



UNIVERSITY  
OF MANITOBA

Faculty of Education

Office of the Associate Dean  
Graduate & Professional  
Programs & Research  
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**DATE:** March 27, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) & Dean of Graduate Studies

**FROM:** Dr. Charlotte Enns, Associate Dean, Graduate Programs & Research  
Faculty of Education

**Re:** **Education BFARs:**  
**CTL Department (3 Program Specializations)**  
**EAFP Department (5 Program Specializations)**  
**PhD Program**

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The Faculty of Education has completed the development of Bona Fide Academic Requirements (BFARs) in addition to the Faculty of Graduate Studies BFARs, for all our graduate programs and specializations. We are bringing these forward for approval as a package.

Please find enclosed the Department of Curriculum, Teaching and Learning (CTL) BFARs that were approved at CTL Department Council on March 5, 2018 and Education Faculty Council on March 19, 2018 for three Program Specializations:

- A. Second Language Education,
- B. Studies in Curriculum, Teaching and Learning,
- C. Language and Literacy.

In addition, please find enclosed the Department of Educational Administration, Foundations and Psychology (EAFP) BFARs that were approved at EAFP Department Council on December 4, 2017 and Education Faculty Council on December 18, 2017 for five Program Specializations:

- D. Adult and Post-Secondary Education,
- E. Cross-Cultural, Sociological and Philosophical Foundations in Education,
- F. Inclusive Education,
- G. Educational Administration,
- H. Counselling Psychology.

Finally, please find enclosed the Education PhD Program BFARs that were approved at Education Faculty Council on December 18, 2017.

Thank you for your consideration.



UNIVERSITY  
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Faculty of Education

Department of Curriculum, Teaching and Learning

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**DATE:** November 15, 2018

**TO:** Dr. Thomas Falkenberg, Chair, Graduate Program Committee

**FROM:** Dr. Francine Morin, Acting Department Head CTL  
*Francine Morin*

**RE:** Motion – Bona Fide Academic Requirements (BFARs) for CTL M.Ed. Specializations

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**Rationale:** Brooke Milne from the Faculty of Graduate Studies contacted Thomas Falkenberg with a concern about the different BFARs provided for two of our three program specializations. She suggested that the current wording for the BFARs may put unnecessary restrictions on our students and might not reflect our intentions. Dr. Milne encouraged us to edit the BFARs for both the Second Language Education and Studies in Curriculum, Teaching and Learning specializations to identify specific courses but leaving the list more open by including the phrase “which may include but is not limited to”. Her suggested edits are reflected in the attached document which was considered and approved at the November 5, 2018 CTL department meeting.

**MOTION:** We request that the Department of Curriculum, Teaching and Learning BFARs reflect the changes made in the attached document dated November 5, 2018 as approved by the Department Council on November 5, 2018.

**Moved/Seconded**

**CARRIED**



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« We are all Treaty People. »  
<http://www.trcm.ca/>

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DATE: 25<sup>th</sup> January 2019

TO: Dr. Todd Mondor, Dean of the Faculty of Graduate Studies

FROM: Dr. Thomas Falkenberg, Associate Dean (Graduate Programs and Research) & Chair of the Graduate Studies Committee of the Faculty of Education

Re: Approval of BFARS for M.Ed. Specializations

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The Faculty of Education is seeking approval by the Council of the Faculty of Graduate Studies of the BFARS approved for each of the M.Ed. Specializations in the CTL Department and EAF&P Department by the Council of the Faculty of Education at its meeting on Monday, 21<sup>st</sup> January 2019.

**Motions approved by the Council of the Faculty of Education:**

**Motion 6.3.1-** *THAT* the Bona Fide Academic Requirements (BFARS) for the CTL M.Ed. Specialization, *Second Language Education*, be approved effective September 2019. (see attached)

**Motion 6.3.2-** *THAT* the Bona Fide Academic Requirements (BFARS) for the CTL M.Ed. Specialization, *Studies in Curriculum, Teaching & Learning*, be approved effective September 2019. (see attached)

**Motion 6.3.3-** *THAT* the Bona Fide Academic Requirements (BFARS) mandated by the Faculty of Graduate Studies for all programs will be the only ones adopted by the CTL M.Ed. Specialization, *Language & Literacy*, effective immediately. (see attached)

**Motion 6.4.1-** *THAT* the Bona Fide Academic Requirements (BFARS) for the EAF&P M.Ed. Specialization, *Adult and Post-Secondary Education*, be approved effective September 2019. (see attached)

**Motion 6.4.2-** *THAT* the Bona Fide Academic Requirements (BFARS) for the EAF&P M.Ed. Specialization, *Cross-Cultural, Sociological, and Philosophical Foundations in Education*, be approved effective September 2019. (see attached)

**Motion 6.4.3-** *THAT* the Bona Fide Academic Requirements (BFARS) for the EAF&P M.Ed. Specialization, *Inclusive Education*, be approved effective September 2019. (see attached)

**Motion 6.4.4-** *THAT* the Bona Fide Academic Requirements (BFARS) for the EAF&P M.Ed. Specialization, *Educational Administration*, be approved effective September 2019. (see attached)

**Motion 6.4.5-** *THAT* the Bona Fide Academic Requirements (BFARS) for the EAF&P M.Ed. Specialization, *Counselling Psychology*, be approved effective September 2019. (see attached)

## ATTACHMENTS

### Attachment to Motion 6.3.1

#### *M.Ed. Specialization Second Language Education*

Whereas the University of Manitoba has mandated that all graduate programs develop Bona Fide Academic Requirements (BFARS) for their programs and whereas the Faculty of Graduate Studies has mandated that the following BFARS apply to all graduate programs;

- Student must successfully complete a co-operative experience or practicum, if required by their program.
- Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.
- Student must produce a recorded/published thesis commensurate with degree being sought.
- Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.
- Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.
- Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.
- Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.
- Student must complete coursework as required by their program.

Be it resolved that the following BFARS, having been developed and approved by the area group for *Second Language Education* be approved effective September, 2019:

1. Students must engage with, integrate, and produce academic material commensurate with a Master degree throughout the program (class participation, assignments).  
Relevant works could include but are not limited to: scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters.

*Taught:* Selected coursework, which may include but is not limited to, EDUB 7210, EDUB 7220, EDUB 7580 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to, EDUB 7210, EDUB 7220, EDUB 7580 and Thesis or Comprehensive as applicable to student's program

#### Rationale:

The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly

work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master degree. This could include but is not limited to: scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters.

*Taught:* Selected coursework, which may include but is not limited to, EDUB 7210, EDUB 7220, EDUB 7580 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to, EDUB 7210, EDUB 7220, EDUB 7580 and Thesis or Comprehensive as applicable to student's program

Rationale:

While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must". Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

3. Students must engage with a diversity of perspectives and knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught:* Embedded in the program

*Assessed:* Embedded in the program

Rationale:

Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught:* Selected coursework, which may include but is not limited to, EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to, EDUA 5800 and Thesis or Comprehensive as applicable to student's program

Rationale:

Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are

applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the M.Ed. program.

Further that BFARS be taken into consideration when new courses are introduced and/or modified and that BFARS be reviewed every 5 years.

### **Attachment to Motion 6.3.2**

#### ***M.E d. Specialization Studies in Curriculum, Teaching and Learning***

Whereas the University of Manitoba has mandated that all graduate programs develop Bona Fide Academic Requirements (BFARS) for their programs and whereas the Faculty of Graduate Studies has mandated that the following BFARS apply to all graduate programs;

Student must successfully complete a co-operative experience or practicum, if required by their program.

- Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.
- Student must produce a recorded/published thesis commensurate with degree being sought.
- Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.
- Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.
- Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.
- Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare;vulnerable

persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.

- Student must complete coursework as required by their program.

Be it resolved that the following BFARS, having been developed and approved by the area group for *Studies in Curriculum, Teaching & Learning* be approved effective September, 2019:

1. Students must engage with, integrate, and produce academic material commensurate with a Master degree throughout the program (class participation, assignments). Relevant works could include but are not limited to: scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters.

*Taught:* Selected coursework, which may include but is not limited to, EDUB 7550, EDUB 7420, EDUB 7560, EDUB 7330, EDUB 7142 and Thesis or Comprehensive as applicable to student's program.

*Assessed:* Selected coursework, which may include but is not limited to, EDUB 7550, EDUB 7420, EDUB 7560, EDUB 7330, EDUB 7142 and Thesis or Comprehensive as applicable to student's program.

Rationale:

The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master degree. This could include but is not limited to: scholarly works, empirical studies, policy and curriculum documents, on-line resources media productions, declarations and charters.

*Taught:* Selected coursework, which may include but is not limited to, EDUB 7550, EDUB 7420, EDUB 7560, EDUB 7330, EDUB 7142 and Thesis or Comprehensive as applicable to student's program.

*Assessed:* Selected coursework, which may include but is not limited to, EDUB 7550, EDUB 7420, EDUB 7560, EDUB 7330, EDUB 7142 and Thesis or Comprehensive as applicable to student's program.

Rationale:

While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must". Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding

of different perspectives and works.

3. Students must engage with a diversity of perspectives and knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught.* Embedded in the program generally and taught through selected coursework, which may include but is not limited to, EDUB 7550, EDUB 7420, EDUB 7560, EDUB7330, EDUB 7142.

*Assessed.* Embedded in the program generally and assessed through selected coursework, which may include but is not limited to, EDUB 7550, EDUB 7420, EDUB 7560, EDUB7330, EDUB 7142.

Rationale:

Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught.* Selected coursework, which may include but is not limited to, EDUA 5800 and Thesis or Comprehensive as applicable to program.

*Assessed.* Selected coursework, which may include but is not limited to, EDUA 5800 and Thesis or Comprehensive as applicable to program.

Rationale:

Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the M.Ed. program.

Further that BFARS be taken into consideration when new courses are introduced and/or modified and that BFARS be reviewed every 5 years.

### **Attachment to Motion 6.3.3**

#### ***M.Ed. Specialization Language & Literacy***

Whereas the University of Manitoba has mandated that all graduate programs develop Bona Fide Academic Requirements (BFARS) for their programs and whereas the Faculty of Graduate Studies has mandated that the following BFARS apply to all graduate programs;

- Student must successfully complete a co-operative experience or practicum, if required by their program.
- Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.
- Student must produce a recorded/published thesis commensurate with degree being sought.
- Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.
- Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.
- Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.

Be it resolved that after review and consideration of the area group of Language and Literacy, only the Graduate Studies BFARS will apply, effective immediately.

#### **Attachment to Motion 6.4.1**

##### ***M.Ed. Specialization Adult and Post-Secondary Education***

1. Students must engage with, integrate, and produce academic material commensurate with a Master of Education degree throughout the program (class participation, assignments).

*Taught:* Selected coursework, which may include but is not limited to EDUA 7402, EDUA 7404 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7402, EDUA 7404 and Thesis or Comprehensive as applicable to student's program

*Rationale:* The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe

that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master of Education degree.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7402, EDUA 7404 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7402, EDUA 7404 and Thesis or Comprehensive as applicable to student's program

*Rationale:* While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must. Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

3. Students must engage with a diversity of perspectives and Indigenous knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7402 and EDUA 7404

*Assessed:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7402 and EDUA 7404

*Rationale:* Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the M.Ed. program.

### **Attachment to Motion 6.4.2**

#### ***M.E.d. Specialization Cross-Cultural, Sociological, and Philosophical Foundations in Education***

1. Students must engage with, integrate, and produce academic material commensurate with a Master of Education degree throughout the program (class participation, assignments).

*Taught:* 6 credit hours of selected coursework, which may include but is not limited to from EDUA 7200, EDUA 7210, EDUA 7270 and Thesis or Comprehensive as applicable to student's program

*Assessed:* 6 credit hours of selected coursework, which may include but is not limited to from EDUA 7200, EDUA 7210, EDUA 7270 and Thesis or Comprehensive as applicable to student's program

*Rationale:* The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master of Education degree.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7200, EDUA 7210 EDUA 7270 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7200, EDUA 7210 EDUA 7270 and Thesis or Comprehensive as applicable to student's program

*Rationale:* While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must. Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

3. Students must engage with a diversity of perspectives and Indigenous knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7200, EDUA 7210, EDUA 7270

*Assessed:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7200, EDUA 7210, EDUA 7270

*Rationale:* Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to program

*Rationale:* Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the M.Ed. program.

### **Attachment to Motion 6.4.3**

#### ***M.Ed. Specialization Inclusive Education***

1. Students must engage with, integrate, and produce academic material commensurate with a Master of Education degree throughout the program (class participation, assignments).

*Taught:* Selected coursework, which may include but is not limited to EDUA 7600 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7600 and Thesis or Comprehensive as applicable to student's program

*Rationale:* The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master of Education degree.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7600 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7600 and Thesis or Comprehensive as applicable to student's program

*Rationale:* While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must. Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

3. Students must engage with a diversity of perspectives and Indigenous knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7600

*Assessed:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7600

*Rationale:* Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups)

and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the M.Ed. program.

#### **Attachment to Motion 6.4.4**

##### ***M.Ed. Specialization Educational Administration***

1. Students must engage with, integrate, and produce academic material commensurate with a Master of Education degree throughout the program (class participation, assignments).

*Taught:* Selected coursework, which may include but is not limited to EDUA 7010, EDUA 7050 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7010, EDUA 7050 and Thesis or Comprehensive as applicable to student's program

*Rationale:* The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master of Education degree.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7010, EDUA 7050 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7010, EDUA 7050 and Thesis or Comprehensive as applicable to student's program

*Rationale:* While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must. Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

3. Students must engage with a diversity of perspectives and Indigenous knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7050

*Assessed:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7050

*Rationale:* Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the M.Ed. program.

**Attachment to Motion 6.4.5**  
***M.Ed. Specialization Counselling Psychology***

1. Students must engage with, integrate, and produce academic material commensurate with a Master of Education degree throughout the program (class participation, assignments).

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Rationale:* The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.

2. Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Master of Education degree.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Rationale:* While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must. Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.

3. Students must engage with a diversity of perspectives and Indigenous knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.

*Taught:* Embedded in the program generally and selected coursework, which may include but is not limited to EDUB 7550

*Assessed:* Embedded in the program generally and Selected coursework, which may include but is not limited to EDUB 7550

*Rationale:* Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.

4. Students must demonstrate knowledge of various research methodologies at a level commensurate with the Master of Education program.

*Taught:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 5800 and Thesis or Comprehensive as applicable to program

*Rationale:* Students must have awareness of the commonly used procedures (both quantitative and qualitative) that are applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. This awareness is needed in order to effectively evaluate research articles and scholarly writing, and to plan and carry out original research and evaluation projects. Both of these activities, evaluating and conducting research, are integral to the Master of Education program.

5. Students must demonstrate advanced knowledge, breadth and depth in theories and issues in counselling commensurate with the level required by the program.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Counselling theories provide a consistent framework to conceptualize client issues and to identify and select appropriate counselling interventions.

6. Students must demonstrate competency in the knowledge of interpersonal relationships required for practice as counsellors in training for schools, community agencies, higher education, and/or rehabilitation settings. Students must demonstrate a high level of competence and professionalism in verbal and non-verbal communication, including the ability to assess their own communication style.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Counselling outcomes are contingent on effective, professional communication (verbal and non-verbal communication) which is demonstrated by the student's knowledge of theories and their empirical support relative to understanding interpersonal relationships and aspects pertaining to the therapeutic or working alliance. By being able to also demonstrate self-awareness and self-knowledge regarding the motives, resources, values, biases, and be able to identify risk factors of burn out it addresses as an aspect of personal safety that includes clients, faculty, and other students to consider.

7. Students must demonstrate competency in communication skills while interacting with others which is required for practice as counsellors in training for schools, community agencies, higher education, and/or rehabilitation settings. Additionally, students will recognize how to draw from personal resources to inform their practice and support clients through a process of change. Students will also need to demonstrate an understanding of developing and maintaining professional relationships at their practicum site as well as with their clients.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Optimal counselling outcomes are contingent on students being able to demonstrate a range of empathy skills and respect when working with people. By students being able to demonstrate how to put clients at ease, establish a climate of trust, analyze difficult interactions and adjust to evolving interactions and reflects on aspects of best-practices in counselling.

8. Students must demonstrate competency in the development of appropriate strategies and clinical interventions/approaches based on the presenting needs of a client which is required for practice as counsellors in training for schools, community agencies, higher education, and/or rehabilitation settings.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Counselling requires students to demonstrate the ability to evaluate the client's readiness and motivation through relevant interventions. The students will demonstrate the use of a variety of theoretical approaches and techniques that are tailored to the clientele being served at their practicum site when working individually with clients and/or when involved in group counselling. They will have knowledge of evidence-based practice as well as various interventions that support the well-being and efficiency of the clients being served at the practicum site.

9. Students must demonstrate competency in the ability to identify and apply interventions which support the well-being of the client.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550, EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Counselling requires students to demonstrate the ability to demonstrate the ability to assess the effects of an intervention and will consult with supervisors and other resources as needed that support the well-being and efficiency of the clients

10. Students must demonstrate competency in the knowledge of ethical standards and guidelines of the counselling profession.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Counselling students are accountable to both the public and their peers and have a responsibility to ensure that they are familiar with the professional Code of Ethics, to understand its application to their professional conduct, and to strive to adhere to its principles and values. Students will demonstrate the ethical values and principles of the profession which safeguards the clients being served at the practicum site.

11. Students must demonstrate competency in the application of ethical and professional conduct in counselling psychology by the integration of ethical considerations and principles into practice at their practicum site which is required for practice as counsellors in training for schools, community agencies, higher education, and/or rehabilitation settings.

*Taught:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Assessed:* Selected coursework, which may include but is not limited to EDUA 7550 and Thesis or Comprehensive as applicable to student's program

*Rationale:* Counselling students are accountable to both the public and their peers and have a responsibility to ensure that they are familiar with the professional Code of Ethics, to understand its application to their professional conduct, and to strive to adhere to its principles and values. Students will demonstrate the ethical values and principles of the profession which safeguards the clients being served at the practicum site. Therefore, students need to be able to demonstrate the ethical decision-making process when faced with dilemmas encountered at the practicum site.

12. Students must demonstrate competency in their understanding of diversity and demonstrate their knowledge of the role of diversity in all areas of counselling psychology research and practice which is required for practice as counsellors in training for schools, community agencies, higher education,

and/or rehabilitation settings. They will demonstrate an enhanced awareness of cultural, racial, and social diversity and human variability as counselling practitioners who demonstrate competence in diversity in professional and research contexts.

*Taught.* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed.* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale.* Counselling requires students to recognize the diverse factors that promote effective counselling. Students must exhibit understanding of and engagement with integrating individual and collective differences when working with clients. The students must demonstrate skills in adapting interventions to diverse groups and individuals. As part of practicum expectations, students will need to also show their ability to identify and work to eliminate biases and discriminatory practices in self. Additionally, students will need to consider the impact of diverse social and environmental factors in designing interventions or conceptualizing client problems.

13. Students must demonstrate competency in their ability to demonstrate transfer of skill issues and how to apply skills across service settings and populations which is required for practice as counsellors in training for schools, community agencies, higher education, and/or rehabilitation settings.

*Taught.* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed.* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale.* The students will demonstrate the facilitation of the integration of learning through experience and transferring their learning in meaningful ways in the classroom and practicum setting which has also been found to enhance counselling practice.

14. Students will demonstrate a competency of professional conduct by engaging in professional behaviors such as: seeking ongoing learning opportunities, openness to supervision and accepting feedback, being well-prepared, non-defensive, organized and able to use time effectively, conscious of personal limits, and learning new skills (an educational form of responsible risk taking). Additionally, the student needs to demonstrate respect towards clients, peers, colleagues, supervisors, and other members of the public that the student will interact with.

*Taught.* Embedded in the program generally and selected coursework, which may include but is not limited to EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Assessed.* Embedded in the program generally and Selected coursework, which may include but is not limited to EDUA 7520 and Thesis or Comprehensive as applicable to student's program

*Rationale.* Counselling students are accountable to both the public and their peers and have a responsibility to ensure that they are familiar with the professional Code of Ethics, to understand its application to their professional conduct, and to strive to adhere to its principles and values. Students will demonstrate the ethical values and principles of the profession which safeguards the clients being

served at the practicum site. Therefore, students need to be able to demonstrate the ethical decision-making process when faced with dilemmas encountered at the practicum site.

I-Education Ph.D. Program

BFAR STATEMENT	TAUGHT/ASSESSED	RATIONALE
<b>1</b>		
<p>Students must engage with, integrate, and produce academic material commensurate with a Ph.D. in Education throughout the program (class participation, assignments).</p>	<p>EDUC 7030, coursework (specific courses vary as programs are individualized) and Thesis</p>	<p>The purpose of this BFAR is to ensure that graduates engage with and integrate academic material when communicating their ideas in the classroom and in completing assignments. We believe that in order to perform well in the field of education, or to move on to further study in this area, it is essential to produce academic work in various forms, including written work. These various forms (scholarly works, empirical studies, policy and curriculum documents, on-line resources, media productions, declarations and charters) validate additional productions that may be relevant to the student's area of study. In addition, they do not constitute an accommodation; rather, they would be regarded as valuable and valid complements to written work. If chosen by the student (with advisory committee's approval), these additional forms would accompany and supplement the written work, and would be regarded as valid contributions to the scholarly work presented by the student. Engagement, integration and production of academic materials is integral to our program, and as such is a necessary BFAR.</p>
<b>2</b>		
<p>Students must demonstrate comprehension and critical analysis of academic work at a level commensurate with a Ph.D. in Education degree</p>	<p>EDUC 7030, coursework (specific courses vary as programs are individualized) and Thesis</p>	<p>While the integration of academic literature is an essential requirement for any student graduating from the program, there is an additional layer of critical analysis that must be noted as a "must". Students must be able to demonstrate an ability to apply theoretical constructs, discuss findings, and offer a critical understanding of different perspectives and works.</p>

<b>1</b>		
<b>3</b>		
<p>Students must engage with a diversity of perspectives and knowledges that may be reflected in different languages, countries of origin and Indigenous territories, ages, genders, cultures, orientations, abilities, religions and ethnicities.</p>	<p>EDUC 7030, coursework (specific courses vary as programs are individualized) and Thesis</p>	<p>Educational thought and practice are inherently shaped by diversity, social justice and equity issues in a way that, not only promotes inclusion but commands it. Students must exhibit understanding of and engagement with different layers and intersections of diversity in their thinking and positioning throughout their program. Examples of engagement include, but are not limited to delivering class presentations, participating in group work (through assigned or student created groups) and whole class and group discussions, completing assignments, reviewing film or other media, analyzing case studies, and creating teaching materials and resources.</p>