or BSc second degree requirements are listed in section Error! Reference source not found..

COMMON TO ALL GEOGRAPHY MAJORS

Core Major Requirements:		**Cr. Hrs.**	**24**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:286	GIS I – Principles of Spatial Data and Cartographic Design	3	
Choose:	**one** of the following **geomatics** courses:		
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Choose:	**one** of the following **regional** courses:		
38:179	World Regional Geography	3	
38:283	Canada: A Regional Geography	3	
38:360	Rural and Small Town Canada	3	
38:430	Field Studies in Geography	3	
88:150	Rural Canada: An Introduction	3	

4-YEAR (HONOURS) DEGREE

Formal application must be made to enter the Honours Degree in all departments in the Faculty of Science. Application forms are available through the Dean of Science Office or Financial & Registration Services.

Students must declare their intention to pursue this degree to the Department Chair as early as possible after completion of 30 credit hours of university courses and at least 12 credit hours of geography courses. Honours students are required to meet with the Department Chair prior to acceptance into the Honours Program to review entry requirements and to plan their specific program of study. Honours students are required to maintain an overall grade point average of 3.00 **in all Geography courses** throughout the program. Each Honours student will be evaluated in May as to maintenance of eligibility and overall performance. A student failing to maintain eligibility will be removed from the Honours program until such time as the student meets the 3.00 GPA required for the program.

Students wishing to pursue the 4-Year (Honours) degree, Geography Major **MUST** complete a minimum of **54 credit hours** in Geography consisting of either the 4-Year Major, BA or BSc (Honours) degree requirements as outlined below **OR** one of the Concentrations in Geography as outlined in their respective sections below.

Core Major Requirement: (see table above)		**Cr. Hrs.**	**24**
Additional Major Requirements: BA Route			**30**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
38:449	Honours Thesis in Geography	6	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	

38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Plus:	**9 credit hours** of additional Geography courses	9	
Additional Major Requirements: BSc Route			**30**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
38:449	Honours Thesis in Geography	6	
Choose:	**one** of the following:		
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:479	Hydrogeology: The Study of Groundwater	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BA requirements	3	
Plus:	**9 credit hours** of additional Geography courses	9	
	Must achieve 3.00 GPA for Honours Major requirement	**Major Total:**	**54**
Additional Degree Requirements:			
Plus: *	**Minor requirement** — **Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.50 GPA for Graduation requirement	**Degree Total:**	**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found..

4-YEAR MAJOR

Students wishing to pursue the 4-Year Geography Major **MUST** complete a minimum of **48 credit hours** in Geography consisting of either the 4-Year major BA or BSc degree requirements as outlined below **OR** one of the Concentrations in Geography as outlined in their respective sections below.

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Additional Major Requirements: BA Route			**24**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Plus:	**9 credit hours** of additional Geography courses	9	
Additional Major Requirements: BSc Route			**24**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Choose:	**one** of the following:		
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	

38:302	Conservation of Ocean Resources		
38:373	Biogeography and Wildlife Management	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:479	Hydrogeology: The Study of Groundwater	3	
Plus:	at least **one** course at the **200 level** or above from 4-Yr BA requirements	3	
Plus:	**9 credit hours** of additional Geography courses		
	Must achieve 2.00 GPA for Major requirement	**Major Total:**	**48**
Additional Degree Requirements:			
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**	**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found..

3-YEAR MAJOR

The 3-Year Geography Major is primarily intended for students either currently enrolled in an education degree program at Brandon University or who intend to complete an after degree program in Education. Students not pursuing an education degree are strongly encouraged to consider the 4-Year BA or BSc degrees in Geography or the Honours Degree in Geography if they plan to pursue a career related to the discipline or move on to post graduate studies.
Students considering a 3-Year Geography Major must complete a minimum of **30 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Additional Major Requirements: BA Route			**6**
Choose:	**two** of the following:		
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Additional Major Requirements: BSc Route			**6**
Choose:	**two** of the following:		
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**	**30**
Additional Degree Requirements:			
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**	**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**90**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found..

MINOR

Students pursuing a minor in Geography **MUST** complete **ALL** of the following courses:

Core Minor Requirements:		Cr. Hrs.	9
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
Additional Minor Requirement:			9
Plus:	9 credit hours of additional Geography courses		
	Must achieve 2.00 GPA for Minor requirement	**Minor Total:**	**18**

CONCENTRATIONS IN GEOGRAPHY

The Department of Geography offers concentrations in Environmental Studies and Geomatics. The concentrations satisfy the core degree requirements in Geography but prescribe a specific suite of courses and options in lieu of the general Geography *electives.* Students who pursue one of the concentrations in geography may also receive an Honours Degree by completing the Undergraduate Thesis in Geography.

ENVIRONMENTAL STUDIES

4-YEAR MAJOR (HONOURS)

Students considering a 4-Year (Honours) degree, Geography Major (Environmental Studies) must complete a minimum of **60 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
38:449	Honours Thesis in Geography	6	**6**
Choose:	**six** of the following		**18**
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:294	Outdoor Recreation and Tourism	3	
70:266*	Environmental Ethics	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography & Wildlife Management	3	
38:384	Wilderness & Protected Area Management	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**12**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Plus:	At least **one** course at the 200 level or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**12**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Plus:	At least **one** course at the 200 level or above from 4-Yr BA requirements	3	
	Must achieve 3.00 GPA for Honours Major requirement	**Major Total:**	**60**
Additional Degree Requirements:			
Plus: **	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**	**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.50 GPA for Graduation requirement	**Degree Total:**	**120**

* Students who select 70:266 to satisfy the degree requirements in this concentration need only select an additional three (3) credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.

Residence and other degree requirements listed in section Error! Reference source not found..

4-YEAR MAJOR

Students considering a 4-Year Geography Major (Environmental Studies) must complete a minimum of **54 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Choose:	**six** of the following		**18**
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:291	Soils and Soil Conservation	3	
38:292	Geography of Water Resources	3	
38:294	Outdoor Recreation and Tourism	3	
70:266*	Environmental Ethics	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography & Wildlife Management	3	
38:384	Wilderness and Protected Area Management	3	

38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**12**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Plus:	At least **one** at course the 200 level or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**12**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Plus:	At least **one** course at the 200 level or above from 4-Yr BA requirements	3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**	**54**
Additional Degree Requirements:			
Plus: **	**Minor requirement** — **Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)		**12**
	Indigenous Content Course Requirement (see section 3.11)		
Plus:	Additional elective credit hours		
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**120**

* Students who select **70:266** to satisfy the degree requirements in this concentration need only select an additional **three (3)** credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.

Residence and other degree requirements listed in section Error! Reference source not found..

GEOMATICS

4-YEAR (HONOURS) DEGREE

Students considering a 4-Year (Honours) Degree, Geography Major (Geomatics) must complete a minimum of **54 credit hours** consisting of:

Core Major Requirements: (see table above)		**Cr. Hrs.**	**24**
Plus:	**one** of the following **geomatics** courses, not already completed as part of core:		**3**
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Plus:	**all** of the following:		**12**
38:488	Directed Readings in Geography	3	
38:449	Honours Thesis in Geography	6	
38:477	Seminar in Applied Geomatics Techniques	3	
Additional Major Requirements: BA Route			**15**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Choose:	**one** of the following:		
38:251	Health, Place, and Environment	3	
38:294	Outdoor Recreation and Tourism	3	
38:301	Community Mapping: Participatory Research in Practice	3	
38:350	Food, Communities, and Justice: Geographies of Food	3	
38:360	Rural and Small Town Canada	3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice	3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BSc requirements	3	
Additional Major Requirements: BSc Route			**15**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
Choose:	**one** of the following:		
38:267	Sustainable Prairie Ecosystems	3	

38:290	Global Environmental Change		3	
38:291	Soils and Soils Conservation		3	
38:292	Geography of Water Resources		3	
38:302	Conservation of Ocean Resources		3	
38:373	Biogeography & Wildlife Management		3	
38:435	Soils and Prairie Landscapes		3	
38:457	Wetlands		3	
38:479	Hydrogeology: The Study of Groundwater		3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BA requirements		3	
	Must achieve 3.00 GPA for Honours Major requirement	**Major Total:**		**54**
Additional Degree Requirements:				
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section **5.4**)			**12**
	Indigenous Content Course Requirement (see section **3.11**)			
Plus:	Additional elective credit hours			
	Must achieve 2.50 GPA for Graduation requirement	**Degree Total:**		**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found..

4-YEAR MAJOR

Students considering a **4-Year** Geography Major (Geomatics) must complete a minimum of **48 credit hours** consisting of:

Core Major Requirements: (see table above)			**Cr. Hrs.**	**24**
Plus:	**one** of the following **geomatics** courses, not already completed as part of core:			**3**
38:353	Introduction to Remote Sensing		3	
38:376	GIS II – Spatial Data Management and Analysis		3	
Plus:	**all** of the following:			**6**
38:398	Applied Topics in Geography		3	
38:477	Seminar in Applied Geomatics Techniques		3	
Additional Major Requirements: BA Route				**15**
Plus:	**all** of the following:			
38:280	Political and Economic Geography		3	
38:282	Cultural Geography		3	
38:381	Urban Geography		3	
Choose:	**one** of the following:			
38:251	Health, Place, and Environment		3	
38:294	Outdoor Recreation and Tourism		3	
38:301	Community Mapping: Participatory Research in Practice		3	
38:350	Food, Communities, and Justice: Geographies of Food		3	
38:360	Rural and Small Town Canada		3	
38:436	Political Ecologies of a Changing Planet: Power, Nature, and Justice		3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BSc requirements		3	
Additional Major Requirements: BSc Route				**15**
38:250	Introduction to Weather and Climate		3	
38:278	Geomorphology		3	
38:375	Hydrology		3	
Choose:	**one** of the following:			
38:267	Sustainable Prairie Ecosystems		3	
38:290	Global Environmental Change		3	
38:291	Soils and Soils Conservation		3	
38:292	Geography of Water Resources		3	
38:302	Conservation of Ocean Resources		3	
38:373	Biogeography & Wildlife Management		3	
38:435	Soils and Prairie Landscapes		3	
38:457	Wetlands		3	
38:479	Hydrogeology: The Study of Groundwater		3	
Plus:	At least **one** course at the **200 level** or above from 4-Yr BA requirements		3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**		**48**
Additional Degree Requirements:				
Plus: *	**Minor requirement**	**Must achieve 2.00 GPA for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section **5.4**)			**12**
	Indigenous Content Course Requirement (see section **3.11**)			

Plus:	Additional elective credit hours		
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**	**120**

* See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found..

AC – BU GEOGRAPHY TRANSFER AGREEMENTS

The Department of Geography and Environment has arranged an advanced placement block transfer agreement with Assiniboine College. Students who have graduated from AC with the Environmental Technologies Diploma in Land and Water Management are eligible for a block transfer of 60 credit hours into the Geography Major (Environmental Studies Concentration). AC transfer students who are pursuing this concentration in geography may also receive an Honours Degree by completing the Undergraduate Thesis.

Notes:

1. Only AC Environmental Technologies diploma students who have successfully completed **all** courses for that program **and** with a minimum 3.0 GPA are eligible for transfer into the Environmental Studies Concentration in Geography.
2. No additional courses at the college level will be counted towards the degree. See notes 4 & 5.
3. Where a required BU course is not offered within a 2-year period from the initial date of registration in the Geography Concentration, a student may substitute another course for the required course with written permission from the Department Chair and the Dean.
4. The following BU courses cannot be counted toward the Geography Concentration for transferring AC students: 38/42:286, 38:291, 38:292, 38/42:353, 38:376 and 38:398.
5. For purposes of prerequisites for Brandon University courses, where the transferring student has completed an AC course as part of their diploma, and that course is recognized as being equivalent to the required course at Brandon University in the course transfer database, that prerequisite will be considered to have been completed.
6. If an AC student chooses to opt out of the concentration at any time following admission to BU, the block transfer credit will be withdrawn and the student must transfer their AC courses on an individual basis.
7. Students entering into this transfer program must consult with the coordinator of the Environmental Studies Concentration in Geography to determine a timetable of course selections.

ENVIRONMENTAL TECHNOLOGIES DIPLOMA: LAND & WATER MANAGEMENT (BA or BSc)

Students transferring from Assiniboine College (AC) Environmental Technologies - Land & Water Management diploma to the Geography Major, Environmental Studies Concentration are given a "block credit" of 60 credit hours. No additional BU credit will be recognized for courses taken as part of the AC Environmental Technologies - Land & Water Management diploma. See notes 1 through 7 above. AC students granted 60 hours transfer credit to this program may meet the Brandon University residence requirement by completing an additional 60 credit hours of BU coursework. Transfers from other college or university programs should follow University Regulations (see section Error! Reference source not found.). In all cases, all other degree requirements must be met.

4-YEAR MAJOR (HONOURS)

Students considering a **4-Year** Geography Major (Honours) (Environmental Studies Stream) must complete a minimum of **66 credit hours** consisting of:

Core Major Requirements:		**Cr. Hrs.**	**27**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:286	GIS I - Principles of Spatial Data and Cartographic Design	3	
38:449	Honours Thesis in Geography	6	
Choose:	**one** of the following **geomatics** courses:		
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Choose:	**two** of the following:		**6**
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:294	Outdoor Recreation and Tourism	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:384	Wilderness and Protected Areas Management	3	
70:266*	Environmental Ethics	3	
38:435	Soils and Prairie Landscapes	3	

38:457	Wetlands		3	
38:464	Rural Resource Development		3	
38:476	Environmental Impact Assessment and Reporting		3	
38:492	Sustainable Natural Resource Management		3	
Additional Major Requirements: BA Route				**9**
38:280	Political and Economic Geography		3	
38:282	Cultural Geography		3	
38:381	Urban Geography		3	
Additional Major Requirements: BSc Route				**9**
38:250	Introduction to Weather and Climate		3	
38:278	Geomorphology		3	
38:375	Hydrology		3	
	Must achieve 3.00 GPA for Major requirement	**Major Total:**		**42**
Additional Degree Requirements:				
Plus: **	Minor Requirement	**Must achieve 2.00 for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)			**6**
	Indigenous Content Course Requirement (see section 3.11)			
Plus:	Transfer Credit			**60**
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**		**126**

* Students who select **70:266** to satisfy the degree requirements in this concentration need only select an additional **three (3)** credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section Error! Reference source not found..

4-YEAR MAJOR

Students considering a **4-Year** Geography Major (Environmental Studies Stream) must complete a minimum of **60 credit hours** consisting of:

Core Major Requirements:		**Cr. Hrs.**	**21**
38:170	How Earth Works: Applied Physical Geography	3	
38:180	People and Places: An Introduction to Human Geography	3	
38:192	Environment and Society	3	
38:265	Applied Quantitative Methods in Geography	3	
38:279	Introduction to Geographic Research Methods	3	
38:286	GIS I - Principles of Spatial Data and Cartographic Design	3	
Choose:	**one** of the following **geomatics** courses:		
38:353	Introduction to Remote Sensing	3	
38:376	GIS II – Spatial Data Management and Analysis	3	
Choose:	**two** of the following		**6**
38:267	Sustainable Prairie Ecosystems	3	
38:290	Global Environmental Change	3	
38:294	Outdoor Recreation and Tourism	3	
38:302	Conservation of Ocean Resources	3	
38:373	Biogeography and Wildlife Management	3	
38:384	Wilderness and Protected Areas Management	3	
70:266*	Environmental Ethics	3	
38:435	Soils and Prairie Landscapes	3	
38:457	Wetlands	3	
38:464	Rural Resource Development	3	
38:476	Environmental Impact Assessment and Reporting	3	
38:492	Sustainable Natural Resource Management	3	
Additional Major Requirements: BA Route			**9**
38:280	Political and Economic Geography	3	
38:282	Cultural Geography	3	
38:381	Urban Geography	3	
Additional Major Requirements: BSc Route			**9**
38:250	Introduction to Weather and Climate	3	
38:278	Geomorphology	3	
38:375	Hydrology	3	
	Must achieve 2.00 GPA for Major requirement	**Major Total:**	**36**
Additional Degree Requirements:			

Plus: **	Minor Requirement	**Must achieve 2.00 for Minor requirement**		**Min. 18**
Plus:	Multidisciplinary Education Requirement (see section 5.4)			**6**
	Indigenous Content Course Requirement (see section 3.11)			
Plus:	Transfer Credit			**60**
	Must achieve 2.00 GPA for Graduation requirement	**Degree Total:**		**120**

* Students who select **70:266** to satisfy the degree requirements in this concentration need only select an additional **three (3)** credit hours of Humanities courses to satisfy the Multidisciplinary Education requirements. However, in this case an additional 3 credit hours of electives would be required to satisfy overall degree requirements.

** See appropriate Minor requirements for credit hour requirement.

Notes: May only count 6 credit hours of 090/091 courses.
Residence and other degree requirements listed in section **Error! Reference source not found.**.

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.

38:169 HOW THE EARTH WORKS: FUNDAMENTALS OF PHYSICAL GEOGRAPHY (3)

Prerequisite: Nil.
This course is intended for students who wish to meet the natural sciences requirement, or are seeking a general elective, and have an interest in acquiring a fundamental understanding of Earth systems. Physical Geography is the study of the physical components and processes operating within Earth's atmosphere, hydrosphere, lithosphere, and biosphere. This course will introduce basic geographic concepts and examine a variety of these systems in a spatial context. Topics discussed include coordinate systems, maps, and map projections; remote sensing, GIS, and GPS technology; solar energy and radiation balances; weather and climate; volcanism, earthquakes, and plate tectonics; weathering and mass movements; fluvial, aeolian, coastal, and glacial landforms and processes; soils; ecosystems; and biomes.
Note: This course does not count toward a Geography major or minor and cannot be used as a prerequisite for upper level courses.
Credit cannot be held for both this course and 38:170.
3 lecture hours per week, one term.

38:170 HOW THE EARTH WORKS: APPLIED PHYSICAL GEOGRAPHY (3)

Prerequisite: Nil.
This course is intended for students who are planning to complete a major or minor in Geography or other discipline in which a practical and applied knowledge of Earth systems in beneficial. Physical Geography is the study of the physical components and processes operating within Earth's atmosphere, hydrosphere, lithosphere, and biosphere. This course will introduce basic geographic concepts and examine a variety of these systems in a spatial context through a combination of lecture and hands-on laboratory instruction. Topics discussed include location, coordinate systems, maps and map projections; remote sensing and GIS and GPS technology; solar energy and radiation balances; weather and climate; volcanism, earthquakes and plate tectonics; weathering and mass movements; fluvial, aeolian, coastal, and glacial landforms and processes; soils; ecosystems; and biomes.
Credit cannot be held for both this course and 38:169.
3 lecture hours per week, 3 laboratory hours per week, one term.

38:179 WORLD REGIONAL GEOGRAPHY (3)

Prerequisite: Nil.
World Regional Geography provides an overview of how and why the world is divided into distinct regions, and how those regions interact through trade, migration, politics, and environmental change. Emphasis is placed on both human and physical geography, exploring how landscapes, ecosystems, and climate shape the development of societies and economies. Through maps, case studies, and current events, students will investigate how cultural identity, economic globalization, conflict, and climate change are experienced differently across regions, and how Canada and the Prairies fit into these global systems.
3 lecture hours per week, one term.

38:180 PEOPLE AND PLACES: AN INTRODUCTION TO HUMAN GEOGRAPHY (3)

Prerequisite: Nil.
This course introduces key spatial concepts and approaches in human geography, exploring how identity, place, migration, urban landscapes, and global geopolitics shape our world. Using real-world examples from Canada and beyond, we examine how geographic differences both reflect and reinforce systems of power, inequality, and social justice.
3 lecture hours per week, one term.

38:192 ENVIRONMENT AND SOCIETY (3)

Prerequisite: Nil.
This course is an introduction to the relationship between humans and the biophysical world upon which we live. Traditionally, this relationship has involved humans using different portions of the natural environment to benefit society. Often these activities are detrimental to the environment. In this course students will learn the ways in which humans impact the natural environment, the issues surrounding the need to minimize negative impacts, and approaches to managing natural resources. Topics covered include energy flow, ecosystem structure, matter cycling, biodiversity, climate change, protected areas, and wildlife management.
3 lecture hours per week, one term.

38:203 INDIGENOUS FOODWAYS OF THE WESTERN HEMISPHERE (3)

Prerequisite: 12 credit hours of Arts/Science courses.
This course introduces students to the study of food and foodways in Native Studies. The vast array of approaches to sustaining and supporting lifestyles and lives employed by Indigenous communities across the Americas will be addressed with specific attention to the area now called Canada. Foodways of First Nations, Métis, and Inuit communities will be explored in detail. Students will learn about important issues from food sovereignty and Indigenous agriculture to foraging and hunting cultures in a wide variety of ecosystems. Indigenous leaders will offer cooking tutorials in class, and this course will involve foraging and outdoor food preparation.
Cross-registered with (Native Studies) 68:203.
3 lecture hours per week, one term.

38:250 INTRODUCTION TO WEATHER AND CLIMATE (3)

Prerequisite: Nil.
This course is an introductory physical geography course that investigates processes in the atmosphere that determines climate

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 073.NOV26 **AGENDA ITEM NO. 5.4.4.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Graduate Studies Committee				
SUBJECT:	New Policy				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following new policy, as submitted by the Graduate Studies Committee:

- Graduate Studies Leave of Absence Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

GRADUATE STUDIES LEAVE OF ABSENCE POLICY

Policy Sponsor:	Vice-President, Research & Graduate Studies	**First Approved:**	*DD MONTH 2026*
Primary Contact:	University Registrar	**Last Updated:**	*DD MONTH 20YY*
Approved by:	Senate	**Review Scheduled:**	*DD MONTH 2029*

1. PURPOSE

Graduate students may need to step away from their studies temporarily for a variety of reasons. This policy outlines provisions for students to request formal leaves of absence from their studies and sets parameters for such leaves in support of student wellbeing and academic program integrity.

2. SCOPE

This policy applies to all students registered in a graduate-level degree or diploma program at Brandon University.

3. DEFINITIONS

Leave: Leave of absence
Leave of Absence (LoA): A period during which a student suspends their academic studies temporarily with University permission and during which the student is not registered in courses or engaged in research/thesis activity
Policy: Graduate Studies Leave of Absence Policy
University: Brandon University

4. POLICY

1.1. Leave of Absence Requirement

When a student's situation necessitates a temporary cessation of study, meaning that they will not register in at least one course or will be limited in their ability to participate in research and/or thesis activity for a period of more than one year, must request a formal leave of

absence. International students must consult with the Office of International Activities before requesting a formal Leave of Absence from their graduate program.

A graduate student who is absent from study (e.g., does not register in at least one course or does not actively engage in research/thesis work) for more than one year without having obtained an approved LoA will be considered to have abandoned their studies. The student's record will be closed, and they would need to reapply to the University should they wish to undertake further study.

Retroactive LoAs are not permitted.

1.2. Types of Leave

A requested leave of absence must fall into one of the following categories. In all cases, appropriate justification and/or documentation will be required.

1.2.1. Medical Leave

Medical leave is for students experiencing physical or mental health conditions that prevent academic participation. Documentation from an appropriate professional confirming the need for medical leave and recommended leave dates is required.

1.2.2. Parental Leave

Parental leave is for students experiencing pregnancy, childbirth, adoption, or fostering of a child and is typically granted for a maximum of 18 months. Documentation confirming birth, adoption, or foster care is required.

1.2.3. Compassionate Leave

Compassionate leave is for students experiencing significant personal or family circumstances, including bereavement, caregiving responsibilities, or other serious events. Explanation of circumstances, accompanied by relevant supporting documentation (if applicable), is required.

1.2.4. Professional/Employment Leave

Professional/employment leave is for students whose professional obligations and/or opportunities make a cessation of study necessary for a defined period. Some programs may restrict this type of leave. Explanation of professional circumstances, accompanied by relevant supporting documentation (if applicable), is required.

1.2.5. Immigration or Administrative Leave

Immigration/Administrative Leave is for students who must pause studies due to visa, permit, or administrative processing issues. Documentation confirming administrative situation is required. See Section 1.8.3 for additional details.

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1.2.6. Personal Leave

Personal leave is for students experiencing circumstances not covered by any of the leave types listed above. Explanation of personal circumstances, accompanied by relevant supporting documentation (if applicable), is required.

1.3. Student Status, Activity, and Access to University Services

A student who has been granted a LoA is considered inactive during the period of the leave.

The student is not to undertake course, research, or thesis work during the period of their leave, unless explicitly permitted. Any research/study undertaken at another institution during the period of the leave will not be recognized or transferred to Brandon University outside of exceptional circumstances where advance permission has been obtained and a Letter of Permission issued. A student on LoA does not have access to most university services during the period of the leave.

1.4. Duration of Leave

Leaves are granted in one or more full-term increments (e.g., Fall, Winter, Spring 1, Spring 2, Summer 1, Summer 2) to a maximum of 12 months per leave request. Total cumulative LoA duration will not exceed 24 months outside of exceptional circumstances (e.g., extended medical leave).

International students must comply with Immigration, Refugees and Citizenship Canada (IRCC) regulations regarding study permit conditions. See Section 1.8.3 for additional details.

1.5. Program Time Limitation

Approved LoA time does not count toward program time limits.

1.6. Funding and Financial Implications

Brandon University tuition and fees are not charged during an approved LoA.

University funding (scholarships, awards, assistantships, etc.) is not paid during a LoA.

External funding agencies (such as the Tri-Agency) have specific rules for students on leaves of absence; the student is responsible for confirming funding status directly with all relevant external organizations.

1.7. Research and Ethics Considerations

A student who has been granted a LoA is not permitted to conduct research, access labs, or use research funds unless explicitly authorized for safety or continuity reasons.

Ethics approvals (e.g., BUREC, animal care) may require modification or temporary suspension.

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1.8. Leave of Absence Request Process

1.8.1. Request Form

A student requiring a leave of absence must complete the Graduate Studies Leave of Absence Request Form and submit it, along with required supporting documentation, to their Program Chair/Coordinator. The form must be submitted at least two months prior to the requested leave start date. Exceptions to the submission deadline date will be considered and, where appropriate, granted by the Program Chair/Coordinator only where extenuating circumstances outside the student's control prevented the student from reasonably submitting the request within the specified time frame.

1.8.2. Decision Making and Communication

The Program Chair/Coordinator (or program steering committee, where such a body exists) will consider all information submitted, the student's progress to date in the program, and program requirements and will consult with the student's thesis supervisor (where applicable) to arrive at a decision.

Within 10 working days of receiving the request, the Chair/Coordinator will communicate the decision, including clear rationale, to the student in writing with copy to the student's thesis supervisor (if applicable). Where a LoA request has been granted, the notification will include a clear statement of the type of leave that has been granted and the duration, including start and end dates, and the notification will be copied to the Registrar's Office. For international students, the notification will also be copied to the Office of International Activities.

1.8.3. International Student Considerations

Any LoA approved through this process affects academic eligibility and progress at Brandon University only. International students must comply with Immigration, Refugees and Citizenship Canada (IRCC) regulations regarding study permit conditions. To maintain legal status in Canada, international students must be approved for an Authorized Leave for International Students, administered in accordance with federal immigration requirements and separate institutional processes, through the Office of International Activities prior to requesting a LoA through this policy.

International students are responsible for ensuring they have adequate medical insurance during any approved leave.

1.9. Appeals

Within 10 working days of having received notification of the decision, a student who believes that the Chair/Coordinator's decision is inappropriate relative to the circumstances may submit a written appeal of the decision to the Dean of the Faculty/School offering the graduate program in which they are enrolled. The appeal will include a copy of the Chair/Coordinator's

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decision notification, full rationale for the appeal, and supporting documentation (as applicable).

The Dean will review all documentation submitted and consult with the Chair/Coordinator as needed to arrive at a decision. Within 10 working days of receiving the appeal, the Dean will communicate the decision, including clear rationale, to the student in writing with copy to the Chair/Coordinator and the student's thesis supervisor (if applicable). Where the appeal decision results in a LoA request being granted, the Dean's notification will include a clear statement of the type of leave that has been granted and the duration, including start and end dates. This notification will also be copied to the Registrar's Office and, in the case of an international student, to the Office of International Activities.

If the Dean does not grant the appeal and the student remains dissatisfied with the decision, the student may submit an appeal to the Student Appeals Committee to be considered and decided in accordance with that committee's established procedures. Decisions of the Student Appeals Committee are final.

1.10. Returning to Studies

A student on an approved LoA longer than two months must contact their Program Chair/Coordinator in writing at least two months in advance of the leave expiry date to confirm their intent to resume studies. Individual graduate programs may require students to undertake specific actions or meet specific criteria prior to returning to study.

A student who anticipates not being able to return by the LoA expiry date must submit a new Leave of Absence Request Form at least two months prior to the existing LoA expiry date (or at least three weeks in advance in the case of leaves shorter than two months).

A student who wishes to return to studies prior to the expiry of their approved LoA must submit, at least two months prior to their anticipated return date, a request in writing to the Program Chair/Coordinator, with appropriate supporting documentation indicating mitigation of the circumstances that necessitated the leave. Request consideration and appeal processes will follow those outlined in Sections 1.8 and 1.9 of this policy.

1.11. Transcript & Student Records

Where a LoA has been approved, the fact of the leave, but not the leave type, will be indicated on the student's transcript.

LoA decision notifications will be stored in the central student record and maintained/disposed of in accordance with the Student Records File Management and Retention Policy.

5. POLICY AUTHORITY

- **Policy Sponsor**: Vice-President, Research & Graduate Studies

This document is available in PDF format on the Brandon University website. This document can be obtained in alternative formats from the Office of the President, Room 116 Clark Hall.

- **Primary Contact:** University Registrar
- **Approval Authority:** Senate

6. RELEVANT LEGISLATION

None

7. RELATED POLICY DOCUMENTS

Authorized Leave for International Students
Student Records File Management and Retention Policy

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BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 074.NOV26 **AGENDA ITEM NO. 5.4.4.2.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Graduate Education Committee, Faculty of Education				
SUBJECT:	Course Deletions				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following course deletions, as submitted by the Graduate Education Committee, Faculty of Education:

- 04:722 Sociology of Education I
- 04:723 Sociology of Education II
- 04:749 Advanced Disability Studies in Education

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

COURSE DELETION PROPOSAL FORM

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

A. COURSE DELETION REQUEST DETAILS

Level of Study: ◯ Undergraduate (X) Graduate

Course Number: 04.722

Faculty/School: Education

Course Title: Sociology of Education 1

Department: Ed Psych & Student Serv (04)

Cross-Listed Course(s):

Delete Cross-Listed Course(s)? ◯ Yes (•) No

B. COURSE DELETION CALENDAR INFORMATION

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

Pg. 37 in the graduate calendar.

C. RATIONALE

This course is not an elective in any specialization in our faculty and has not been taught for at least 20 years.

D. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: October 2, 2026

Dean's Approval Date: October 2, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE DELETION PROPOSAL FORM

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

A. COURSE DELETION REQUEST DETAILS

Level of Study: ◯ Undergraduate (X) Graduate

Course Number: 04.723

Faculty/School: Education

Course Title: Sociology of Education II

Department: Ed Psych & Student Serv (04)

Cross-Listed Course(s):

Delete Cross-Listed Course(s)? ◯ Yes (•) No

B. COURSE DELETION CALENDAR INFORMATION

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

Pg. 37 in the graduate calendar.

C. RATIONALE

This course is not an elective in any specialization in our faculty and has not been taught for at least 20 years.

D. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: October 2, 2026

Dean's Approval Date: October 2, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

COURSE DELETION PROPOSAL FORM

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

A. COURSE DELETION REQUEST DETAILS

Level of Study: ◯ Undergraduate ⊗ Graduate

Course Number: 04.749

Faculty/School: Education

Course Title: Advanced Disability Studies in Education

Department: Ed Psych & Student Serv (04)

Cross-Listed Course(s):

Delete Cross-Listed Course(s)? ◯ Yes ◉ No

B. COURSE DELETION CALENDAR INFORMATION

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

The course description needs to be deleted from Pg. 38 in the graduate calendar.
The offering of this course as an elective in the following specializations needs to be deleted from pg. 27 as an elective in Education Administration, pg. 29 as an elective in Inclusive Education, and pg.30 as an elective in Guidance and Counselling.

C. RATIONALE

This course was created when we had a specialist in Autism in our department. It was never taught because of the limited number of electives that graduate students in Inclusive Education can take. Additionally, the member who was a specialist in this area has left and the department does not plan to provide this course in the foreseeable future.

D. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: October 2, 2026

Dean's Approval Date: October 2, 2026

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 075.NOV26 **AGENDA ITEM NO. 5.4.4.2.2**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Graduate Education Committee, Faculty of Education				
SUBJECT:	Course Revisions				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following course revision, as submitted by the Graduate Education Committee, Faculty of Education:

- 07:770 Thesis

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

BRANDON UNIVERSITY

COURSE REVISION PROPOSAL FORM

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

SENATE OFFICE USE ONLY	
Revised Course #	

A. COURSE IDENTIFICATION (CURRENT)

Level of Study: ○ Undergraduate ◉ Graduate

Course Number: 07:770 **Course Title:** Thesis

Faculty/School: Education **Department:** Ed Grad Studies & Fleld Research (07)

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

07:770 THESIS (9)
Prerequisite: 07:714, 07:752 and 9 credit hours from Departments 01-04 and 07.
A thesis is a formal study that reflects original thinking and significant theoretical development concerning a topic of importance to current and practice in the field.

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):** 07:714, (07:752 or 04:705), and 9 credit hours in MEd program
- **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:

For the 04 streams (Guidance and Counseling, Inclusive Education) 04:705 is replacing 07:752. The pre-requisite is being updated accordingly.

C. PROPOSED COURSE CALENDAR REVISIONS

New Calendar Description:

No changes to course description.

Calendar Placement:

Pre-requisite on 07:770

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.

For the 04 streams (Guidance and Counseling, Inclusive Education) 04:705 is replacing 07:752. The pre-requisite is being updated accordingly.

F. APPROVALS

Cross-Listed Dept. Approval Date:

Faculty Council Approval Date: 2026-10-14

Dean's Approval Date: 2026-10-14

SENATE OFFICE USE ONLY

USC/GSC Approval/Completion Date:	**Senate** Approval/Completion Date:
Calendar Edit Date:	**F & R Services** Copy Sent:

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 076.NOV26 **AGENDA ITEM NO. 5.4.4.2.3**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Graduate Education Committee, Faculty of Education				
SUBJECT:	Course Revisions				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following curriculum & program changes, as submitted by the Graduate Education Committee, Faculty of Education:

- 2027-28 Education Section Calendar Revisions

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

SECTION 5. FACULTY OF EDUCATION

Graduate Programs | Graduate Studies (brandonu.ca)
Contacts – Graduate Studies | Graduate Studies (brandonu.ca)

5.1 ADMISSIONS REQUIREMENTS

General Admission Regulations for entry to Brandon University please see **SECTION 2**. Applicants to the Master of Education must meet both General Admission Regulations and Master of Education Admission Requirements.

Students entering the Master of Education Program in Education are admitted into a course route based on their Specialization. Once 15 credit hours (including the 2 core courses in the specialization~~: 07:714 and 07:752~~) have been successfully completed, the student, in consultation with the department chair, may submit an application to move forward into the thesis route for the Master of Education program, following the procedures outlined in the MEd Thesis Protocol.

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

5.1.1 ADMISSION, MASTER OF EDUCATION

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

Admission Requirements

1. A BEd degree. *
2. A valid teaching certificate.
3. A minimum of two years teaching experience is normally required.
4. Two letters of reference, attesting to candidate's ability to pursue graduate studies (one academic reference, one supervisor reference). Candidates should provide the names of referees who can provide descriptive comments regarding the candidate's suitability for the selected Program Stream.
5. A minimum grade point average of 3.00, (*proviso: cumulative, as well as last degree GPA(s) where available, compensatory experience may also be considered).*
6. Competence in spoken and written English. Written English competence will be measured by a sample of written work and a statement of interest.
7. Applicants who are accepted to the Master of Education program may also b~~e~~y required to take 07:780 Graduate Scholarly Writing as part of their program.
8. Resumé or Curriculum Vitae (CV).
9. Video/podcast presentation (optional).

Notes:

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

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

How to Apply

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

5.2 MASTER OF EDUCATION DEGREE PROGRAMS

5.2.1 PROGRAM REGULATIONS

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

Students entering the Master of Education Program in Education are admitted into a course route based on their Specialization. Once 15 credit hours (including the 2 core courses in the specialization~~: 07:714 and 07:752~~) have been successfully completed, the student, in consultation with the department chair, may submit an application to move forward into the thesis route for the Master of Education program, following the procedures outlined in the MEd Thesis Protocol.

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

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

Time Limitation of Program

Students must complete all program requirements within six (6) years of first registration in a course that counts towards the degree. Information on program extensions is found in section Error! Reference source not found.~~Error! Reference source not found.3.13~~**.**

5.2.2 TRANSFER CREDIT

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

5.2.3 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section Error! Reference source not found.~~Error! Reference source not found.3.10~~ of this calendar. For students enrolled in a thesis, the annual progress report must be submitted to the Chair of the Graduate Education Committee by May 1 of each year.

5.2.4 RESIDENCE REQUIREMENT

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

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

5.2.5 PROFESSIONAL CONDUCT

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

5.2.6 STUDENT PROGRAM ADVISOR

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

5.2.7 THESIS REQUIREMENTS AND PROCEDURES

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

5.2.8 STUDENT APPEALS

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

5.3 PROGRAM REQUIREMENTS

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

The general structures of the programs are specified as follows:

5.3.1 SPECIALIZATION IN CURRICULUM AND PEDAGOGY

This graduate stream is comprised of a flexible program of study that will enable educators to examine and enhance their understandings of curriculum and

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

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

Core Courses

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

Curriculum & Pedagogy Core

Required:		**12**
02:780	Curriculum Foundations	3
02:781	Innovative Pedagogies	3
02:782	Curriculum Planning & Implementation	3
02:783	Contemporary Approaches to Curriculum Studies	3

Completion Route

Coursework Route:		**18**
07:750	Graduate Summative Seminar	3
Plus:	**15** credit hours of elective courses at the **700 level** (approved by Graduate Chair)	15

OR

Thesis Route:		**18**
07:770	Thesis	9
Plus:	**3 credit hours** "Research" course at the **700 level** (Approved by Graduate Chair)	**3**
Plus:	**6** credit hours of elective courses at the **700 level** (Approved by Graduate Chair)	**6**

Electives

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

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

facultyedgrad@brandonu.ca

5.3.2 SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

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

Required:	Core Courses across all specializations in MEd	**6**
Required:	Educational Administration Courses	**15**
Course or Thesis Routes:	Completion Courses	**15**
	Total:	**36**

Core Courses

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

Specialization Courses

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

Completion Routes

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

OR

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

Electives

01:759	Introduction to Educational Planning
01:760	Change Leadership in Education
01:762	The Economic Context of Educational Administration
01:765	Introduction to the Politics of Education
01:768	Current Issues in Indigenous Education
01:769	Practicum in Educational Administration
01:770	Issues and Trends in Leadership and Educational Administration
01:775	Introduction to Adult Education
01:790	Graduate Research Seminar in Educational Administration
02:784	Curriculum Development in Rural, Indigenous, and Northern Schools
02:792	Practicum in Curriculum & Pedagogy
02:799	Graduate Research Seminar in Education
03:764	Wild Pedagogies
03:765	Introduction to Educational Technology: Theory & Practice
04:700	Educational Process: Developmental Stages
04:704	Counselling Interventions
04:705	Student Services Leadership

04:730	Current Issues in Counselling
04:748	Autism and Education
~~04:749~~	~~Advanced Disability Studies in Education~~
04:754	Education of Children with Learning Disabilities I
04:776	Social Ecological Resilience
07:753	Seminar in Education: Rural, Indigenous & Northern Educational Issues
07:754	Practicum in Research Methodologies
07:755	Practicum in Community-Based Research
07:765	Qualitative Research Methods
07:766	Action Research
07:789	Advanced Research Methods
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education
	other graduate courses from Dept. 01 Leadership and Educational Administration

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

5.3.3 SPECIALIZATION IN INCLUSIVE EDUCATION

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

Required:	Core Courses across all specializations in MEd	**6**
Required:	Inclusive Education Courses	**18**
Choose Electives:	Completion Courses	**12**
	Total:	**36**

Core Courses

Required:		**6**
07:714	Introduction to Educational Research Methodologies	3
~~07:752~~04:705	~~Overview of Educational Issues~~Student Services Leadership	3

Specialization Courses

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

Completion Route

Coursework Route:		**12**
07:750	Graduate Summative Seminar	3
Plus:	**9 credit hours** elective courses at the **700 level** (approved by Graduate Chair)	9

OR

Thesis Route:		**12**
07:770	Thesis	9
Plus:	**3 credit hours** "Research" course at the **700 level** (approved by Graduate Chair)	3

Electives

01:722	Early Childhood Curriculum & Instruction
01:723	Designing Curriculum For Early Childhood

01:724	Children's Play and Learning
02:740	Trends in Teaching Early/Middle Years Language Arts
02:742	Trends in Teaching Early/Middle Years Developmental Readings
02:744	Diagnostic & Remedial Reading
02:755	Teaching, Thinking Strategies
02:774	Curriculum Adaptation for Multicultural Settings
02:780	Curriculum Foundations
02:782	Curriculum Planning & Implementation
02:786	Trends & Issues in Literacy Difficulties
02:787	Trends & Issues in Literary Theories
02:788	Trends & Issues in Literary Development
03:760	Trends & Developments in the Teaching of Early/Middle Years Math
03:762	Trends & Developments in the Teaching of Early/Senior Years Math
04:700	Educational Process: Developmental Stages
04:701	Educational Process: Adolescent
04:702	Educational Psychology: Foundations of Education
04:703	Educational Psychology: Human Learning, Intelligence & Instruction
04:704	Counselling Interventions
~~04:705~~	~~Student Services Leadership~~
04:707	Theory & Practice of Assessment in the Classroom
04:708	Introduction to Counselling: Helping Relationships
04:709	Theories of Counselling
04:710	Career-Life Development & Counselling
04:711	Nature Based Learning: Supporting Inclusion, Good Health & Human Learning
04:714	Motivation in Education
~~04:722~~	~~Sociology of Education I~~
~~04:723~~	~~Sociology of Education II~~
04:730	Current Issues in Counselling
04:733	Theory and Practice of Group Process & Counselling
04:735	Individualized Testing
04:748	Autism and Education
~~04:749~~	~~Advanced Disability Studies in Education~~
04:752	Education of Children with Intellectual Disabilities I
04:753	Education of Children with Intellectual Disabilities II
04:754	Education of Children with Learning Disabilities I
04:755	Education of Children with Learning Disabilities II
04:758	Curriculum for Children with Intellectual Disabilities
04:759	Readings & Research in Educational Psychology
04:760	Education of Children who are Gifted, Talented and Creative
04:762	Including Children with Disabilities
04:763	Practicum in Inclusive Education I
04:764	Practicum in Inclusive Education II
04:766	Gender and Education
04:767	Assessment for Counsellors
04:768	Ethical & Legal Issues for Counsellors
04:773	Language Acquisition & Communication Disorders
04:774	Expressive Therapies
04:776	Social Ecological Resilience

04:799	Topics in Educational Psychology
07:755	Practicum in Community-Based Research
07:766	Action Research
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education

Notes:

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

5.3.4 SPECIALIZATION IN GUIDANCE AND COUNSELLING

The Guidance and Counselling specialization prepares educators and community mental health practitioners to be counsellors. Students in the program will acquire knowledge and skills to provide ethical individual and group counselling interventions, mental health wellness and prevention programming, and guidance education. In addition to a Master of Education degree, this program aligns with the requirements for the MB School Counsellor Certificate.

Required:	Core Courses across all specializations in MEd	**6**
Required:	Guidance & Counselling Courses	**21**
Choose Electives:	Completion Courses	**9**
	Total:	**36**

Core Courses

Required:		**6**
07:714	Introduction to Educational Research Methodologies	3
~~07:752~~04:705	~~Overview of Educational Issues~~Student Services Leadership	3

Specialization Courses

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

Completion Routes

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

OR

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

Electives

02:780	Curriculum Foundations
04:700	Educational Process: Developmental Stages
04:701	Educational Process: Adolescent
04:703	Educational Psychology: Human Learning, Intelligence & Instruction
~~04:705~~	~~Student Services Leadership~~

04:706	Theory & Practice of Standardized Assessment
04:710	Career-Life Development & Counselling
04:730	Current Issues in Counselling
~~04:749~~	~~Advanced Disability Studies in Education~~
04:750	Theories of Inclusive Education
04:751	Practices of Inclusive Education
04:754	Education of Children with Learning Disabilities I
04:755	Education of Children with Learning Disabilities II
04:756	Education of Children with Behavioural Disorders I
04:757	Education of Children with Behavioural Disorders II
04:758	Curriculum for Children with Intellectual Disabilities
04:760	Education of Children Who Are Gifted, Talented, Creative
04:761	Assessment in Inclusive Education
04:766	Gender and Education
04:767	Assessment for Counsellors
04:769	Indigenous Counselling Theory and Practice
04:770	Intercultural Counselling
04:776	Social Ecological Resilience
04:782	Practicum in Counselling II
04:799	Topics in Educational Psychology
07:715	Advanced Quantitative Research Methods
07:755	Practicum in Community-Based Research
07:765	Qualitative Research Methods
07:766	Action Research
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education

Notes:

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

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

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

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

5.4 COURSE DESCRIPTIONS

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

LEADERSHIP AND EDUCATIONAL ADMINISTRATION (01)

01:720 ADVANCED PRE-SCHOOL EDUCATION (3) | Prerequisite: Admission to MEd program.

SECTION 5. FACULTY OF EDUCATION

Graduate Programs | Graduate Studies (brandonu.ca)
Contacts – Graduate Studies | Graduate Studies (brandonu.ca)

5.1 ADMISSIONS REQUIREMENTS

General Admission Regulations for entry to Brandon University please see **SECTION 2**. Applicants to the Master of Education must meet both General Admission Regulations and Master of Education Admission Requirements.

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

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

5.1.1 ADMISSION, MASTER OF EDUCATION

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

Admission Requirements

1. A BEd degree. *
2. A valid teaching certificate.
3. A minimum of two years teaching experience is normally required.
4. Two letters of reference, attesting to candidate's ability to pursue graduate studies (one academic reference, one supervisor reference). Candidates should provide the names of referees who can provide descriptive comments regarding the candidate's suitability for the selected Program Stream.
5. A minimum grade point average of 3.00, (*proviso: cumulative, as well as last degree GPA(s) where available, compensatory experience may also be considered).*
6. Competence in spoken and written English. Written English competence will be measured by a sample of written work and a statement of interest.
7. Applicants who are accepted to the Master of Education program may also be required to take 07:780 Graduate Scholarly Writing as part of their program.
8. Resumé or Curriculum Vitae (CV).
9. Video/podcast presentation (optional).

Notes:

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

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

How to Apply

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

5.2 MASTER OF EDUCATION DEGREE PROGRAMS

5.2.1 PROGRAM REGULATIONS

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

Students entering the Master of Education Program in Education are admitted into a course route based on their Specialization. Once 15 credit hours

(including the 2 core courses in the specialization) have been successfully completed, the student, in consultation with the department chair, may submit an application to move forward into the thesis route for the Master of Education program, following the procedures outlined in the MEd Thesis Protocol.

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

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

Time Limitation of Program

Students must complete all program requirements within six (6) years of first registration in a course that counts towards the degree. Information on program extensions is found in section Error! Reference source not found..

5.2.2 TRANSFER CREDIT

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

5.2.3 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section Error! Reference source not found. of this calendar. For students enrolled in a thesis, the annual progress report must be submitted to the Chair of the Graduate Education Committee by May 1 of each year.

5.2.4 RESIDENCE REQUIREMENT

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

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

5.2.5 PROFESSIONAL CONDUCT

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

5.2.6 STUDENT PROGRAM ADVISOR

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

5.2.7 THESIS REQUIREMENTS AND PROCEDURES

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

5.2.8 STUDENT APPEALS

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

5.3 PROGRAM REQUIREMENTS

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

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This graduate stream is comprised of a flexible program of study that will enable educators to examine and enhance their understandings of curriculum and pedagogy. It invites educators to deepen and enrich their knowledge of curriculum as it is broadly conceived. The stream also supports areas of specialization through the process of critical inquiry or inquiry-based learning. The stream particularly addresses a community-based perspective on curriculum advancement and pedagogy. Educators' capacity to theorize about existing curriculum is a scholarly aspect of a reflective teaching praxis, and is compatible

with the expectations for continual professional development amongst practicing teachers. This stream is particularly suited to those educators who wish to become instructional leaders and learning specialists. The two possible routes – course or thesis – provide great latitude for students to investigate their areas of interest, as well as to develop skills as educational researchers, under the guidance of Faculty supervisors.

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

Core Courses

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

Curriculum & Pedagogy Core

Required:		**12**
02:780	Curriculum Foundations	3
02:781	Innovative Pedagogies	3
02:782	Curriculum Planning & Implementation	3
02:783	Contemporary Approaches to Curriculum Studies	3

Completion Route

Coursework Route:		**18**
07:750	Graduate Summative Seminar	3
***Plus*:**	**15** credit hours of elective courses at the **700 level** (approved by Graduate Chair)	15

OR

Thesis Route:		**18**
07:770	Thesis	9
***Plus*:**	**3 credit hours** "Research" course at the **700 level** (Approved by Graduate Chair)	**3**
***Plus*:**	**6** credit hours of elective courses at the **700 level** (Approved by Graduate Chair)	**6**

Electives

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

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

5.3.2 SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

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

Required:	Core Courses across all specializations in MEd	**6**
Required:	Educational Administration Courses	**15**
Course or Thesis Routes:	Completion Courses	**15**
	Total:	**36**

Core Courses

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

Specialization Courses

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

Completion Routes

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

OR

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

Electives

01:759	Introduction to Educational Planning
01:760	Change Leadership in Education
01:762	The Economic Context of Educational Administration
01:765	Introduction to the Politics of Education
01:768	Current Issues in Indigenous Education
01:769	Practicum in Educational Administration
01:770	Issues and Trends in Leadership and Educational Administration
01:775	Introduction to Adult Education
01:790	Graduate Research Seminar in Educational Administration
02:784	Curriculum Development in Rural, Indigenous, and Northern Schools
02:792	Practicum in Curriculum & Pedagogy
02:799	Graduate Research Seminar in Education
03:764	Wild Pedagogies
03:765	Introduction to Educational Technology: Theory & Practice
04:700	Educational Process: Developmental Stages
04:704	Counselling Interventions
04:705	Student Services Leadership
04:730	Current Issues in Counselling
04:748	Autism and Education

04:754	Education of Children with Learning Disabilities I
04:776	Social Ecological Resilience
07:753	Seminar in Education: Rural, Indigenous & Northern Educational Issues
07:754	Practicum in Research Methodologies
07:755	Practicum in Community-Based Research
07:765	Qualitative Research Methods
07:766	Action Research
07:789	Advanced Research Methods
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education
	other graduate courses from Dept. 01 Leadership and Educational Administration

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

5.3.3 SPECIALIZATION IN INCLUSIVE EDUCATION

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

Required:	Core Courses across all specializations in MEd	**6**
Required:	Inclusive Education Courses	**18**
Choose Electives:	Completion Courses	**12**
	Total:	**36**

Core Courses

Required:		**6**
07:714	Introduction to Educational Research Methodologies	3
04:705	Student Services Leadership	3

Specialization Courses

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

Completion Route

Coursework Route:		**12**
07:750	Graduate Summative Seminar	3
Plus:	**9 credit hours** elective courses at the **700 level** (approved by Graduate Chair)	9

OR

Thesis Route:		**12**
07:770	Thesis	9
Plus:	**3 credit hours** "Research" course at the **700 level** (approved by Graduate Chair)	3

Electives

01:722	Early Childhood Curriculum & Instruction
01:723	Designing Curriculum For Early Childhood
01:724	Children's Play and Learning
02:740	Trends in Teaching Early/Middle Years Language Arts
02:742	Trends in Teaching Early/Middle Years Developmental Readings

02:744	Diagnostic & Remedial Reading
02:755	Teaching, Thinking Strategies
02:774	Curriculum Adaptation for Multicultural Settings
02:780	Curriculum Foundations
02:782	Curriculum Planning & Implementation
02:786	Trends & Issues in Literacy Difficulties
02:787	Trends & Issues in Literary Theories
02:788	Trends & Issues in Literary Development
03:760	Trends & Developments in the Teaching of Early/Middle Years Math
03:762	Trends & Developments in the Teaching of Early/Senior Years Math
04:700	Educational Process: Developmental Stages
04:701	Educational Process: Adolescent
04:702	Educational Psychology: Foundations of Education
04:703	Educational Psychology: Human Learning, Intelligence & Instruction
04:704	Counselling Interventions
04:707	Theory & Practice of Assessment in the Classroom
04:708	Introduction to Counselling: Helping Relationships
04:709	Theories of Counselling
04:710	Career-Life Development & Counselling
04:711	Nature Based Learning: Supporting Inclusion, Good Health & Human Learning
04:714	Motivation in Education
04:730	Current Issues in Counselling
04:733	Theory and Practice of Group Process & Counselling
04:735	Individualized Testing
04:748	Autism and Education
04:752	Education of Children with Intellectual Disabilities I
04:753	Education of Children with Intellectual Disabilities II
04:754	Education of Children with Learning Disabilities I
04:755	Education of Children with Learning Disabilities II
04:758	Curriculum for Children with Intellectual Disabilities
04:759	Readings & Research in Educational Psychology
04:760	Education of Children who are Gifted, Talented and Creative
04:762	Including Children with Disabilities
04:763	Practicum in Inclusive Education I
04:764	Practicum in Inclusive Education II
04:766	Gender and Education
04:767	Assessment for Counsellors
04:768	Ethical & Legal Issues for Counsellors
04:773	Language Acquisition & Communication Disorders
04:774	Expressive Therapies
04:776	Social Ecological Resilience
04:799	Topics in Educational Psychology
07:755	Practicum in Community-Based Research
07:766	Action Research
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education

Notes:

- For those seeking the MB Inclusive Education or MB School Counsellor Certificates, please refer to the respective provincial certificate

guidelines for eligible electives for each certificate at: Professional Certification | Manitoba Education and Early Childhood Learning (gov.mb.ca)

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

5.3.4 SPECIALIZATION IN GUIDANCE AND COUNSELLING

The Guidance and Counselling specialization prepares educators and community mental health practitioners to be counsellors. Students in the program will acquire knowledge and skills to provide ethical individual and group counselling interventions, mental health wellness and prevention programming, and guidance education. In addition to a Master of Education degree, this program aligns with the requirements for the MB School Counsellor Certificate.

Required:	Core Courses across all specializations in MEd	**6**
Required:	Guidance & Counselling Courses	**21**
Choose Electives:	Completion Courses	**9**
	Total:	**36**

Core Courses

Required:		**6**
07:714	Introduction to Educational Research Methodologies	3
04:705	Student Services Leadership	3

Specialization Courses

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

Completion Routes

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

OR

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

Electives

02:780	Curriculum Foundations
04:700	Educational Process: Developmental Stages
04:701	Educational Process: Adolescent
04:703	Educational Psychology: Human Learning, Intelligence & Instruction
04:706	Theory & Practice of Standardized Assessment
04:710	Career-Life Development & Counselling
04:730	Current Issues in Counselling
04:750	Theories of Inclusive Education
04:751	Practices of Inclusive Education
04:754	Education of Children with Learning Disabilities I
04:755	Education of Children with Learning Disabilities II

04:756	Education of Children with Behavioural Disorders I
04:757	Education of Children with Behavioural Disorders II
04:758	Curriculum for Children with Intellectual Disabilities
04:760	Education of Children Who Are Gifted, Talented, Creative
04:761	Assessment in Inclusive Education
04:766	Gender and Education
04:767	Assessment for Counsellors
04:769	Indigenous Counselling Theory and Practice
04:770	Intercultural Counselling
04:776	Social Ecological Resilience
04:782	Practicum in Counselling II
04:799	Topics in Educational Psychology
07:715	Advanced Quantitative Research Methods
07:755	Practicum in Community-Based Research
07:765	Qualitative Research Methods
07:766	Action Research
07:780	Graduate Scholarly Writing
07:798	Selected Topics in Education

Notes:

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

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

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

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

5.4 COURSE DESCRIPTIONS

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

LEADERSHIP AND EDUCATIONAL ADMINISTRATION (01)

01:720 ADVANCED PRE-SCHOOL EDUCATION (3)
Prerequisite: Admission to MEd program.
Students will be part of observation-participation teams. Coursework will examine the more recent pre-school programs. It will include intensive study in the specialized pre-school or kindergarten interest area, in case studies of individual children and in work with parents.

01:722 EARLY CHILDHOOD CURRICULUM AND INSTRUCTION (3)
Prerequisite: Admission to MEd program.
An in-depth examination of recent programs, instructional approaches and techniques relevant to the education of young children, *e.g.*, the Integrated Day Plan, Piagetian-derived programs, the rediscovered Montessori school. The course will focus on the relationship of theory and practice to teaching.

01:723 DESIGNING CURRICULUM FOR EARLY CHILDHOOD (3)
Prerequisite: Admission to MEd program.
A study of pre- and primary school programs and their relationship to the development and learning of the young child. Emphasis will be placed upon students' participation in developing an integrated curriculum for pre-school, kindergarten and primary grades.

01:724 CHILDREN'S PLAY AND LEARNING (3)
Prerequisite: Admission to MEd program.
This course examines the meaning and development of play during the pre-school and primary years. Manifestations of play will be discussed in

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 077.NOV26 **AGENDA ITEM NO. 5.4.4.3.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Department of Psychiatric Nursing, Faculty of Health Studies				
SUBJECT:	Course Deletions				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following curriculum & program changes, as submitted by the Department of Psychiatric Nursing, Faculty of Health Studies:

- 75:661 Advanced Nursing Education I
- 75:662 Advanced Nursing Education II

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

COURSE DELETION PROPOSAL FORM

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

A. COURSE DELETION REQUEST DETAILS

Level of Study: ○ Undergraduate ◉ Graduate

Course Number: 75:661

Course Title: Advanced Nursing Education I

Cross-Listed Course(s): n/a

Delete Cross-Listed Course(s)? ○ Yes ○ No

Faculty/School: Health Studies

Department: Psych Nursing - Graduate (75)

B. COURSE DELETION CALENDAR INFORMATION

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

Changes required for the 2027/28 academic year. The final offering will be in the 2026/27 academic year.
Page 51 (7.8) from the table in the curriculum outline.
Page 53 (7.9) course and course description.

C. RATIONALE

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

D. APPROVALS

Cross-Listed Dept Approval Date:

Faculty Council Approval Date: October 27, 2025

Dean's Approval Date: October 27, 2025

SENATE OFFICE USE ONLY

CAP/GSC		**Senate**	
	Approval/Completion Date		**Approval/Completion Date**
Calendar		**F & R Services**	
	Edit Date		**Copy Sent**

DEFINITIONS – COURSE DELETION PROPOSAL FORM

A. COURSE DELETION REQUEST DETAILS

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

COURSE DELETION PROPOSAL FORM

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

A. COURSE DELETION REQUEST DETAILS

Level of Study: ○ Undergraduate ◉ Graduate

Course Number: 75:662

Course Title: Advanced Nursing Education II

Cross-Listed Course(s): n/a

Delete Cross-Listed Course(s)? ○ Yes ○ No

Faculty/School: Health Studies

Department: Psych Nursing - Graduate (75)

B. COURSE DELETION CALENDAR INFORMATION

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

Changes required for the 2027/28 academic year - The final offering will be in the 2026/27 academic year.
Page 51 (7.8) from the table in the curriculum outline.
Page 53 (7.9) course and course description.

C. RATIONALE

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

D. APPROVALS

Cross-Listed Dept Approval Date:

Faculty Council Approval Date: October 27, 2025

Dean's Approval Date: October 27, 2025

SENATE OFFICE USE ONLY

CAP/GSC		**Senate**	
	Approval/Completion Date		**Approval/Completion Date**
Calendar		**F & R Services**	
	Edit Date		**Copy Sent**

DEFINITIONS – COURSE DELETION PROPOSAL FORM

A. COURSE DELETION REQUEST DETAILS

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

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 078.NOV26 **AGENDA ITEM NO. 5.4.4.3.2**

MEETING:	Senate	☒	Executive Committee	☐
DATE:	November-17-26			
AGENDA:	Closed ☐		Open ☒	
PROPOSED BY:	Department of Psychiatric Nursing, Faculty of Health Studies			
SUBJECT:	Curriculum & Program Changes			
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approves the following curriculum & program changes, as submitted by the Department of Psychiatric Nursing, Faculty of Health Studies:

- 2027-28 Health Studies Section Calendar Revisions

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

SECTION 7. FACULTY OF HEALTH STUDIES

Graduate Programs | Graduate Studies (brandonu.ca)
Contacts – Graduate Studies | Graduate Studies (brandonu.ca)

1.1 ADMISSION REQUIREMENTS

For General Admission Regulations for entry to Brandon University please see **SECTION 2**. Applicants to the Master of Psychiatric Nursing must meet both General Admission Regulations and Master of Psychiatric Nursing Admission Requirements.

1.1.1 ADMISSION, MASTER OF PSYCHIATRIC NURSING

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

Entry into the MPN program requires:

~~1.~~ Licensure, or eligibility for licensure, as a registered psychiatric nurse or registered nurse in Canada with mental health nursing experience;

1.

2. An undergraduate degree in either psychiatric nursing and or nursing OR a diploma in psychiatric nursing accompanied by an alternative undergraduate degree. If the undergraduate program does not sufficiently prepare students for the MPN program, additional courses may be required and must be completed prior to admission~~An undergraduate degree in either psychiatric nursing and or nursing OR a diploma in psychiatric nursing accompanied by an alternative undergraduate degree which includes a research methods course and a statistics course. If the undergraduate program does not sufficiently prepare students for the MPN program, additional courses may be required and must be completed prior to admission;~~

3. Completion of a University-level research methods and statistics course with a minimum grade of "C";

~~2.~~4. Proof of completion of a University-level Indigenous course or completion of a certificate-level Indigenous course from an approved list (see website). Applicants who have not met this requirement may be granted conditional admission for up to one year to complete the course. Failure to do so within this timeframe will result in removal from the MPN program;

~~3.~~5. A minimum GPA of 3.00 (B) in the last 60 credit hours of university study or all credit hours of post-diploma degree if less than 60 credit hours.

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

~~4.~~ Criminal Records Check, Child and Adult Abuse Registry including Vulnerable Sector (or equivalent), CPR and current immunization are not required for admission, but may be requested.

Commented [AT1]: Edits made based on the revised admission policy

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1.1.2 ADMISSION PROCEDURE

Applicants are strongly encouraged to speak with the MPN Program Coordinator in advance of application. Information on application to the MPN program can be obtained online at https://www.brandonu.ca/mpn/admissions/.

Applications for September entry must be received by February 15th of the year in which admission is sought. Details on the application process are located within the Admission Policy.

1.2 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section Error! Reference source not found. of this calendar as well as the additional requirement noted below.

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

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

1.3 MASTER OF PSYCHIATRIC NURSING

The Master of Psychiatric Nursing program at Brandon University is designed for students who are seeking advanced practice roles in psychiatric nursing. The program prepares graduates to be leaders in psychiatric nursing and health care.

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

1.3.1 PROGRAM REGULATIONS

The Master of Psychiatric Nursing program consists of 33 credit hours and includes completion of a thesis.

1.3.2 PROGRAM ACCESS

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

1.3.3 STUDENT ADVISING

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

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

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

1.3.4 PROGRAM PROGRESSON

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

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

Students must complete program requirements within six years of admission to the MPN program. All courses are stale dated (or need to be repeated) 8 years after completion as ~~as~~ outlined in the Program Progression policy.

1.3.5 SCHOLARLY ACTIVITIES

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

1.3.6 SECOND DEGREE REQUIREMENTS FOR MASTER OF PSYCHIATRIC NURSING

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

1.4 RESIDENCY REQUIREMENTS

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

Courses are delivered online. In person attendance is mandatory at the on-campus orientation session held annually in August, for ALL new students admitted to the MPN program. Returning students are required to attend one additional virtual orientation session ideally prior to registering for Advanced Readings 75:656 as outlined in the Residency Requirements policy.

~~1.5 PROJECT REQUIREMENTS~~

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

Commented [AT2]: Removed - the stream courses have been removed and this is no longer applicable.

~~1.6~~1.5 PROFESSIONAL CONDUCT

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

any of these circumstances the student's right to withdraw from the course may be withheld (or in exceptional circumstances revoked).

~~1.7~~1.6 THESIS REGULATIONS

Please refer to Thesis guidelines available online through the Master of Psychiatric Nursing website. Refer to General Regulations for thesis submission.

~~1.8~~1.7 CURRICULUM OUTLINE

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

Commented [AT3]: Education courses removed as part of approved curriculum changes.

Required Core Courses		**18**
75:651	Foundations for Advanced Psychiatric Nursing Practice	3
75:652	Philosophical Basis for Advanced Practice	3
75:653	Qualitative Health Research Methods	3
75:654	Quantitative Health Research Methods	3
75:655	Seminar Topics in Psychiatric Nursing	3
75:656	Advanced Readings in Psychiatric Nursing or graduate level elective	3
~~***Additional Required Courses***~~		~~***6***~~
~~***Education Specialized Stream***~~		
~~75:661~~	~~Advanced Nursing Education I~~	~~3~~
~~75:662~~	~~Advanced Nursing Education II~~	~~3~~
~~***Non-Specialized Stream***~~		~~***6***~~
75:635	Indigenous Wellness, Resilience, Advocacy, and Allyship	3
75:636	Leadership in Advanced Psychiatric Nursing Practice	3
	Coursework Total	**24**
75:700	Thesis	9
	Total:	**33**

~~1.9~~1.8 COURSE DESCRIPTIONS

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

75:635 INDIGENOUS WELLNESS, RESILIENCE, ADVOCACY, AND ALLYSHIP (3)
Prerequisite: Proof of Bachelors Indigenous Studies course OR acceptable online course (Permission of Department).
With a focus on systems of oppression, racism within health care, and the resurgence of Indigenous culture and community, this course provides an advanced exploration of the impact of colonization. Topics will include anti-Indigenous racism, Indigenous identities, policy shifts, and advocacy. Students will learn and integrate strategies and solutions to advocate for equity, inclusion, and social justice in their advanced psychiatric nursing practice.
Online course, one term.

75:636 LEADERSHIP IN ADVANCED PSYCHIATRIC NURSING PRACTICE (3)
Prerequisite: Admission to the MPN program.
This course focuses on key aspects of leadership in advanced psychiatric nursing practice, including leadership theory, change management, practice models, and professional growth. These elements will be analyzed within the framework of modern health care systems, considering legislative and ethical influences on leadership roles. The course will also examine theoretical concepts and evidence-based approaches that support leadership positions in health care.
Online course, one term.

75:651 FOUNDATIONS FOR ADVANCED PSYCHIATRIC NURSING PRACTICE (3)
Prerequisite: Admission to the MPN program.
In this course, students will explore the roles, competencies, and responsibilities inherent in advanced psychiatric nursing practice related to: leadership, management, clinical practice, nursing education, and research. Ethical issues related to advanced practice will be explored. Theory and principles of transformative change will be discussed within the context of nursing, psychiatric nursing, and health care. The dynamics of~~:~~ roles, responsibilities and practice policy development; and the health care delivery system will be explored. Strategies for transition to advanced practice will be investigated.
Online course, one term.

75:652 PHILOSOPHICAL BASIS FOR ADVANCED PRACTICE (3)
Prerequisite: Admission to the MPN program.
The focus of this course is critical inquiry into the nature, scope, and purpose of nursing and psychiatric nursing knowledge, and the distinct contributions of nursing art, philosophy, and science. Major philosophical positions and their contributions to the development, evolution, and evaluation of nursing and psychiatric nursing knowledge and theory will be explored. Critical analysis of various paradigms conceptual frameworks, and nursing theories will lead students to conceptualize and articulate the philosophical perspectives that guide their practice. Critical links between knowledge creation and practice including administration, teaching, research, and clinical relevance will be examined. The contribution of self, within philosophy and theory development, to inform practice will be explored.
Online course, one term.

75:653 QUALITATIVE HEALTH RESEARCH METHODS (3)
Prerequisite: Admission to the MPN program.
The focus of this course is to provide students with the theoretical background, methodological, and practical skills to engage in qualitative research. In this course, students will develop knowledge and skills in the processes of qualitative research from question development to analysis of findings. Ethical guidelines for qualitative research will be discussed. Students will explore qualitative research methods to understand and apply approaches to specific research questions. Students will be introduced to methods for analyzing and presenting qualitative findings, including the use of software programs.
Online course, one term.

75:654 QUANTITATIVE HEALTH RESEARCH METHODS (3)
Prerequisite: Admission to the MPN program.

SECTION 7. FACULTY OF HEALTH STUDIES

Graduate Programs | Graduate Studies (brandonu.ca)
Contacts – Graduate Studies | Graduate Studies (brandonu.ca)

1.1 ADMISSION REQUIREMENTS

For General Admission Regulations for entry to Brandon University please see **SECTION 2**. Applicants to the Master of Psychiatric Nursing must meet both General Admission Regulations and Master of Psychiatric Nursing Admission Requirements.

1.1.1 ADMISSION, MASTER OF PSYCHIATRIC NURSING

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

Entry into the MPN program requires:

1. Licensure, or eligibility for licensure, as a registered psychiatric nurse or registered nurse in Canada with mental health nursing experience;
2. An undergraduate degree in either psychiatric nursing and or nursing OR a diploma in psychiatric nursing accompanied by an alternative undergraduate degree. If the undergraduate program does not sufficiently prepare students for the MPN program, additional courses may be required and must be completed prior to admission
3. Completion of a University-level research methods and statistics course with a minimum grade of "C";
4. Proof of completion of a University-level Indigenous course or completion of a certificate-level Indigenous course from an approved list (see website). Applicants who have not met this requirement may be granted conditional admission for up to one year to complete the course. Failure to do so within this timeframe will result in removal from the MPN program;
5. A minimum GPA of 3.00 (B) in the last 60 credit hours of university study or all credit hours of post-diploma degree if less than 60 credit hours.
6. At least 1800 hours of practice experience in psychiatric/mental health nursing is required.

Criminal Records Check, Child and Adult Abuse Registry including Vulnerable Sector (or equivalent), CPR and current immunization are not required for admission, but may be requested.

1.1.2 ADMISSION PROCEDURE

Applicants are strongly encouraged to speak with the MPN Program Coordinator in advance of application. Information on application to the MPN program can be obtained online at https://www.brandonu.ca/mpn/admissions/.

Applications for September entry must be received by February 15th of the year in which admission is sought. Details on the application process are located within the Admission Policy.

1.2 ACADEMIC PERFORMANCE REQUIREMENT

Students must meet the minimum academic performance requirements outlined in section Error! Reference source not found. of this calendar as well as the additional requirement noted below.

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

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

1.3 MASTER OF PSYCHIATRIC NURSING

The Master of Psychiatric Nursing program at Brandon University is designed for students who are seeking advanced practice roles in psychiatric nursing. The program prepares graduates to be leaders in psychiatric nursing and health care.

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

1.3.1 PROGRAM REGULATIONS

The Master of Psychiatric Nursing program consists of 33 credit hours and includes completion of a thesis.

1.3.2 PROGRAM ACCESS

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

1.3.3 STUDENT ADVISING

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

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

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

1.3.4 PROGRAM PROGRESSON

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

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

Students must complete program requirements within six years of admission to the MPN program. All courses are stale dated (or need to be repeated) 8 years after completion as outlined in the Program Progression policy.

1.3.5 SCHOLARLY ACTIVITIES

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

1.3.6 SECOND DEGREE REQUIREMENTS FOR MASTER OF PSYCHIATRIC NURSING

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

1.4 RESIDENCY REQUIREMENTS

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

Courses are delivered online. In person attendance is mandatory at the on-campus orientation session held annually in August, for ALL new students admitted to the MPN program. Returning students are required to attend one additional virtual orientation session ideally prior to registering for Advanced Readings 75:656 as outlined in the Residency Requirements policy.

1.5 PROFESSIONAL CONDUCT

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

1.6 THESIS REGULATIONS

Please refer to Thesis guidelines available online through the Master of Psychiatric Nursing website. Refer to General Regulations for thesis submission.

1.7 CURRICULUM OUTLINE

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

Required Core Courses		**18**
75:651	Foundations for Advanced Psychiatric Nursing Practice	3

75:652	Philosophical Basis for Advanced Practice	3
75:653	Qualitative Health Research Methods	3
75:654	Quantitative Health Research Methods	3
75:655	Seminar Topics in Psychiatric Nursing	3
75:656	Advanced Readings in Psychiatric Nursing or graduate level elective	3
75:635	Indigenous Wellness, Resilience, Advocacy, and Allyship	3
75:636	Leadership in Advanced Psychiatric Nursing Practice	3
	Coursework Total	**24**
75:700	Thesis	9
	Total:	**33**

1.8 COURSE DESCRIPTIONS

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

75:635 INDIGENOUS WELLNESS, RESILIENCE, ADVOCACY, AND ALLYSHIP (3)

Prerequisite: Proof of Bachelors Indigenous Studies course OR acceptable online course (Permission of Department).
With a focus on systems of oppression, racism within health care, and the resurgence of Indigenous culture and community, this course provides an advanced exploration of the impact of colonization. Topics will include anti-Indigenous racism, Indigenous identities, policy shifts, and advocacy. Students will learn and integrate strategies and solutions to advocate for equity, inclusion, and social justice in their advanced psychiatric nursing practice.
Online course, one term.

75:636 LEADERSHIP IN ADVANCED PSYCHIATRIC NURSING PRACTICE (3)

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

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

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

75:652 PHILOSOPHICAL BASIS FOR ADVANCED PRACTICE (3)

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

75:653 QUALITATIVE HEALTH RESEARCH METHODS (3)

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

75:654 QUANTITATIVE HEALTH RESEARCH METHODS (3)

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

75:655 SEMINAR TOPICS IN PSYCHIATRIC NURSING (3)

Prerequisite: Admission to the MPN program.
The focus of this course is on emerging issues and circumstances that influence health, mental health, and psychiatric nursing practice. Social, political, and economic trends will be examined. Students will develop strategies for engaging in shaping health policy and practice, as well as strategies for responding to trends.
Online course, one term.

75:656 ADVANCED READINGS IN PSYCHIATRIC NURSING (3)

Prerequisite: 75:651, 75:652, 75:653 and 75:654.
In this course students will be provided with a structure to facilitate individualized learning and thesis development. The focus of this course is on critical appraisal of the literature related to the students' research topic. Students will work collaboratively with their thesis advisors to meet the course objectives.
Online course, one term.

75:700 GRADUATE THESIS (9)

Prerequisite: Completion of all required and elective coursework.
A thesis involves identification, articulation, and critical analysis of a significant issue in psychiatric nursing. The thesis will involve application of advanced practice knowledge to a research question. The research

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 079.NOV26 **AGENDA ITEM NO. 5.4.5.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Undergraduate Studies Committee & Graduate Studies Committee				
SUBJECT:	New Policy				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following new policy, as submitted by the Undergraduate Studies Committee and Graduate Studies Committee:

- Personal Display Parchment Policy

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Proposal: **Creation of a Personal Display Parchment Policy**

Submitted To: Undergraduate Studies Committee & Graduate Studies Committee
Submitted By: Andrea McDaniel, University Registrar
Date: September 28, 2026

Dear colleagues,

Please find attached a proposed Personal Display Parchment Policy for your consideration. It has been recommended by the Faculties of Science, Education, Health Studies, and the School of Music. It was not recommended by the Faculty of Arts. Detailed Faculty Council feedback is attached following the proposed policy.

For a variety of reasons, many people use names other than their legal names to identify themselves. In the interests of equity, student-centeredness, and community, Brandon University should offer graduates the opportunity to publicly represent their accomplishments using the name of their choosing and/or with their name represented in the language of their choosing without compromising the integrity of the official degree parchment.

While this is not offered as a common practice across Canada, a few other institutions have established models; I first became aware of the concept through a presentation by Dalhousie University several years ago. Offering this service will allow us to extend our ability to support equity, diversity, and inclusion as graduates continue their lives outside the University, and it will support efforts towards Truth and Reconciliation by offering documentation that reflects students' names as they know themselves and are known in their communities.

Information on the practices in place at Dalhousie and the University of Regina can be found at the following links, for reference:

- Dalhousie University – https://www.dal.ca/study/graduation-and-convocation/parchments.html#accordion-265bb7ab61-item-db8a8f1ced
- University of Regina – https://www.uregina.ca/registrar/student-records/parchments.html#display-copy

Thank you for consideration.

BRANDON UNIVERSITY

PERSONAL DISPLAY PARCHMENT POLICY

Policy Sponsor:	Provost & Vice-President (Academic)	**First Approved:**	*DD MONTH 20YY*
Primary Contact:	University Registrar	**Last Updated:**	n/a
Approved by:	Senate	**Review Scheduled:**	*DD MONTH 20YY*

1. PURPOSE

For a variety of reasons, many people use names other than their legal names to identify themselves. In the interests of equity, student-centeredness, and community, Brandon University offers graduates the opportunity to publicly represent their accomplishments using the name of their choosing and/or with their name represented in the language of their choosing without compromising the integrity of the official degree parchment.

2. SCOPE

This policy applies to graduates of certificate, diploma, and degree programs at Brandon University.

3. DEFINITIONS

Policy: *Personal Display Parchment* Policy
Legal Name: The first, middle (if applicable), and last names that appear on a student's formal identification documentation issued by a government or official regulatory body (such as a birth certificate, driver's license, passport, etc.)
Official Parchment: The legal document issued by an authorized institution that certifies an individual's successful completion and receipt of a specific academic credential.
University: Brandon University

4. POLICY

1.1. Personal Display Parchments

While official parchments from Brandon University will reflect graduates' legal names, graduates of diploma or degree programs may request, at the time of applying to graduate or at any future time, a personal display parchment that reflects the first, middle, and last names of their

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choosing. Such parchments are not legal documents and are for personal display use only. A small notation at the bottom of display parchments will indicate such. The University will not verify validity or authenticity of display parchments to third parties.

Personal display parchments can reflect names in non-Latin, logographic, and syllabic languages (such as Inuktitut). The remainder of the parchment is in English.

5. POLICY AUTHORITY

- **Policy Sponsor**: Provost & Vice-President (Academic)
- **Primary Contact:** University Registrar
- **Approval Authority:** Senate

6. RELEVANT LEGISLATION

None

7. RELATED POLICY DOCUMENTS

Student Chosen/Affirmed Name Policy

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BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 080.NOV26 **AGENDA ITEM NO. 5.4.6.1**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Scholarships & Awards Committee				
SUBJECT:	Award Revisions				
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐	

RECOMMENDATION:

THAT the Senate approves the following award revision, as submitted by the Scholarships & Awards Committee:

- A.J.D. Milton Memorial Scholarship

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Senate Scholarship Committee

October 30, 2026, Report to Senate

1. **MOTION:**
   That the Senate Scholarship Committee recommend to Senate the approval of the revised Name and Terms of Reference for the A.J.D. Milton Memorial Scholarship in Religion as presented.

   NAME OF AWARD:
   Original award name: A.J.D. Milton Memorial Scholarship in Ancient Languages
   Current name: A.J.D. Milton Memorial Scholarship
   New award name: A.J.D. Milton Memorial Scholarship in Religion

   AWARD TERMS:
   Original terms:
   The A.J.D. Milton Memorial Scholarship in Ancient Languages will be awarded to a student who has achieved high standing in the study of an ancient language. "Ancient" is defined as a language read in a form written before 400 C.E. The languages currently taught at Brandon University which meet this criterion are Hebrew, Hellenistic Greek, Latin and Sanskrit. Students may receive this award twice for different languages.

   Current terms:
   To be awarded to a student, upon recommendation of the instructor, who has achieved high standing in the study of an ancient language; students may receive this award twice, for different languages.

   New terms:
   To be awarded on the basis of academic performance to a continuing Religion student. Preference will be given to a Religion major and second preference to a Religion minor.

   With track changes:
   To be awarded on the basis of academic performance to a continuing Religion student. Preference will be given to a Religion major and second preference to a Religion minor.

   Award value:

Use income allocation, approximately $1,600*
*The award value is subject to change based on market values and the BU Foundation's distribution rate

Rationale for change:
The field of Religious Studies has moved away from an analysis of religious texts and language. As a result, many graduate programs no longer require an ancient language, and BU no longer has anyone teaching the languages once taught – ancient Greek by Dr. Edward Milton (A.J.D. Milton's son), Sanskrit by Dr. Robert Florida, Latin by Dr. Rosanne Gasse, and Hebrew by Dr. Peter Hordern. The intent of this award is to support student excellence in the study of ancient languages, which are a foundational part of religious traditions. While courses devoted to these languages are no longer taught, any course directed to the examination of a religion or religions, will include a substantial degree of terminology from the ancient language of the respective religious tradition or traditions. The corpus of non-English words provides a vocabulary of technical terms that are used in the classes and students are required to know. Since courses on a religion include a great deal of ancient language content, as well as ancient history on the religion when the language thrived, the new terms are in accordance with the original intent.

Administration:
The interests, policies and circumstances of the University may shift over time. Should it become impractical to apply the donation to its originally designated purpose, or in the amount originally stated, the donor affirms that the University may exercise its discretion, in consultation with the donor (or designate) where possible, to use the donation for such other purposes, or in such other amounts, as will honour as nearly as practical, in the opinion of the University, the original intent of the donation.

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BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 081.NOV26 **AGENDA ITEM NO. 5.4.7.1**

MEETING:	Senate	☒	Executive Committee	☐
DATE:	November-17-26			
AGENDA:	Closed ☐		Open ☒	
PROPOSED BY:	Indigenous Curricular Content Committee			
SUBJECT:	New Course for ICCR List			
FOR:	Approval ☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

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

- 90/36/56/68:205 SOCI 2021 Gender, Colonialism, and the Law

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Indigenous Curricular Content Committee Motion

Subject: **Application – Indigenous Content Course Requirement – Course #90/56/36:2xx – "Gender, Colonialism, and the Law"**

Meeting Date: **September 28, 2026**

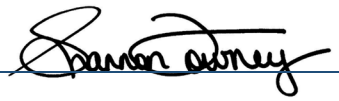
Recommendation/Motion:

BE IT RESOLVED THAT the Indigenous Curricular Content Committee (ICCC) recommend to Senate that course number 90/56/36:2XX, entitled "Gender, Colonialism, and the Law", be added to the list of courses approved for the Indigenous Content Course Requirement (ICCR) effective the 2027/2028 academic year, and until such time as the course title and/or course description is revised, and/or a review is required by the ICCC, pending conclusion of a successful governance approval process.

Background/Rationale:

As per the *Indigenous Content Course Requirement Guiding Principles.*

Prepared by:
Shannon Downey
Executive Officer to the Provost & Vice-President (Academic)

APPROVED: **September 28, 2026** **PER:** 

BRANDON UNIVERSITY

SUBJECT TO APPROVAL

MOTION NO. 082.NOV26 **AGENDA ITEM NO. 5.4.7.2**

MEETING:	Senate	☒	Executive Committee	☐	
DATE:	November-17-26				
AGENDA:	Closed	☐	Open	☒	
PROPOSED BY:	Indigenous Curricular Content Committee				
SUBJECT:	Revised Course Title for ICCR List				
FOR:	Approval	☒	Discussion ☐	Notice of Motion ☐	Information ☐

RECOMMENDATION:

THAT the Senate approve of the following course title revision for the Courses for Indigenous Content Course Requirement List, as submitted by the Indigenous Curricular Content Committee:

- 02:381 Learning in Relationship: Indigenous Ways of Knowing and Being in Teaching & Learning

BACKGROUND/RATIONALE:

See attached.

PREPARED BY: **Amber Robidoux**
Administrative Assistant, Academic Governance

DECISION: **PER:**
DATE: **November 17, 2026**

Indigenous Curricular Content Committee Motion

Subject:	**Application – Indigenous Content Course Requirement – Course #02:381 – "Teaching Indigenous Studies" – (Application for Revised Course Title)**
Meeting Date:	**September 28, 2026**

Recommendation/Motion:

BE IT RESOLVED THAT the Indigenous Curricular Content Committee (ICCC) recommend to Senate that course number 02:381, as an approved course for the Indigenous Content Course Requirement (ICCR), be retitled from "Teaching Indigenous Studies" to "Learning in Relationship: Indigenous Ways of Knowing and Being in Teaching & Learning", pending conclusion of a successful governance approval process.

Background/Rationale:

As per the *Indigenous Content Course Requirement Guiding Principles.*

Prepared by:
Shannon Downey
Executive Officer to the Provost & Vice-President (Academic)

APPROVED: September 28, 2026 **PER:** Shannon Downey

External Review of Programs & Units Policy Review Committee

Report to Senate

November 2026

No written report submitted.

Report to Senate

Brandon University Students' Union

November 2026

No written report submitted.

Report to Senate

Board of Governors

November 2026

No written report submitted.

Report to Senate

Gregory Kennedy, Dean, Faculty of Arts

November 2026

No written report submitted.

Faculty of Education
Report for Senate
Tuesday, November 17th, 2026

1. The Faculty of Education (FE) is bringing forward a substantial set of proposed changes to the After Degree (AD) Program to Senate in mid-November. This is the culmination of three years of collaborative work in the FE.

2. This week, we are excited to welcome Becky Lane to our office team. Becky is the new Office Assistant to the Graduate Studies Program in Education.

3. We are in the middle of two searches. Interviews for a 6-month term sabbatical replacement for the Department of Curriculum and Pedagogy are finished. Candidates for the tenure-track position in the Department of Physical Education Studies will be interviewing on campus over the next 4 weeks.

4. We are piloting a new field experience placement for Y1 AD students. It gives new teacher candidates the opportunity to work with expert teachers in assessment and individualized programming.

5. The Master of Education cohort in Opaskwayak Cree Nation started this fall. Educational leaders from the community recently collaborated with a sub-committee of the Department of Curriculum and Pedagogy to map out a Cree/nêhinaw language course that will be offered in the 2027 winter term. The course will be an exploration of Cree language grounded in Cree/nenohwewiniw worldviews, traditions, community knowledge, and culturally responsive pedagogies.

6. This month, we've started to map out the renewal process for the PENT Indigenous Teacher Education Program.

Report to Senate

Linda Ross, Acting Dean, Faculty of Health Studies

November 2026

No written report submitted.

Report to Senate
Leanne Zacharias, Dean of Music
November 2026

School of Music Community Engagement

- Lorne Watson Recital Hall continues to be a hot commodity in Brandon. Recent and upcoming bookings include three civic mayoral debates, the YWCA's Westman Women's Health Symposium, the new Westman iteration of Manitoba's *Choralfest* event for choirs of all ages, and a new French-language music touring initiative presented by Winnipeg's Centre Culturel Franco-Manitobain.

- BU will be collaborating with Canadian Mennonite University in an info-sharing initiative whereby representatives from each institution's music department visit each other's campus for program presentations. CMU will present their Music Therapy program to BU students, and BU's music graduate programs will be promoted to their students in a lecture-recital format (CMU does not have any graduate music programs, nor do we have a Music Therapy program).

- Our annual two-day Open House was a great success, welcoming 39 prospective students from across Manitoba (as far as Thompson). Our Recruitment & Retention Committee, led by coordinator Aren Teerhuis, planned the elaborate schedule. Large ensemble directors presented the popular Kaleidoscope concert featuring short performances by every ensemble in alternating rooms around the QEII building. Every single music student performed at least once, some in two or three ensembles. Attendees each received a private lesson from an Applied faculty member.

Performance and Pedagogy Activities

- Dr. Sheila Scott was honoured by former students who are now professional music educators in a meaningful tribute on October 27th. Their imaginative and heartfelt surprise was part of the BU Symphonic Band's fall concert in the Western Manitoba Centennial Auditorium. Dr. Wendy Zander conducted the concert, including the premiere of a new work by alumni composer Nicholas Bray, commissioned by Dr. Scott on the theme of mindfulness.

- BU's School of Music was well-represented at the 2026 Tempo Music Education Conference, held in Winnipeg. Along with many current JDME students and alumni educators, five faculty members engaged with prospective students through the IFME (Initiative for Future Music Educators) program.

- Upcoming Pro Series concerts are November 24th (E-Gre competition winner on national tour) and December 1st (Métis composer T. Patrick Carrabre returns to BU with colleagues from UBC, performing all his works for violin and piano).

Faculty Research News

- Violin professor Kerry DuWors will be the featured soloist in Brandon Chamber Players' November 21st concert, held in Lorne Watson Recital Hall.

- Voice professor Sarah Hall and theory professor Gretta Sayers presented collaborative research at the annual College Music Society conference in Grand Rapids, Michigan

- Pianist/composers Jesse Plessis and Luis Ramirez presented duo recitals in British Columbia and Brandon.

- Clarinet professor Cathy Wood conducted a creative residency in Svalbard, Norway on a theme of addressing climate change

Report to Senate

Christophe LeMoine, Dean, Faculty of Science

November 2026

No written report submitted.

Report to Senate

Katie Whelpton, Dean of Students

November 2026

No written report submitted.

Report to Senate

Melanie Sucha, Chief Information Officer

November 2026

Library Events and Engagements

The Library hosted the following events through September

- October 6: BU CARES Book Launch – Where the Wildfires Grow by Payton Senger
- October 19: Beyond Gender, GWS Annual Lecture Series – Dr. Mythili Rajiva, author of Girlhoods in the Traumascape
- October 22: Looking Forward: A Discussion with the Premier of Manitoba, the Honourable Wab Kinew - Brandon University New Democrats
- November 3: Reflecting on Remembrance Day: Interdisciplinary Roundtable

The Library Gathering Space has also served as a location for the Pulling Together Learning cohort this term. The Library looks forward to hosting the next Long Night Against Procrastination on November 18.

Library and IT Services Projects and Activities

IT Services continued to assist with Brodie Building transformer replacement, providing stability to the data centre.

IT Services was responsive to emerging vulnerabilities with PHP-enabled software platforms.

IT Services supported proactive patching where available with respect to time zone changes / permanent adoption of daylight savings time, and is working with units as needed to resolve system clock issues following the November 1 change.

IT Services conducted its cybersecurity awareness month in October, with focus on increasingly convincing phishing attempts leveraging AI, QR code security, device encryption, and data sensitivity.

IT Services has drafted an AI guidance document for non-academic use of generative AI, and this work is bring held pending establishment of a pan-institutional committee for AI governance. Sector-wide, IT Services is continuing to follow issues of agentic AI governance, in addition to generative AI governance.

The Library has shared its Strategic Plan with Senate Library Committee and will be meeting with them in November for consultations on library experience, gaps, and service development needs.

Report to Senate

Andrea McDaniel, University Registrar

November 2026

Student Enrollment

As of November 1, Brandon University's annual census date, overall student headcount for the Fall 2026 and Winter 2027 showed an increase of 2.4% over the same point last year, and there was a 5.7% increase in credit hours registered. Both domestic, non-Indigenous and Indigenous students were registered in more credit hours than at the same point last year while there was a relatively significant decrease (-12.6%) in international student credit hours. The international decrease is largely a result of smaller incoming classes in recent years following Immigration, Citizenship, and Refugees Canada (IRCC)'s significant policy and processing changes. However, despite smaller international incoming classes in recent years, the number of students who are new to Brandon University increased by 1.9% this year, including a very small increase in the number of new international students.

Applications opened for the 2027-28 intake on October 1, and the first application data for that cycle will be available for the December Senate meeting.

High level enrollment information is publicly available in the University's online Factbook: https://www.brandonu.ca/institutional-data/fact-book/. Factbook data will be updated to include the November 1, 2026 numbers shortly.

Report to Senate

Chris Lagimodiere, Associate Vice-President, Indigenous Initiatives

November 2026

No written report submitted.

Report to Senate

Yvette La Flamme, Acting Vice-President (Administration & Finance)

November 2026

No written report submitted.

Report to Senate

Bernadette Ardelli, Vice-President (Research & Graduate Studies)

November 2026

No written report submitted.

Report to Senate

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

November 2026

No written report submitted.

Report to Senate

Dr. Christine Bovis-Cnossen, President & Vice-Chancellor

November 2026

Internal Engagement and Collaboration Updates

Listening Tour

The academic year is moving along quickly, and we have already reached the students' Reading Week break. This year's Listening Tour has focused on hearing colleagues' aspirations and vision for the future of Brandon University. Since my last report, I've had the opportunity to meet with the Music Faculty Council and the Faculty of Education. I am grateful for these opportunities to engage with colleagues and gain valuable insight into the many initiatives, accomplishments and aspirations that continue to strengthen our campus community.

Provost & Vice-President (Academic) Search

The Provost & Vice-President (Academic) Search has almost reached completion. The on-campus interviews were completed the week of October 27th & 28th and the final committee meeting was held on November 4th. The announcement for the new Provost & Vice-President (Academic) will be forthcoming soon.

Reconciliation and our responsibilities as Team BU

On September 30, people across Canada marked the National Day for Truth and Reconciliation. We honoured the children who never returned home from residential schools, the survivors who did, and the families and communities that continue to live with their effects.

The order of the words matters. Reconciliation must begin with truth: truth about the residential school system, truth about its continuing consequences, and truth about the responsibilities institutions such as ours carry today.

At Brandon University, Reconciliation will not be confined to one day, one event, or one office. It is integral to how we understand and fulfil our mission. That responsibility connects directly to what it means to be Team BU.

As an open-access university, BU has a responsibility to create meaningful opportunities for Indigenous learners. As a place of rigorous inquiry, we must teach and learn honestly about Canada's history and its continuing effects. As a university rooted in Brandon and

Westman, we must build respectful and lasting relationships with Indigenous communities throughout the region.

I am grateful for our students, who bring their ambitions, questions, and perspectives to BU. One standout example is the Orange Square Initiative, a vision of Cory Dysart-Moody, Chair of the Indigenous Student Collective, inspired by the spirit of Orange Shirt Day and the goals of Truth and Reconciliation. The initiative provides an affordable and accessible way for individuals to express their alliance with and support for Indigenous peoples while raising awareness of the devastating legacy of residential schools and intergenerational trauma. Though simple in form, the orange square serves as a powerful symbol of unity, solidarity, and uplifting support.

Pulling Together

Elders, Knowledge Keepers, community members, and Indigenous organizations across Manitoba have 'pulled together" to work alongside Assiniboine College, Brandon University, and Campus Manitoba to adapt the Pulling Together Foundations Guide for western Manitoba.

Originally created in British Columbia as part of a larger Indigenization project, the Pulling Together: Manitoba Foundations Guide (Brandon Edition) has provided a starting point for those who want to learn more about Indigenous Peoples in the Prairie region of Canada and those who wish to begin their journey of understanding Canada's colonial legacy.

The program has provided a meaningful opportunity for members of the BU community to connect, learn, and reflect together in a six-week cohort of 8 to 12 people led by Knowledge Keeper Susie McPherson-Derendy.

The Pulling Together: Manitoba Foundations Guide (Brandon edition) is an open educational resource that can be found at http://pressbooks.openedmb.ca/pullingtogethermanitoba/.

The President's Naming Committee

The President's Naming Committee met on October 29, 2026, to review two applications.

- The Psychology department put forward a request to rename the Psychology Student Research Space, Brodie 1-31, In Memory of Dr. Tammy McKenzie.

- The Arts department put forward a request to rename the Arts Faculty Lounge, Clark Hall 421, to the Dr. Rosanne Gasse Faculty Lounge.

The motions will be presented to the Board of Governors on November 28, 2026.

BUSU Karaoke Social

I graciously accepted the BUSU invite to be a guest judge, only, at the Karaoke Social on September 25, 2026. The students competed across different categories and genres. The event was great fun and the students were amazing.

Remembrance Day Reflection

With Remembrance Day approaching, the Faculty of Arts reflected on war and its consequences in Canada and around the world.

A roundtable organized by our Dean of Arts, Dr. Greg Kennedy focused on the theme of Remembrance Day, guided by the essential question: “What are you remembering on Remembrance Day?”

Several different disciplines came together, including contributions from some of our newest colleagues: Dr. Saaka (Professor of Political Science), Dr. Torelli (Professor of Sociology) and Dr. Brook’s (Professor of English and Drama).

Board Effectiveness Workshop & Board Service Recognition Event

The Board Effectiveness Workshop on Friday, November 27, is being held in advance of the November 28 Board meeting.

We are pleased to be welcoming Shona McGlashan (McGlashan Consulting), who will facilitate this session focused on effectiveness and governance practices.

Following the workshop, we will gather for the Board Service Recognition dinner, providing an opportunity to recognize and celebrate the contributions of Board members, both current and welcoming back those who have completed their terms over the past year.

Upcoming events

November 19, 2026 – Chamber Luncheon – Economic Growth, Brandon MB
November 19, 2026 – Grow Brandon Summit 2026, Brandon MB
November 30 – December 1, 2026 – Government Engagement, Ottawa ON
December 3, 2026 – President’s Circle Reception, Brandon University
December 10, 2026 – Chamber Luncheon – State of the City (BU), Brandon MB
December 10, 2026 – President’s Office - Open House, Brandon University
December 17, 2026 – Long Service, Brandon University

Government and Post-Secondary Relations

With the return to a new academic year there have been many opportunities to meet and engage with Government and Post-secondary contacts and institutions.

- September 23, 2026 – Deputy Minister Ryan Klos and Assistant Deputy Minister Colleen Katchulak
- October 1, 2026 – Post-Secondary President's Council
- October 6, 2026 – Universities Canada – Member Call on Antisemitism
- October 5, 2026 – His Worship Mayor Jeff Fawcett
- October 8, 2026 – Government Relations Committee, Brandon Chamber of Commerce
- October 9, 2026 – Brandon University Act – Board Consultation - ADM C. Kachulak, Govt of MB
- October 29, 2026 – G. Prairie, ADM C. Kachulak, C. Matias, Govt of MB
- October 29, 2026 – DM Ryan Klos, Advanced Education & Training, Govt of MB

Premier's Business and Job Council Education, Training and Workforce Development Subcommittee

The K-12 Sub-committee established meeting dates and finalized recommendations for the Premier's Business and Jobs Council.

Community Engagement

Indigenous Peoples Day

Recently, I attended the Indigenous Peoples' Day celebrations at the Riverbank. It was a beautiful day, filled with meaning, and I could go on and on about it, but there's one small anecdote that perhaps sums the message of day up best.

While watching the dancers, my eye caught sight of a majestic bird soaring overhead. It was an eagle — a very good omen. When the drummers were informed, an offering of tobacco was made, and it felt like the day paused as the eagle above and the people below shared a brief, powerful moment. What message can we draw from the eagle's appearance? For me, it was a reminder to look around and see what the world is trying to share with you. Those moments of connection with the natural world are important.

There was so much support from the community on Orange Shirt Day including all levels of Government; Municipal, Provincial and Federal showing solidarity. Not only did the sun warm my heart but so did all the beautiful people in a sea of orange.

Brandon Retired Teachers Chat

Upon invitation I attended a luncheon hosted by the Brandon Retired Teachers Association at the Shady Lane Tea Room. I had the opportunity to meet many wonderful educators from the Brandon area and share my vision for Brandon University.

Rotary Club Meeting

The Rotary Club hosted their meeting at BU's Louis Riel room for the first time. Upon invitation I was invited to their upcoming luncheon to meet and discuss my vision for Brandon University. It was a wonderful opportunity to meet and learn about the Brandon Chapter of the Rotary Club of Brandon.

Advancement & Alumni Affairs

Annual Fund

- Plans for this year's Annual Fund are underway. This year's highlighted priorities will include the Brodie Science Centre, IPC Expansion, Ishkode Saakaykateh Al & Bee Wagner Indigenous Student Transition Program and the Co-op Program. Annual Fund letters and emails were sent to alumni and donors in October with a reminder sent in the new year. Last year, the Annual Fund raised over $465,000.

Gifts & Awards (highlights)

- Received $39,648 from the Winnipeg Foundation in support of the BU Enhanced Business Administration Program Endowment ($34,016) and Undesignated (5,632).
- Received combined gifts of $11,400 towards the establishment of a new award, the Guru Gobind Singh Scholarship for Justice.
- Received a Gift-in-Kind of Gemstones (Value of $10,00) for the Geology Department.
- Received $4,000 donation split between the Indigenous Peoples' Centre Expansion and the S.J. McKee Archives
- Received $15,000 from Waves of Hope for the Breast Cancer Cell & Molecular Research Lab
- Received combined gifts of $9,000 towards the Grace Agnes Maillet Scholarship-Bursary
- Received $5,00 for the Tire Stewardship Manitoba – Moe Tresoor Scholarship-Bursary
- Received $5,000 for the J. Harvey Tolton Bursary
- Received $4,000 towards the Murray G. Hannah Geography Student Travel Fund

- Received $4,000 donation split between the Indigenous Peoples' Centre Expansion and the S.J. McKee Archives
- Received a gift of $3,000 towards the Mary & Bob '61 Indigenous Health Studies Transition Bursary

Events

- Supported the unveiling of the Waves of Hope plaque for their contributions to Dr. Majumder's Breast Cancer Cell & Molecular Research Lab on November 12, 2026
- Alumna Karen Lam '91, film maker, will be on campus on Tuesday, November 24 to speak to students and on Wednesday, November 25 for a screening of her new film, Armageddon Road. All are welcome to attend.
- President's Circle Holiday Reception is being held on Thursday, December 3 at the Glenn P. Sutherland Gallery of Art.

Brandon University 'names in the news'

New plaque recognizes 'Waves of Hope' fundraising for BU breast cancer research lab

Researchers and visitors walking through the door of the Breast Cancer Cell and Molecular Research Laboratory at BU won't be able to miss a new sign celebrating the community fundraising that supports its research. In bright pink, the sign at the entrance to the lab recognizes the generous support of the Waves of Hope dragon boat team, which has chosen the BU lab as the recipient of a multi-year fundraising campaign called Hope In Our Backyard. The campaign, which aims to raise $500,000 by 2029 — the 30th anniversary of the team, which is made up of local breast cancer survivors — is off to a strong start. They've already brought in about $200,000, including pledges.

Brandon U

BU prof strengthens educational ties with Jamaica

A BU prof is helping strengthen international academic partnerships while helping educators in Jamaica develop new approaches to student engagement and learning. Led by Dr. Aloysius Anyichie, an Associate Professor of Educational Psychology and Student Services in BU's Faculty of Education, the project brought together more than 20 faculty members at The Mico University College in Kingston, Jamaica, for a series of professional-development workshops during the 2025-26 academic year. The initiative received funding through Global Affairs Canada's Faculty Mobility for Partnership Building Program.

Winnipeg Sun

Former Chancellor honoured at brunch

The 15th Annual Errol Black Chair in Labour Issues Fundraising Brunch honoured the Right Honourable Ed Schreyer, Manitoba's 16th Premier and a former Chancelllor of Brandon University, as a world-class leader whose vision, courage and commitment to public service and greater equality shape the province we know today. The brunch itself was named in honour of former BU professor Errol Black, who believed in the power of research, ideas and collective action to build a more just and equitable society. He understood that economic policy is never simply about numbers. It is about people: their opportunities, their working conditions, their families and their ability to live with dignity.

Policy Alternatives

Pink the Rink' raises funds for BU breast cancer lab

The Brandon Wheat Kings teamed up with Waves of Hope, a dragon boat team made up of breast cancer survivors, for a 'Pink the Rink' fundraiser. The event raised funds for Dr. Mousumi Majumder's breast cancer research lab. It's believed to be a league first for dying the ice.

CBC

Election selections

With municipal and school board elections in October, Brandon University and BU expertise was in high demand. Brandon University teamed up with the Brandon Sun, WCG, and XXX to present a series of candidate forums and debates. Along with being a panellist, BU's Dr. Kelly Saunders was a regular presence as an electoral commentator both during the campaign and to help analyze the results.

CBC | CTV | Winnipeg Free Press | Brandon Sun | Brandon Sun

Fungal infection threatens frogs

Thickening skin falling off lethargic frogs and toads in flecks. Struggles with breathing and eating. An immune system under attack shutting the body down. Those are telltale signs of chytridiomycosis, a lethal fungal disease that's been called an "epidermal epidemic" leading to the extinction of dozens of amphibian species worldwide. Dr. Pamela Rutherford and graduate student Jackie Tran are on the case in Manitoba.

CBC

Insight into political infighting

A Progressive Conservative MLA's decision to put forward a confidence motion against the leader was a risky move. Obby Khan later resigned, leaving the current caucus with racialized MLAs. Kelly Saunders, professor and chair of Brandon University's Political Science department, spoke with media about the infighting and what Khan's resignation means for the future of the PC party.

CBC | Winnipeg Free Press | Brandon Sun

What role does AI have in the classroom?

Brandon University researcher Gustavo Moura, director of BU CARES, wants to hear from students about the future of the institute's AI policy. He spoke with the CBC to share more about his research.

CBC

The 'AI apocalypse' — is it coming for your job?

Lucie Lederhendler is the Artistic Director of the Art Gallery of Southwestern Manitoba, and a lecturer in art history at Brandon University. In a global roundtable on AI, she took an optimistic approach about the robot revolution: "Yes, let them take our jobs! I dream sometimes about how much *work* I could get done if the *job* wasn't in the way. The problem doesn't lie in a future where are jobs have been taken, but in the past where we became convinced they were necessary."

The Nature of Cities

Is AI changing local democracy?

The look and feel of our municipal election seemed different, says BU professor Jenifer Mateer. Some of the posters, social media posts and even replies to voters appear to have been made, at least in part, using generative artificial intelligence (AI). More than one sign had that glossy, uncanny finish image generators turn out. How are we as a community feeling about that?

Brandon Sun

Do you Grok it?

More and more people are turning to artificial intelligence to help them understand the world and answer questions from the everyday to the profound. Brandon University has a role to play in ensuring that accurate, truthful information is part of the discourse. For the first time we're aware of, BU was cited by AI bot 'Grok' on the social media service X, formerly known as Twitter. It cites a public statement made by BU about Covid vaccines.

X

Record-setting baskets

Munroop Gill's night against the Alberta Golden Bears was more than just a really great game. It was a record-setting performance that rewrote the Brandon University basketball history books. The reigning Canada West Rookie of the Year erupted for 43 points, carrying the Bobcats to a thrilling 97-91 victory in their season opener. Gill's scoring was the highest Canada West regular season game performance on record in Brandon Bobcats history, for as far back as league records are kept. Gill was named Canada West athlete of the week.

Brandon U | Brandon Sun | Brandon Sun

Indigenous enrolment at historic high

Brandon University's official 2026–27 student numbers show increased domestic enrolment and the highest number of Indigenous students in at least the past 15 years. A total of 3,262 students are registered for the Fall 2026 and Winter 2027 terms, up 2.4 per cent from last year. Indigenous enrolment increased 8.7 per cent to 589 students, while domestic non-Indigenous enrolment rose 3.9 per cent to 2,377 students.

Brandon U | CTV | QCountry

Who does Manitoba's police watchdog represent?

Following the arrest and later death of Cassity Delvenne, a 24-year-old Indigenous woman who was a BU student, professor Christopher J. Schneider writes that the public has an interest in a full investigation. "If we are to prioritize truth and reconciliation, then fulsome information and understanding of situations like this are vitally important to the public interest for Indigenous people and for us all," he writes.

Winnipeg Free Press

Game Changers: Building a Better Sports Culture

Engaging discussions and expert perspectives explored how to build a positive hockey and sports culture, understand and challenge underlying harmful norms, address transparency and accountability and equip athletes, coaches, parents, and especially male leaders with a healthier model for both the sport and their communities. BU's Tim Skuce was a panellist at the event, hosted at the Canadian Museum for Human Rights in Winnipeg.

Winnipeg Free Press

Rugby champs!

Raegan Ricard and the Brandon University Bobcats called their shot a year ago and made good on it this year. "Last year we got bronze; this year we got silver. Next year it will be gold for sure," Ricard said after a heartbreaking loss last year. This time, BU defeated the two-time defending champions 15-12, clinging to a lead that could have evaporated at any moment for what felt like an eternity.

Brandon U | Brandon Sun

Mosaic award recognizes inclusivity

Brandon University's Aloysius Anyichie has been recognized for his work supporting newcomers and building more inclusive communities, receiving a 2026 Manitoba Mosaic Award in the Welcoming Community Champion-Individual category. Anyichie, founder and director of the Loy Excellentia Initiative, received the award during a ceremony at the Manitoba Legislative Building in Winnipeg as part of Welcoming Week 2026. He was among 12 individuals, organizations and businesses recognized by the Manitoba government for their contributions to building welcoming communities across the province.

Brandon Sun | Brandon U

Students given a 'beautiful opportunity' on Take Our Kids to Work Day

For Manitoba's annual Take Our Kids to Work Day, roughly 800 Grade 9 students from across the Brandon School Division ventured out into various workplaces across the Brandon area. At Brandon University, Grade 9 student Abby Allen pictured herself before lunch in a career working as music teacher, but after a STEM lesson in the afternoon piqued her interest, she said she'd consider pursuing biosystem engineering after she graduates. "It's a really good thing if you don't know what you want to be when you grow up," said Allen, a student from École secondaire Neelin High School. Brandon Sun

A Brandon nurse in the Great War

A Brandon nurse made a notable contribution in the First World War: the Great War. We citizens today are fortunate we can know about and remember her life and service. Documents from the war have been preserved. The Manitoba Historical Society on its website highlights her biography as a “Memorable Manitoban.” An account of her and her brother’s wartime service — including her letters sent home — appears in a recent edition of the Canadian Legion magazine. And she is remembered by her name on a building at Brandon University.

Brandon Sun

BU students shine at Case Competition

A group of Brandon University Business Administration students were awarded second place last week in the Chartered Professional in Human Resources (CPHR) Manitoba Case Competition in Winnipeg. Jonn Van Olson, Drusilla Thompson, Kaitlyn Davy and Kristyn Harrison were rewarded with a $1,000 prize for their presentation on the topic, “Snap, Crackle and Strike: Avoiding a Labour Shutdown.”

Brandon Sun | Brandon U

Brandon University alumna Karen Lam brings ‘Armageddon Road’ home to Evans Theatre

Brandon University alumna Karen Lam is returning to a theatre that helped inspire her love of film, bringing her latest feature, *Armageddon Road*, to the Evans Theatre on Wednesday, Nov. 25. The screening begins at 6:30 p.m. Lam and lead actor Brian McCaig, who is originally from Birtle, will attend, giving the evening a pair of Westman connections. Lam plans a brief intro to the film before the screening, then she and McCaig will stay afterwards for a Q and A session with the audience.

Brandon U