

Mount Saint Vincent University

Vision:

The Mount will be a model of creative teaching and research that nurtures socially responsible global citizens.

Mission:

MSVU is dedicated to:

- The advancement of women and girls, inspired by its strong tradition of social responsibility.
- The delivery of academic excellence through a rich and rewarding university experience.
- The pursuit of knowledge: scholarship, teaching and intellectual endeavours of the highest quality.
- The promotion of accessibility through flexible learning opportunities and services.

Values:

- Academic Freedom
- Accountability
- Creativity
- Engagement
- Professionalism
- Respect

Mailing address: 166 Bedford Highway
Halifax NS B3M 2J6
Canada

Switchboard: 902-457-MSVU (6788) connects to all departments

Online: www.msvu.ca

Frequently Called Numbers

Location	Telephone	Fax	E-Mail
Academic Advising	902-457-6657		advising@msvu.ca
Bookstore	902-457-6157	902-445-2743	bookstore@msvu.ca
Class Cancellation (recording)	902-457-6566		
Teaching and Learning Centre	902-457-6511	902-443-2135	tlc@msvu.ca
Financial Services (student financial account information)	902-457-6277	902-443-1414	financial.services@msvu.ca
IT&S Helpdesk	902-457-6538		helpdesk@msvu.ca
Library & Archives	902-457-6250		library@msvu.ca
Office of Graduate Studies (graduate admissions)			graduate@msvu.ca
Online Learning			online@msvu.ca
Security - EMERGENCY	6111 (on campus)		
Security - parking	902-457-6412	902-445-3099	security@msvu.ca
Registrar's Office	902-457-6117	902-457-6498	
Convocation			convocation@msvu.ca
Exams			exams@msvu.ca
Financial Aid			financial.aid@msvu.ca
Registration			registration@msvu.ca
Transcripts			transcripts@msvu.ca
Undergraduate Admissions			admissions@msvu.ca

1. The University hereby gives notice that while the information contained in this Calendar is considered accurate at the time of its preparation, changes may be made subsequent to publication without prior notice.
2. In the interpretation of academic regulations, the Senate is the final authority.
3. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.
4. Not all courses listed in the Calendar are offered each year. Students are advised to check the timetable, which is available online via myMount at msvu.ca/myMount, for course availability.
5. The academic calendar year begins on September 1 and extends through the following August 31 in any given year. Students who begin study at any point within this period are governed by the regulations in the Calendar which came into effect on the previous September 1.
6. Notwithstanding any other provision of the Calendar, it is expressly understood by all students that Mount Saint Vincent University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.
7. The official academic calendar is the PDF version found online at msvu.ca/calendars.

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General Information

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General Information

2024-2025 Academic Course Add/Drop Dates

Duration of Classes	Last Day to Register/ Add a Course	Last Day to Indicate Audit Registration	Last Day to Drop Without Transcript Notation (W)	Last Day to Drop Without Academic Penalty (WF)
FULL YEAR 2024-2025				
September 4, 2024 – April 7, 2025	Wednesday, September 11, 2024	Tuesday, November 5, 2024	Thursday, October 31, 2024	Monday, February 3, 2025
FALL TERM 2024				
September 4, 2024 – December 6, 2024	Wednesday, September 11, 2024	Wednesday, October 2, 2024	Wednesday, October 2, 2024	Thursday, October 31, 2024
WINTER TERM 2025				
January 6, 2025 – April 7, 2025	Monday, January 13, 2025	Monday, February 3, 2025	Monday, February 3, 2025	Monday, March 3, 2025
SUMMER SESSION I 2025				
May 5 – June 20, 2025	Monday, April 28, 2025	Tuesday, May 20, 2025	Tuesday, May 20, 2025	Thursday, June 5, 2025
May 5 – May 28, 2025	Monday, April 28, 2025	Monday, May 12, 2025	Monday, May 12, 2025	Wednesday, May 21, 2025
May 29 – June 20, 2025	Monday, April 28, 2025	Friday, June 6, 2025	Friday, June 6, 2025	Friday, June 13, 2025
SUMMER SESSION II 2025				
July 2 – August 15, 2025	Wednesday, June 25, 2025	Thursday, July 17, 2025	Thursday, July 17, 2025	Thursday, July 31, 2025
July 2 – July 23, 2025	Wednesday, June 25, 2025	Tuesday, July 8, 2025	Tuesday, July 8, 2025	Tuesday, July 15, 2025
July 24 – August 15, 2025	Wednesday, June 25, 2025	Wednesday, July 30, 2025	Wednesday, July 30, 2025	Thursday, August 7, 2025

- Some on-campus and off-site courses begin prior to May 5, 2025. Consult myMount for start date of all courses.
- Graduate Calendar: Offsite graduate education courses may begin earlier than May 5, 2025.
- For financial deadlines and refund dates, visit msvu.ca/myMount.

Academic Appeals Deadlines

For Courses Taken In	Deadline Date
Fall Term 2024	Friday, January 17, 2025
Fall/Winter 2024-2025	Friday, May 16, 2025
Winter Term 2025	Friday, May 16, 2025
Summer Session I 2025	Tuesday, July 15, 2025
Summer Session II 2025	Tuesday, September 16, 2025

Petition for Deferral (DEF) Deadlines

For Courses Taken In	Deadline Date
Fall Term 2024	Thursday, January 16, 2025
Fall/Winter 2024-2025	Friday, May 16, 2025
Winter Term 2025	Friday, May 16, 2025
Summer Session I 2025	Wednesday, July 17, 2025
Summer Session II 2025	Monday, September 15, 2025

Important Dates in the University Year

2024

August

- Thursday 1 Application deadline for September 2024 entrance to undergraduate programs for domestic applicants
- Monday 5 Civic Holiday - University closed
- Friday 16 Last day of Summer Session II
- Friday 30 Final date to clear 2024 Winter Term and 2023-2024 full year course IP grades
- Saturday 31 Deadline to file Application to Graduate for Fall 2024 Convocation

September

- Sunday 1 Residences open at 10:00 a.m.
- Monday 2 Labour Day - University closed
-Rosaria Dining Hall opens for residence
Meal plan commences at 5:00 p.m.
- Tuesday 3 Orientation Day
- Wednesday 4 Classes begin
- Wednesday 11 Last date to drop full year and Fall Term courses without financial penalty. See the Tuition Refund Schedule in Financial Information on the Mount website.
-Deadline for payment of Fall Term fee installment in order to confirm registration (except for fall co-op fees)
- Friday 13 Last day to file a Petition for Deferral for 2024 Summer Session II
- Tuesday 17 Last day to file an Academic Appeal for 2024 Summer Session II
- Friday 27 Final date to clear 2024 Summer Session II INC grades
- Monday 30 National Day for Truth and Reconciliation – University Closed

October

- Wednesday 2 No refund for Fall Term courses dropped after this date
- Monday 14 Thanksgiving Holiday - University closed
- Sunday 20 Fall Convocation
- Thursday 31 Deadline for payment of Fall Term co-op fees

November

- Friday 1 Application deadline for January 2025 entrance to the Graduate Certificate in Health Communication & Aging
-Deadline for In-Course Bursary Applications
- Saturday 2 Application deadline for January 2025 entrance to graduate programs in Education
- Monday 11 Remembrance Day - University closed
- Fall study break week begins
- Friday 15 Application deadline for July 2025 entrance to the PhD in Educational Studies
-Deadline to submit requests for Final Exam Accommodations or to report Exam Conflicts to the Registrar's Office
- Monday 18 Classes resume

December

- Sunday 1 Application deadline for September 2025 entrance to Master of Arts in School Psychology
-Application deadline for January 2025 entrance to undergraduate programs for domestic applicants
- Wednesday 4 **Note:** This day has been designated as a **Monday** class day. On this date *only*, all classes scheduled to meet on Monday will meet on this day in place of those classes normally scheduled to meet on Wednesday
- Friday 6 Last day of classes. **Note:** This day has been designated as a **Monday** class day. On this date *only*, all classes scheduled to meet on Monday will meet on this day in place of those classes normally scheduled to meet on Friday
- Saturday 7 Reading Day
- Monday 9 Exams begin at 9:00 a.m.
-Application deadline for September 2025 entrance to Bachelor of Education
- Tuesday 17 Exams end at 10:00 p.m.
- Wednesday 18 Residences close at 12:00 p.m.
-Rosaria Dining Hall closes at 10:00 a.m.
- Thursday 19 Final date to clear 2024 Summer Session II IP grades

2025

January

- Wednesday 1 New Year's Day – University closed
- Thursday 2 University re-opens
- Saturday 4 Residences open at 10:00 a.m.
-Rosaria Dining Hall opens for residence
Meal plan commences at 5:00 p.m.
- Monday 6 Classes begin
- Monday 13 Last date to drop Winter Term courses without financial penalty. See the Tuition Refund Schedule in Financial Information on the Mount website.
-Deadline for payment of Winter Term fee installment in order to confirm registration (except for winter term co-op fees)
- Thursday 16 Last day to file a Petition for Deferral for 2024 Fall Term
- Friday 17 Last day to file an Academic Appeal for 2024 Fall Term
- Wednesday 29 Caritas Day - No classes held on this day
- Friday 31 Final date to clear 2024 Fall Term INC grades
-Application deadline for September 2025 entrance to Master of Applied Human Nutrition, Master of Science Applied Human Nutrition & Master of Science Applied Human Nutrition with Internship program
-Deadline to file Application to Graduate for Spring 2025 Convocation

February

Saturday	1	Application deadline for September 2025 entrance to Master of Arts in Women and Gender Studies
Monday	3	No refund for winter or full year courses dropped after this date
Saturday	15	Application deadline for September 2025 entrance to graduate programs in Child and Youth Study, Communication, Education, Family Studies and Gerontology and Public Relations
Monday	17	Provincial Holiday – University closed
Tuesday	18	Winter study break week begins
Monday	24	Classes resume
Friday	28	Deadline for payment of Winter Term co-op fees

March

Saturday	1	Application deadline for Entrance Scholarship Candidates to undergraduate programs for September 2025
Saturday	15	Deadline to submit requests for Final Exam Accommodations or to report Exam Conflicts to the Registrar's Office

April

Tuesday	1	Application deadline for May 2025 entrance to undergraduate programs for domestic applicants
Monday	7	Last day of classes. Note: This day has been designated as a Wednesday class day. On this date <i>only</i> , all classes scheduled to meet on Friday will meet on this day in place of those classes normally scheduled to meet on Monday
Tuesday	8	Reading Day
Wednesday	9	Exams begin at 9:00 a.m.
Thursday	17	Exams end at 10:00 p.m.
Friday	18	Good Friday – University closed -Residences close at 12:00 p.m. -Rosaria Dining Hall closes at 10:00 a.m.
Monday	21	Easter Monday – University closed
Monday	28	Deadline for payment of all Summer Session I fees (except for summer co-op fees) – after this date, fees are due upon registration
Wednesday	30	Final date to clear 2024 Fall Term IP grades

May

Thursday	1	Application deadline for September 2025 Entrance to undergraduate programs for international applicants
Monday	5	Summer Session I begins. Consult myMount for start dates of all courses (<i>some courses begin prior to May 5</i>)
Thursday	15	Spring Convocation
Friday	16	Spring Convocation
Thursday	16	Last day to file a Petition for Deferral for 2024 Fall Term
Friday	17	Last day to file an Academic Appeal for 2024 Fall Term
Monday	19	Victoria Day - University closed
Friday	30	Final date to clear 2025 Winter Term and 2024-2025 full year course INC grades

June

Sunday	1	Application deadline for September 2025 entrance to the Graduate Certificate in Health Communication & Aging
Monday	9	Deadline for Entrance Bursary applications
Friday	20	Last day of Summer Session I
Wednesday	25	Deadline for payment of all Summer Session II fees - after this date, fees are due upon registration
Monday	30	Summer co-op fees due

July

Tuesday	1	Canada Day – University closed
Wednesday	2	Summer Session II begins
Thursday	31	Final date to clear 2025 Summer Session I INC grades

August

Friday	1	Application deadline for September 2025 entrance to undergraduate programs for domestic applicants
Monday	4	Civic Holiday - University closed
Friday	15	Last day of Summer Session II
Friday	29	Final date to clear 2025 Winter Term and 2024-2025 full year course IP grades
Sunday	31	Deadline to file Application to Graduate for Fall 2025 Convocation

Also refer to page 8 for academic course add/drop dates

1 - General Information

1.1 Introduction

Welcome to the Mount Saint Vincent University Graduate Calendar. This Calendar is a comprehensive guide to all graduate programs and courses. For information on undergraduate programs and courses including the Bachelor of Education degree, please consult the Mount Saint Vincent University Undergraduate Calendar.

The Calendar also serves as a record of university academic policies and procedures. It is the responsibility of all students to familiarize themselves with the university's academic regulations and policies in general, and those which apply specifically to their program of study.

The University offers graduate programs in:

- Applied Human Nutrition
- Child and Youth Study
- Education
- Family Studies and Gerontology
- Public Relations
- Teaching English to Speakers of Other Languages (TESOL)
- Women and Gender Studies

The University confers degrees of:

- Master of Applied Human Nutrition
- Master of Science in Applied Human Nutrition
- Master of Child and Youth Study
- Master of Arts in Child and Youth Study
- Master of Arts in Education
- Master of Arts in Education Teaching English to Speakers of Other Languages (TESOL)
- Master of Education
- Master of Education Teaching English to Speakers of Other Languages (TESOL)
- Master of Arts in Family Studies and Gerontology
- Master of Family Studies and Gerontology
- Master of Arts in Communication
- Master of Public Relations
- Master of Arts in School Psychology
- Master of Arts in Women and Gender Studies (awarded jointly with Saint Mary's University)
- Research Master of Arts
- PhD in Educational Studies

Students already holding a degree may be interested in the Bachelor of Education degree which is described in section 4 of the Undergraduate Calendar.

1.2 Glossary of Terms

Academic Advisor

A faculty member who will help you plan your program and select your courses.

Academic Appeals Procedures

An orderly opportunity for students to question interim grades, final grades and other academic decisions related to their coursework.

Academic Offences

Plagiarism, cheating and any misrepresentations related to your academic work.

Alumna/Alumnus

A former student or graduate of the University; plural is alumni.

Application to Graduate Form

Students must complete this form when enrolling in their final session of coursework. The form indicates when you intend to graduate (either spring or fall convocation), the program you are completing and the name wanted on the parchment. The Application to Graduate form is available online at msvu.ca/convocation.

Bursary

A monetary grant based on demonstrated financial need.

Calendar (Undergraduate and Graduate)

An annual publication listing key dates in the academic year, admissions requirements, program requirements, rules and regulations and courses. Course information changes from year to year but the degree requirements described in the Calendar in the year of your admission to the degree remain in force as you complete your program. Available for pick up in the Registrar's Office and Deans' Offices. The Graduate Calendar is available online at msvu.ca/calendars.

Course Change Form

The form must be completed if registration changes (adding/dropping courses) are made, including section changes, and submitted to the Registrar's Office. See Academic Course Add/Drop Dates on page 8.

Cross-listed Course

A cross-listed course can be offered entirely at the graduate level or at both the graduate and undergraduate levels and carries all department or level names. If the courses are graduate courses, the courses are listed on the transcript (e.g., GCRD 6325/GLIT 6732). If a graduate course is cross-listed with an undergraduate course, only the graduate course is listed on the transcript (e.g., a graduate student who completes GAHN 6414/NUTR 4414 will have GAHN 6414 listed on the transcript).

Data Form

Upon admission, each graduate student receives a data form which lists individual data, degree requirements and anticipated completion date. Any departures from the courses listed on the data form must be approved by the Program Coordinator. Copies are kept and updated by the department and the Registrar's Office.

Dean

The head of a faculty within the University. At the Mount, we have a Dean of the Faculty of Arts and Science, a Dean of the Faculty of Professional Studies, a Dean of the Faculty of Education, and a Dean of Graduate Studies.

DEF

A course notation meaning Deferred, given through the Registrar's Office in exceptional cases when a student is

unable to complete course requirements due to medical or other reasons during the time frame provided for completing an INC (Incomplete) grade.

Degree Requirements

Listed in the Calendar and outlined on graduate program data forms, degree requirements outline the courses needed to complete the degree.

Directed Study

These courses are normally opportunities for a student to explore, in greater depth, a topic that is covered in another course or a topic that is not covered in an existing course. Directed Study courses are normally offered at the 4000, 5000, 6000 or 9000 level. A maximum of 2.0 units of Direct Study courses can be counted towards a credential. Program may set a lower limit.

Elective

An optional course or subject not required for your particular program of study.

Exam Conflict

An exam conflict might be: overlapping exam times, a work commitment that cannot be changed, or scheduled to write three exams in three consecutive writing times. An Exam Conflict form must be completed and submitted to the Registrar's Office prior to the deadline.

Exam Schedule (When) and Seating Plan (Where)

The exam schedule tells when an exam will be written. A detailed schedule listing each course, the date and time for the exam is posted outside the Registrar's Office and the Seton Auditorium and online at msvu.ca in October and February. The seating plan is posted in the same locations as the schedule during the last week of classes indicating where the exams will be written.

F*

A course notation meaning Failure resulting from an academic offence.

Fees

Fees are the costs associated with various aspects of attendance at the University. See section 3.2 Fees and Financial Policies.

Full-time Students

Full-time students are enrolled in 3.0 or more units during the September to August graduate academic year. Graduate students enrolled in the Thesis or Thesis Continuation are considered full-time students.

Grade Point Average (GPA)

The total of grade points averaged over the number of units contributing points of 0.0 and greater. Final grades with "neutral" points do not effect GPA. GPA, also called cumulative GPA, is based on all coursework completed from September 1996 onward.

Grade Points

The value (ranging from 0.0 to 4.3) given to each final grade (e.g., A+= 4.3, F = 0.0).

Grade Report

Available at the end of each academic term/session, a grade report lists the courses taken during the term and the grades earned, including withdrawals and failures. Any fees owing to the University for the term/session must be paid in full before receiving grade reports or to view grades through myMount.

Graduate Student

A student enrolled in a graduate program.

Harassment and Discrimination Advisor

An advisor who provides information and assistance, including mediation, of complaints under the Harassment and Discrimination Policy, on behalf of students, faculty and staff. Awareness raising and training sessions are provided by the advisor. The advisor can be reached at 902-457-6766.

INC

A course notation meaning Incomplete, given instead of a grade when an arrangement exists between the professor and the student indicating requirements for the course shall be completed by a predetermined date or when a final exam or other course requirements have not been completed due to medical reasons. If these arrangements are not completed in the specified time, the INC notation shall be changed to F (failure).

Independent Study

Any course in the calendar, with the exception of Directed Study courses, can be offered as an Independent Study course, subject to the approval of a Chair or Director and the appropriate Dean. Independent Study courses are normally offered when a student requires a course to meet graduation requirements or needs to maintain progression in a program of study and cannot register for a scheduled offering of the course due to scheduling conflicts or course unavailability in a particular semester. There is no limit on the number of Independent Study courses that can count towards the requirements for a credential.

IP

A course notation meaning In Progress. A final grade notation of IP is given in seminars, independent and directed studies at the graduate level, students must complete the required work within four months of the month the notation is given in lieu of the final grade. See section 2.2.5 Thesis Requirement.

Laboratory

Regularly scheduled meeting times in addition to lecture times for many courses in the timetable. Lab times are published in the timetable and when registering for a course students are required to sign up for a lab time.

Letter of Permission (LOP)

An official document granting prior approval to take a course from another university for credit at the Mount. Forms are available online at msvu.ca/regofficeforms.

Local Address

If a student's address changes while attending the university, the Registrar's Office must be notified. Failure to do so could result in not receiving correspondence and other important information.

Moodle

Moodle (Modular Object Oriented Dynamic Learning Environment) is a course management system used by the University. Faculty may use Moodle to distribute course notes, communicate with students, set and grade quizzes, create assignments, discussions, and much more.

myMount

myMount allows Mount students to access the Registration Centre, Moodle and E-Mail along with student specific news, events and information both on and off campus, through a secure environment.

Non-Credit Unit

The term “non-credit unit” defines the instructional time required for a course that does not count for credit towards any academic credential offered at the Mount. A 0.5 non-credit unit is the equivalent of three semester hours of instructional time.

Non-degree

A student enrolled in coursework but not working towards a specific degree program.

NXM

A course notation given in 1.0 unit courses for which no December grades are given.

Orientation

A program providing academic and social information to introduce new students to the University environment.

Part-time Students

Part-time students are enrolled in 2.5 or fewer units during the September to August graduate academic year.

Permanent Address and “Other” Addresses

Students must notify the Registrar’s Office of any changes to the permanent address in order to receive correspondence and other important information. Change of address for Christmas, summer vacations or co-op work terms should also be given.

Prerequisite

A course or combination of courses that must be completed before registration in another course is permitted. Students registering in courses do so on the understanding that they will meet/complete course prerequisites. Failure to do so could result in deregistration and academic and/or financial penalty.

Program

A basic plan of study or coursework in a specific field; also called a curriculum.

Resident Assistant

A full-time undergraduate student whose major function includes interpreting and enforcing policy to students living in residence.

Scholarship

A monetary award based on academic achievement.

Student Identification Card

The Student Identification Card has your picture and other personal identification information on it. These are produced

by the Library. Student ID cards are needed to use the Library, Computer Labs, to display when writing exams and to participate in many student and other activities on campus and in the metro area.

Term Grade Point Average (TGPA)

The grade point average achieved at the end of each academic term, calculated on the final grades for each academic term.

Thesis Supervisor

The faculty member responsible for guiding and supervising an individual student’s thesis research and the development of the written thesis.

Timetable

The timetable lists all the courses and labs offered for the academic year or session—includes course ID, course number, name, time, classroom location and faculty for each course and lab offered. The timetable is available online via myMount at msvu.ca.

Transcript

An official document prepared by the Registrar’s Office recording the entire academic history of a student. The Transcript Request form can be found online at msvu.ca/regofficeforms. Transcripts can be requested in writing to the Registrar’s Office. See section 2.2.10 Transcripts.

Transfer Credits

May be granted to students who attended another university before being admitted to the Mount. Transfer credits are courses taken at the other university and counted toward the program here. See section 2.1.7 Admission Requirements for Transfer Applicants.

Tuition Structure

Tuition fees are assessed on a per 1.0 unit course cost. The number of units of credit which a student is taking will drive the tuition calculation.

Undergraduate

A student who is working toward a first credential.

Unit

The term used for the Mount’s credit system. 0.5 unit is the equivalent to three semester hours of credit and 1.0 unit is equivalent to six semester hours of credit.

Visiting Students

Students from other universities taking coursework at Mount Saint Vincent University with formal approval from their home university.

W

A course notation meaning withdrawal without academic penalty; deadline driven.

WF

A course notation meaning withdrawal with academic penalty; deadline driven.

Academic Policies, Regulations and Information

2

Academic Policies, Regulations and Information

2 – Academic Policies, Regulations and Information

2.1 Admissions

Address all inquiries concerning admission to graduate programs to: graduate@msvu.ca

Applications to graduate programs are completed online at msvu.ca/applyonline. The following supplemental material must also be submitted to the Registrar's Office in order to complete the application:

- two letters of reference (three for School Psychology and Women and Gender Studies)
- a statement of intent
- a résumé
- one copy of each official transcript of post-secondary study

Address all application materials concerning admissions to graduate programs to:

Registrar's Office
Mount Saint Vincent University
166 Bedford Highway
Halifax NS B3M 2J6

Phone: 902-457-6117
Fax: 902-457-6498
E-mail: graduate.documents@msvu.ca

Applications are reviewed and recommendations on admissions are made by the program to which the student is applying. Applicants may be requested to attend an interview. The Office of Graduate Studies informs the student of the decision on admission.

Students must meet the specific admission requirements for the program to which they are applying. Admission is on a competitive basis. Any student may be refused admission if available spaces are filled by students more qualified. The University also reserves the right to refuse admission to any student for other than scholastic reasons. The University may also consider on an individual basis any student who does not meet the formal admission requirements.

Note: All documentation must be submitted in English. If the original document is not available in English, the document must be translated by a certified or approved translator prior to submission. The translated document and the original or certified copy of the original document must be submitted to the Registrar's Office.

2.1.1 Application Fee

A non-refundable application fee for Graduate Studies must accompany the application and only application forms accompanied by the fee will be processed.

2.1.2 Application Deadlines

For January 2025 Entrance

Graduate Certificate in Health Communication & Aging	November 1, 2024
Master of Arts in Education <i>*select programs</i>	November 2, 2024

Master of Education <i>*select programs</i>	November 2, 2024
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Only programs listed above allow January entrance

For July 2025 Entrance

PhD in Educational Studies	November 15, 2024
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For September 2025 Entrance

Graduate Certificate in Health Communication & Aging	June 1, 2025
Master of Applied Human Nutrition	January 31, 2025
Master of Applied Human Nutrition with Internship	January 31, 2025
Master of Science Applied Human Nutrition	January 31, 2025
Master of Science Applied Human Nutrition with Internship	January 31, 2025
Master of Child and Youth Study	February 15, 2025
Master of Arts in Child and Youth Study	February 15, 2025
Master of Arts in Education	February 15, 2025
Master of Education	February 15, 2025
Master of Arts in School Psychology	December 1, 2024
Master of Arts in Family Studies and Gerontology	February 15, 2025
Master of Family Studies and Gerontology	February 15, 2025
Master of Arts in Communication	February 15, 2025
Master of Public Relations	February 15, 2025
Master of Arts in Women and Gender Studies	February 1, 2025

For January 2026 Entrance

Graduate Certificate in Health Communication & Aging	November 1, 2025
Master of Arts in Education <i>*select programs</i>	November 2, 2025
Master of Education <i>*select programs</i>	November 2, 2025

Only programs listed above allow January entrance

Note: All application dossiers must be complete by the dates listed above. It is the applicant's responsibility to ensure the dossier materials are sent in support of the application. Late applications may be considered only if there is space available.

2.1.3 Deferral of Admission

Once an offer of admission is accepted and the non-refundable confirmation deposit paid, students with bona fide reasons may apply to defer admission for up to 12 months. Applications for deferrals must be submitted in writing to the Dean of Graduate Studies, Chair of the Graduate Studies Program & Policy Committee, prior to registering in a course. The Dean will request a recommendation from the Department/Program. Students granted such deferrals must

confirm their intention to register in the subsequent academic year by the closing date of application for the program.

2.1.4 Language Proficiency

If an applicant's first language is not English, official reports with acceptable scores from the Michigan English Language Assessment Battery (MELAB), the Test of English as a Foreign Language (TOEFL), the CanTest, the International English Language Training Systems (IELTS) or the Canadian Academic English Language Test (CAEL) must be submitted. Applicants who do not verify their ability to undertake studies in English by submitting such test scores will not be offered admission.

Applicants who meet our admission requirements but whose English skills do not meet language requirements are referred to one of the several language schools in Halifax for assessment.

The following table indicates the English language requirements for international student admission to the Mount:

Test	Score	Admission
TOEFL (Written Test)		
	580 or higher	Full-time at the Mount
	576-579	Graduate Preparatory Program
	550-575	Mount Bridging Program with one university level course
TOEFL (Computer Test)		
	237 or higher	Full-time at the Mount
	226-236	Graduate Preparatory Program
	214-225	Mount Bridging Program with one university level course
TOEFL (iBT Test)		
	93 or higher (no individual score below 23)	Full-time at the Mount
	86-92 (no individual score below 21)	Graduate Preparatory Program
	80-85 (no individual score below 20)	Mount Bridging Program with one university level course
IELTS		
	7.0 or higher (no individual score below 6.5)	Full-time at the Mount
	6.5 (no individual score below 6.0)	Graduate Preparatory Program
	6.0 (no individual score below 5.5)	Mount Bridging Program with one university level course
CanTest		
	4.5 (no individual score below 4.0)	Full-time at the Mount
	4.0 (no individual score below 3.5)	Graduate Preparatory Program
MELAB		
	85 or higher	Full-time at the Mount
	80-84	Graduate Preparatory Program
	76-80	Mount Bridging Program with one university level course
CAEL		

	70 or higher (no individual score below 70)	Full-time at the Mount
	60	Graduate Preparatory Program OR Mount Bridging Program with one university level course

Graduate Preparatory Program

Students conditionally admitted to a graduate program of study, who have an IELTS score between 6.5 and 6.9 or the equivalent, will be required to successfully complete the Graduate Preparatory Program (GPP). The GPP is designed to ensure that incoming graduate students have a high level of English language proficiency and a strong orientation to Canadian academic culture. The GPP consists of an intensive term-long 15 hour/week program offered by the International Education Centre (IEC) and an undergraduate academic course. The course is determined by the Graduate Admissions Committee for the student's intended program of study and indicated on the student's data form. This course is normally taken concurrently with the IEC program.

In order to successfully complete the GPP, students must achieve a minimum final grade of 75 percent in the IEC program and a minimum grade of B in the specified undergraduate academic course.

- Students who successfully complete both components of the Graduate Preparatory Program may commence their graduate program in the following term.
- Students who fail to meet both required components will not be admitted to their graduate program.
- Students who are successful in only one component may apply to be conditionally admitted to their program of study by submitting an appeal to the Graduate Studies Program and Policy Committee.
- Students may apply for admission to a different academic program without approval from the Graduate Studies Program and Policy Committee.

2.1.5 Categories of Students

Students may enroll in graduate courses if they hold one of the following statuses:

Degree graduate students

These students are fully enrolled in a graduate program, having been admitted after following the admissions procedures detailed below.

Visiting students

These students are taking a course for transfer to another institution. They must provide written permission from the home university and must complete required forms at the Registrar's Office.

Non-degree students

Non-degree students may register in graduate courses if they gain entry to the University by completing the required forms from the Registrar's Office and obtaining the permission of the instructor(s). Non-degree students must apply to and be accepted by a graduate program in order to receive its credential. *Non-degree student status does not guarantee admission to a graduate credential program.* A maximum of 2.0 units taken as a non-degree student may be credited toward a graduate credential. Upon acceptance to a graduate credential program, courses completed as a non-degree

student will be evaluated to determine if they can be applied to the credential.

2.1.6 Additional Admission Requirements

In addition to these general standards, individual programs have specific requirements outlined in Section 4 Departments, Programs and Course Listings of this Calendar and detailed on the Application form for Graduate Admission.

2.1.7 Admission Requirements for Transfer Applicants

Mount Saint Vincent University welcomes transfer students. Inquiries regarding potential transfer credits should be directed to the Registrar's Office.

Normally a maximum of 2.0 units of graduate credit may be transferred.

At the time of application, transfer applicants must submit official transcripts (sent directly from the issuing institution to the Admissions Office) from all post-secondary institutions attended regardless of whether transfer credit is expected or desired.

Transfer credits are not formally awarded to those admitted and initially registered as non-degree students. Once confirmation of admission to a credential program occurs, transfer credits are then formally awarded and recorded on the student's Graduate Program Data Form and transcript.

Continuing your Graduate Education at the Mount

The following policies are in place to enable students to continue their graduate education at the Mount. Students will not be permitted to double-count a course towards more than one graduate credential.

Transferring Credit

Students may transfer up to 2.0 units of graduate courses into a degree program at the Mount. The following rules apply:

- These transfer credits cannot have been used to complete the course requirements for another graduate degree.
- These transfer credits must have appropriate content as approved by the graduate program Coordinator. Students should consult with a program advisor prior to requesting transfer credit.
- These transfer credits must have been completed within the last five years unless approved by the graduate program Coordinator.
- Graduate students cannot claim credit for graduate courses taken as part of a concurrent registration at another institution. Please refer to the regulations regarding Letter of Permission courses.

Completing another Graduate Degree

Students are welcome to complete more than one graduate degree. The following rules apply:

- Students may complete more than one graduate degree provided that the courses required for a subsequent degree(s) have not been credited towards a previously completed graduate degree and the program of study will result in a distinct credential.
- Students registering to complete a thesis-based degree after completing a non-thesis degree in the same program area must complete a Master of Arts, Master of Science or a Research Master of Arts.
- It is possible to have a previously obtained non-thesis degree rescinded and replaced by a Master of Arts or a

Master of Science. In the case of a rescinded degree, courses taken for the rescinded degree may be transferred towards the new degree. Students must fulfill the requirements and meet Mount Saint Vincent University regulations for the MA or MSc. Students interested in this option must obtain approval from a program advisor or the Registrar.

2.1.8 Recognizing Prior Learning

When making admission decisions, Graduate Admission Committees may consider an applicant's prior learning and experience gained through employment or other non-curricular activity. Such consideration will be given only when the applicant has gained professional experience, and/or professional accreditation, and/or professional recognition in a field relevant to the intended program of study. Admission decisions will be based on an assessment of the applicant's potential for success in graduate study. Individual graduate programs can decide whether to recognize prior learning in admission decisions. Interested applicants should consult with the relevant graduate program coordinator.

2.1.9 Students with Disabilities

Students wishing to make arrangements for accommodations should contact Accessibility Services, normally, within one month of acceptance to the University. Students registered with and who have provided to Accessibility Services (AS) the appropriate documentation will work with AS staff to identify and make arrangements for any required academic accommodations. For more information, please go to msvu.ca/accessibilityservices.

2.1.10 Auditing Graduate Courses

Only students admitted to graduate studies at the University may audit courses. Audited courses are not eligible for credit. Audit students may attend all class meetings. Students may not write tests, examinations or submit other forms of work for evaluation unless explicitly permitted by the instructor. Audit fees are one half of the credit fees. Formal application and registration must be completed prior to attending any course. Approval to audit a graduate course, signed by the course instructor, must be presented at the time of registration. Application and registration forms can be found online at msvu.ca/regofficeforms. Please refer to the Academic Course Add/Drop Dates for registration deadlines.

2.2 Regulations (General)

2.2.1 Registration

See *Academic Course Add/Drop Dates and Important Dates in the University Year* on pages 8 and 9 for current registration dates.

Students formally admitted to the University must complete all registration procedures in order to be considered officially registered at the University. Information packets can be obtained from the Registrar's Office by all students eligible to register.

To be officially registered, students must:

- have been formally admitted to the University;
- have met the necessary financial obligations: if newly admitted, paid the required confirmation deposit; or, if previously registered, have cleared all outstanding financial obligations;
- have obtained the required approvals for proposed coursework and submitted a completed Course Change form or via myMount. Online learning students must have formally completed online learning registration procedures.

Note: Students obtaining course approvals do so on the understanding that prerequisites will be met prior to the beginning of the course. Prerequisites are listed in the Calendar description of each course offered. Failure to meet prerequisites may result in dismissal from the course.

- as a part of the registration process, students must also open a financial account with Financial Services for the proposed period of study.

Once formal registration has been completed, enrolment records are established for each student by the Registrar. It is then the student's responsibility to ensure the enrolment record is maintained accurately and updated to reflect any changes (including the decision not to begin courses or to stop attending courses) as outlined below.

Note: Changes in personal status, address, e-mail, telephone number and so forth must be reported directly to the Registrar's Office either in person, in writing or online through myMount. Changes in a student's records are made only upon the written request of the student. Appropriate forms are available from the Registrar's Office or online for convenience. Alternatively, students may submit changes by letter or by FAX to 902-457-6498. All correspondence must include the student's Mount Saint Vincent University identification number to ensure accurate recording.

Maintaining Registration in Graduate Programs

Students in all graduate programs must register in a minimum of 1.0 unit in each academic calendar year (September to August) to maintain registration in the program and to remain in good standing as a graduate student.

Students who do not maintain registration for one academic year will be deemed to have withdrawn from the program.

Students who have not registered in coursework for more than one but less than two complete academic calendar years must apply to the Registrar's Office to request reactivation of their status. Graduate students requesting reactivation must pay the reactivation fee, equivalent to the application fee for graduate programs, and have their file reviewed by the

Registrar's Office and the program. Permission to reactivate is dependent upon the approval of both the Registrar's Office and the program. Students may be required to provide additional information.

Students who have not registered for coursework for two or more complete academic calendar years will be required to submit an entire new application package to the Registrar's Office. Students should contact the Graduate Admissions Officer for information prior to submitting an application.

2.2.2 Change in Course Registration

Students may change their registration in courses during the first week of each term only. An instructor is not obligated to accept a student into a class after the first full week of classes has passed.

In order to make such a change, students must complete a Course Change form from the Registrar's Office, Deans' Office or msvu.ca/regofficeforms and submit it to the Registrar's Office. These changes can also be done online through myMount.

It is the students' responsibility to keep their registration records accurate and up to date. Alternately, students may submit changes by letter, fax or by submitting an email from the student's Mount email account to registration@msvu.ca. Only changes made in writing or on myMount will be recorded. Online Learning students must complete Online Learning procedures or inform the Registrar's Office in writing.

The effective change date is the date the form is received and date stamped in the Registrar's Office.

2.2.3 Withdrawal

Once students are registered in courses, their names are part of the official enrolment record and grades will be assigned.

Students wishing to withdraw from courses must withdraw in writing. The responsibility for initiating withdrawal rests with the student.

Ceasing to attend classes or advising the course instructor of intended withdrawal is not sufficient to register a formal withdrawal.

Withdrawal from a course is done by submitting a Course Change form, or letter (containing all the relevant information) to the Registrar's Office. Online Learning students must complete Online Learning procedures or inform the Registrar's Office in writing. The official date of withdrawal is the date the form or letter is received and date stamped in the Registrar's Office. Students should take this into account when meeting withdrawal deadlines - see Academic Course Add/Drop Dates on page 8.

Students who withdraw from a course after these dates or who do not complete the course requirements will automatically receive failures. Consideration will be given by the appropriate Dean to students who are forced to withdraw past the deadlines due to exceptional circumstances. See regulations governing "WP" grades on page 22.

2.2.4 Time Limit for Program Completion

Students must complete all program requirements towards master's degrees within five calendar years from the time of initial registration exclusive of approved leaves of absence.

Leaves of Absence

Students with bona fide reasons, such as illness or parental leave, for not registering in 1.0 unit in any academic calendar year (September to August) must apply for a leave of absence from the program by submitting a Request for Leave of Absence form, available online at msvu.ca/en/home/programsdepartments/graduatestudiesgeneralinformation, to the Dean of Graduate Studies, Chair of the Graduate Studies Program & Policy Committee, prior to the start of the term in which the leave begins. Prior to consideration of a leave of absence request students must discuss the request with their Thesis Supervisor (if applicable) and the Graduate Program Coordinator and establish a timeline for completion of their program of study. This timeline must be included with the request for a leave of absence. Students may normally be granted a leave for twelve months only once in their program. Students on leave of absence will not be permitted access to University services such as library privileges or e-mail nor be entitled to any kind of supervision during the period of their leave.

Extensions

Students who anticipate that they will be unable to complete program requirements within the five-year time period must apply before the end of their fifth year. Prior to consideration of an extension request students must discuss the request with their Thesis Supervisor (if applicable) and the Graduate Program Coordinator and establish a timeline for completion of their program of study. This timeline must be included with the request for a program extension. Normally only students completing the thesis requirement will be granted an extension.

2.2.5 Thesis Requirement

MA and MSc degrees require a thesis. The thesis should be a contribution to knowledge in the candidate's specialized area and must show familiarity with methods of research and critical enquiry. The completed work must be approved by the thesis supervisory committee. Formal approval is granted by the Dean of Graduate Studies, once the completed thesis approval forms are received. The thesis must be prepared according to the regulations required by the academic department. These are available from departments and on departmental websites. Policies and procedures governing the preparation, presentation and approval of a thesis are available on the Graduate Studies website.

Registration for Thesis

Students in programs requiring a thesis must register in the thesis course no later than one term after the completion of their coursework and must maintain registration in the thesis by paying the thesis continuation fee on a term by term basis until the term in which the thesis receives final approval. See Financial Policies (<http://www.msvu.ca/future-students/money-matters/tuition-fees/financial-information-policies>) on the Mount website for further details.

2.2.6 Letter of Permission (LOP)

Students enrolled at Mount Saint Vincent University and wishing to take courses at other institutions for credit must obtain formal approval on a Letter of Permission (LOP) form prior to registering at the host institution.

A Letter of Permission (LOP) may be approved providing the following conditions are met:

- students must be registered in courses at the Mount; exceptional cases will be considered on an individual basis;
- student is in good academic standing and has successfully completed 3.0 units of coursework at the Mount;
- student has not exceeded the allowable number of transfer credits of (2.0 units) of any graduate credential;
- course at the host institution is acceptable for transfer to the student's academic program.

The following are conditions under which LOP requests are *not* normally granted:

- student is not registered in a diploma, certificate or degree program at the Mount;
- credit does not meet program and/or major requirements at the Mount;
- student is not in good academic standing at the Mount;
- student has been academically dismissed from the Mount;
- credit was taken at another institution without prior approval of the LOP;
- course is offered at the Mount during the session being requested except in the following situations:
 - schedule conflict that cannot be resolved;
 - course at the Mount is full;
 - course at the Mount is not offered through Online Learning;
 - taking the course at the Mount would cause undue hardship.

A grade of "P" (pass) will be assigned to all LOP credits, except for credits taken while in an approved formal exchange program, which may transfer in an alpha format and will be considered in the Mount's GPA based on program requirements. If the host institution's grading scheme is in numeric format, marks will transfer in as "P," which holds a neutral GPA value.

Note: Upon approval of the LOP by the Registrar's Office, the course is added to the student's academic transcript. If the student does not take the course they must submit, to the Registrar's Office, written proof from the host institution that the course was not taken in order for the course to be removed from the transcript.

Students with questions or concerns about Letters of Permission may contact the Registrar's Office at registration@msvu.ca.

2.2.7 Visiting Students

Ordinarily, no student may register at Mount Saint Vincent University if concurrently registered at another educational institution without the explicit approval of the home university.

Students from other institutions who want to register in Mount Saint Vincent University courses for credit at home must obtain the appropriate approval form from their home institution and present the form when registering at the Mount. Students with an approval form from the home institution are not required to formally apply for admissions at Mount Saint Vincent University. Students must complete the Visiting Student Application/Registration form, which can be found online at msvu.ca/regofficeforms.

Students with questions or concerns about becoming a visiting student at Mount Saint Vincent University may contact the Registrar's Office at registration@msvu.ca.

2.2.8 Minimum Institutional Credit Requirement

Normally, students may take a maximum of 2.0 units of coursework as letter of permission courses or transfer in a maximum of 2.0 units of coursework toward a Mount Saint Vincent University master's degree.

2.2.9 Class Attendance

Regular attendance is expected of students at all classes. In general, the responsibility for meeting this obligation rests with students, even where it is not specifically stated in the course outline. Students may not register for courses where the scheduled times overlap in any way on any day.

It is the student's responsibility to notify the instructor of any justifiable reason that causes an absence from class.

Resumption Following a Labour Disruption

Should a strike or lockout occur during an academic session, classes and examinations may be rescheduled following the conclusion of the labour disruption.

2.2.10 Transcripts

A student's transcript is the record of academic work undertaken and results obtained while at the Mount. Transcript copies are prepared and released upon the written request of students in good financial standing with the University. Telephone requests cannot be accepted, but written and signed requests may be sent by fax to 902-457-6498 to expedite ordering. Complete and submit the Transcript Request form available online at msvu.ca/regofficeforms. Students may obtain an unofficial copy of their own transcript upon request.

2.2.11 Academic Advising

Students are encouraged to confer regularly with the graduate program coordinator and/or their academic advisor regarding their academic plans and progress. Students completing degrees requiring a thesis should seek advice on the process early in their program.

2.2.12 Academic Standing

In order to remain in a graduate program of study, students must:

- not have received a grade of "C" in more than 1.0 unit of coursework;
- not have received Two grades of "F" or a grade of "F*".

If a student does not meet these standards, the student will be immediately academically dismissed from the University. The Dean of Graduate Studies will contact all students who are academically dismissed.

Academic Alert

Student records are reviewed at the end of the fall, winter, and summer terms for academic progress. A student's academic standing is assessed once per year when winter term results become available.

Graduate students who do not maintain a 3.0 GPA after completing 1.0 unit of coursework will be notified that they are on academic alert. Academic alert is not an academic standing and is not recorded on the student's academic transcript. It is an early alert that a student may be in academic jeopardy if her/his academic standing does not improve and could be at risk of being dismissed from their program of study.

Graduate students who do not maintain a 3.0 GPA after completing 2.0 units of coursework will be dismissed from the University.

Readmission

Students may be considered for readmission to graduate studies at the University. A detailed written request for readmission must be sent to the Dean of Graduate Studies. The Graduate Studies Program and Policy Committee will review the request along with a recommendation from the program to which the student wishes to return or be admitted. The Committee may recommend readmission after a period of up to 12 months following the term in which the student did not meet the above standards or recommend against readmission. Normally only one application for readmission to graduate studies at the University will be considered. The Committee's decision will be conveyed to the student by the Dean of Graduate Studies.

Graduation Requirements

Graduate students must maintain a 3.0 CGPA in all graduate coursework required for their program of study to be eligible to graduate.

2.2.13 Graduate Level Grading Scheme

The graduate grading system is alphabetic. Following are the grades given in graduate courses, along with the GPA points for each grade and an explanation of what the grade means:

<i>Letter Grade</i>	<i>Descriptor</i>	<i>Grade Points</i>	<i>Numerical Guidelines</i>
A+	Outstanding	4.3	94-100
A	Very Good to Excellent	4.0	87-93
A-		3.7	80-86
B+	Acceptable to Good	3.3	77-79
B		3.0	73-76
B-		2.7	70-72
C	Minimally Acceptable	2.0	60-69
P	Pass in Courses on P/F Scale	Neutral	
F	Failure	0.0	below 60
F*	Failure Resulting from Academic Offence	0.0	
NCR	This mark indicates no credit, repeat and is allowed in certain courses graded only on the Pass/Fail scale	Neutral	
NXM	This notation is given in full unit courses for which no December grades are given	Neutral	
INC	Incomplete with Deadline for Completion (Regulations and deadlines noted below)	Neutral	
IP	In Progress at End of Term (Regulations and deadlines noted below)	Neutral	
DEF	Deferral for Illness (Regulations and deadlines noted below)	Neutral	

W	Withdrawal without academic penalty (deadline driven)	Neutral	
WP	Late withdrawal without academic penalty (deadline driven) Regulations noted below	Neutral	
WF	Late withdrawal with academic penalty (deadline driven)	0.0	

IP (In Progress)

When a final grade notation of “IP” is given in seminars, independent and directed studies at the graduate level, students must complete the required work within four months of the month the notation is given in lieu of a final grade. If the course is not completed within this time, the student must re-register for the course (and pay another course tuition) in order to receive credit for the course.

A grade of IP will be assigned to a thesis course or continuation that is incomplete at the end of the appropriate academic term. Please see section 2.2.5 Thesis Requirement on page 20.

INC (Incomplete)

The notation “INC” is given according to the following regulations:

- When a student is unable to complete course requirements for other than medical reasons and the faculty member agrees to a schedule for the completion of the outstanding requirements.
- When a student is unable to complete course requirements, which may or may not include a final exam, due to illness, an appropriate medical certificate must be presented to the Registrar and accepted by faculty at the time that the final examination was to have been written, or no later than the last day of classes for a course with no final examination.

Arrangements for course completion are made on an individual basis and in the case of illness, must be made as soon as the student is sufficiently recovered to complete the outstanding requirements. Normally, when sufficiently recovered, the student will be permitted to write the examination or complete the outstanding requirements on application to the Registrar.

Under no circumstances can work be accepted after the last day of the month following the end of the session in which the “Incomplete” (INC) is earned, but faculty can set an earlier deadline within that period. If these arrangements are not completed in the specified time, the INC notation shall be changed to Failure (F) unless the coursework completed to the time of receiving the INC warrants a passing grade. In such cases the faculty will assign the grade.

In exceptional cases, a grade of INC may be changed to a grade of deferred (DEF). Please refer to the regulations governing the grade of DEF.

DEF (Deferred)

A notation of “DEF” may be given through the Registrar’s Office in exceptional cases when a student is unable to complete course requirements due to medical or other reasons during the time frame provided for completing an INC grade.

Normally, in accordance with INC grade regulations, a grade of INC will be initially assigned by the course instructor. **A student whose circumstances warrant a grade of DEF must submit a Petition to Request a Grade of Deferred (DEF) form, which can be found online at msvu.ca/regofficeforms, along with supporting documentation to the Registrar’s Office by the deadlines outlined on page 8.** The Registrar’s Office will obtain all required signatures in order to determine whether the petition will be granted or the grade of INC will remain.

If the petition for the DEF is granted and the student cannot or does not subsequently complete the examination or coursework, the notation of DEF remains on the transcript indefinitely. A notation of DEF that can be cleared must be cleared by the approved deadline (maximum of six months). If this is not done, the student must retake the course or a substitute to earn credit. This means another formal course registration and payment of tuition.

WF

A student who withdraws from a course after the ‘Last Day to drop without academic penalty’ deadline (see Academic Course Add/Drop Dates for details) will receive the notation ‘WF’ on their transcript. This notation will affect a student’s GPA.

WP

A student who withdraws from a course due to exceptional circumstances after the withdrawal date for academic penalty may petition to the Dean for a grade of WP. If the petition is granted and the student has earned a grade of C- or above in the coursework to the point of withdrawal, a grade of WP will be recorded. Students must complete the Petition to Request a Grade of Withdraw Pass (WP) available online at msvu.ca/regofficeforms and submit to the Registrar’s Office. The deadline to apply for a WP is the last day of classes for each term – see Important Dates in the University Year on page 9 for the “Last day of Classes” notation.

2.2.14 Examination Policy

The procedures relating to the administration of final examinations are detailed in Senate Policy – *Final Examinations, Policy and Procedures (Policy #CAPP 2022-01)*. The policy can be found on the University Website under Senate Policies.

- The Final Examinations Policy and Procedures policy details the following:
- scheduling of Final Examinations;
- final examinations conflicts;
- missed final examinations;
- rescheduled final examinations;
- accommodations for final examinations;
- preparation and distribution of final examinations’
- proctoring of final examinations;
- canceled final examinations.

Normally examinations are not scheduled for graduate level courses. Should an examination be scheduled the following regulations apply:

Examination Policy

1. An examination will normally be required for every course taught at the University.
2. There will be an examination period at the end of each term during which all examinations will be written as scheduled by the Registrar’s Office. Instructors may not

schedule examinations outside of this examination period including the reading day. *Please note: The Registrar's Office administers examinations for the fall and winter terms. Examinations during the summer terms are managed by the individual faculty member.*

3. The value of the examination must be at least 30 percent of the work of the term, the exact value of each examination to be determined by the instructor in consultation with the department.
4. An examination must never provide more than 50 percent of the total mark for a course.
5. With the exception of Practica, Co-op and Internships, all students, including those in labs and pass/fail courses, must receive written feedback from instructors before the deadline for withdrawing without academic penalty.
6. The form of the examination—oral, multiple choice, open book, essay, etc.—will be the prerogative of the instructor in consultation with the department.
7. Exemptions for giving an examination in a course are subject to departmental policy on examinations and reporting. If a course is exempt from examination, this must be stated in the course outline, and the Registrar's Office must be informed of the exemption.
8. No tests will be held nor assignments made due during the final two weeks of any academic term unless these tests and formal assignments are included on the course outline distributed at the beginning of each academic term. Examination scheduling is covered in items 2 and 7 above.
9. Grades for all courses having examinations must be received in the Registrar's Office five days after the scheduled examination day.
10. Students are cautioned to not make travel arrangements until exams are completed during the examination period as end of term travel plans are not a valid reason to miss an examination.
11. Students are not permitted to write examinations prior to the regularly scheduled examination for their class. In the case of online courses with proctored exams, students who live within 100 km of the Mount must write their examination(s) on campus during the scheduled time.

General Exam Rules for Students

1. Nothing may be taken to the student's seat except materials authorized for the examination.
2. Anything which is not authorized by the instructor or chief proctor must be left at the front of the examination room. Such items include (but are not limited to) jackets, backpacks, text books, notes and purses.
3. Unauthorized computing, data storage, and communication devices must be turned off and left at the front of the examination room.
4. In the case of open-book exams, students will be permitted to have material at their seats that has been pre-authorized by their instructor.
5. Calculators may be used at the discretion of the instructor.
6. With the exception of clear plastic water bottles with no writing on them, food and beverages are not permitted in the examination room.
7. Students are not permitted to wear brimmed hats while writing exams.
8. There will be no talking in the examination room.
9. Students must display their valid Mount Saint Vincent University Student ID Card during each exam.
10. Students may begin their exams as soon as they are seated; however, shortly after they begin their exams, a

sheet will be circulated on which they must write their name beside the appropriate seat number.

11. No student may leave the examination room during the first twenty minutes of the exam. Latecomers will be admitted to the examination room only during the first twenty minutes.
12. Students requiring assistance should raise their hands and not leave their seats.
13. When students have finished their exam, they should write their row and seat number on the cover of the examination booklets, hand their exams to one of the proctors and sign the attendance sheet for their course. Students may be required to show their valid Mount Saint Vincent University Student ID Card at this time.
14. Students found communicating with one another in any way or under any pretext; having unauthorized books, papers, electronic computing devices, data storage, or communication devices in view, even if their use is not proved; or found cheating in any way will be reported by the Chief Proctor to the course instructor and the Registrar's Office. Procedures for Academic Offences will be followed.
15. If a student misses an examination due to illness, they must inform the Registrar's Office within 48 hours of the missed examination and submit a medical certificate from a physician, directly to the Registrar's Office.

2.2.15 Academic Appeals Procedures

There are two types of appeals. 1) Grade appeals are concerned with the fair evaluation of student work and are conducted at department level. 2) Appeals concerned with the mistaken application of University regulations, including appeals against penalties imposed for academic offences, are considered by the Appeals Committee. The Registrar's role is to co-ordinate the appeals process. The Registrar's Office will advise students on procedural matters upon request; they do not provide advocacy services.

These procedures are in place to ensure that student appeals are dealt with in an equitable and orderly fashion. All concerns about grading should be resolved at the level nearest the student whenever possible. Students should approach their professor as soon as a concern is identified and request an informal re-assessment of the grade under consideration. It is not necessary to wait until the course is over to request consideration of a grade. Mutually agreeable settlements may be made between the professor and the student informally at any time in the process.

If students have concerns about the way a course is being managed, rather than with their own grade, they should speak to their professor or to the department Chair as early in the term as possible. The Academic Appeals policy is not intended to apply to course management issues.

2.2.15.1 Grade Appeals

Stage One: Informal Grade Query and Grade Analysis

The student with a grade concern must approach the faculty member to discuss the grade. This step should be taken within two weeks of notification of the grade, if the grade is an interim mark. Final grade queries must be initiated by the deadlines shown on page 8. The faculty member will conduct a grade analysis if requested. A grade analysis involves confirming that all grades were recorded correctly.

If still dissatisfied, the student may move to Stage 2. Stage 2 is initiated by contacting the Registrar's Office to complete the Academic Appeals form. The Academic Appeals form is copied to the department Chair, the Dean, and the

faculty member concerned. If not carried out at Stage 1, a grade analysis is conducted before a re-read in order to ensure that any arithmetical errors are corrected.

Stage Two: Re-read

A re-read shall involve reconsideration of the student's coursework, including the final examination, if any. It shall be the responsibility of the student to preserve all exercises, papers, reports and other graded material for the course except the final examination paper, and to submit the originals of these documents with the application for a re-read. Work not submitted, and courses or aspects of courses in which it is not possible to review the student's work, cannot be taken into consideration.

Students must initiate a re-read by the appropriate deadline listed in the table at the end of this section within two weeks of completion of Stage 1.

By initiating a re-read, the student forfeits the grade originally assigned and understands that a grade will be assigned as a result of the re-read process. Grades may go down as well as up, and the grade decision reached after a re-read is final.

A re-read will be conducted as follows:

1. The Registrar will convey the re-read request with copies of all relevant materials to the department Chair (or to the appropriate Dean if the Chair is the instructor, or if there is no Chair).
2. The re-read will be conducted by two professors designated by the department Chair or the appropriate Dean. Those conducting the re-read will be provided with copies of the course outline and marking criteria, as appropriate. Normally the professor who assigned the original grade will not re-read the work at this stage unless no other faculty with competence in the area are available. Regrading results are reported, giving the grade awarded and the basis for the decision, within three weeks of the date of the request for a re-read.
3. The department Chair will determine the result of the re-read, after consultation with the Dean, if necessary, and report the grade to be assigned in writing to the Registrar. If the department Chair and the Dean are the same person, an alternate Dean will be consulted, if necessary.
4. The Registrar will convey the result to the student, the appropriate Dean, and the faculty member and will amend the student's transcript of grades accordingly.
5. The results of a re-read are final and do not constitute grounds for further appeal.

2.2.15.2 Appeal of Misapplication of University Regulations by Petition to the Committee on Academic Appeals

Students who have reason to believe they have been subject to a misapplication of an academic regulation or that the imposition of academic regulations would create undue hardship have the right to submit their case to the Committee on Academic Appeals.

A petition to the Committee on Academic Appeals must be based on solid evidence. An appeal must be initiated within three weeks of the incidence of the alleged mistaken treatment under appeal. The Committee has the right to refuse to hear cases it judges to be without substance or if the outcome of a grade appeal is the only point in dispute.

Procedures for This Type of Appeal

1. Application for an appeal to the Committee must be made in the form of a signed and dated letter, accompanied by

an Academic Appeal Petition form, available from the Registrar's Office. The basis of the appeal should be clearly stated in the letter of appeal and decisions will be based on this information alone. Thus, applicants must ensure that all relevant information is stated in the letter of appeal. Applicants are advised to contact the Registrar's Office for advice while collecting information for their appeal in order to ensure that all necessary information is included. Students will state in writing their specific complaint and the action already taken to seek a remedy. This written representation should be directed to the Registrar and all supporting documents must accompany it. At this point the faculty member involved will be informed by the Registrar that a petition to the Committee has been launched.

2. The Registrar will forward any relevant material with the letter of appeal to the Chair of the Committee on Academic Appeals. The Committee has the right to dismiss a case as unfounded at this stage.
3. If the Committee determines that a hearing will take place, applicants will be notified of the date and time their appeal will be heard and invited to attend and be heard at that time. Members of the Committee cannot participate in the hearing of any appeal arising from an action to which they have been a party. The conduct of the hearing is described below.
4. The Chair of the Committee on Academic Appeals will report the results of the Committee's consideration and the reasons for its decision to the student, professor and Registrar. The decision of the Committee is final and there is no avenue for further appeal.
5. All proceedings of the Committee are confidential.

2.2.15.3 Academic Appeals Committee Procedures

Appeals related to academic matters (misapplication of university regulations and academic offences) will be considered by the Academic Appeals Committee, a standing committee of the University Senate, with membership as follows:

- six members of faculty, one of whom will be designated as the Chair of the Committee and three of whom will be alternates
- four students, two of whom will be alternates
- the Registrar as a resource (non-voting)

Faculty and students who have a conflict of interest, such as having been involved previously with the case under consideration, will withdraw from the Committee. In the event that the Registrar and Associate Registrar have both been involved in the case, an alternate Dean will serve as the resource member on the Committee.

The Registrar will forward the written appeal and supporting material to the Academic Appeals Committee, the student, and the faculty member.

With reasonable notice, but normally within three weeks, the Academic Appeals Committee will invite both parties to a hearing to state their respective cases. The Committee will have the right to call on the department Chair and/or the Dean as appropriate to the hearing.

The hearing will occur whether the parties involved choose to be present or not.

Written materials submitted from the faculty or student subsequent to the initial request for an appeal will be provided to both parties. Normally these materials will be received 48

hours in advance of the hearing. When this is not the case, the hearing may be delayed at the request of either party.

Hearing Procedures

1. The purpose of the hearing is to ascertain the facts. Both the student and faculty will be invited into the hearing by the Chair of the Committee and asked to present their respective cases and will be permitted to cross examine the evidence.
2. The Chair of the Committee has the authority to maintain order during the hearing. The faculty and student are permitted to have a supporter present at the hearing. Such supporters will appear as advisors, not advocates, and may speak briefly on behalf of their advisees. Supporters are not permitted to cross examine other participants or members of the Committee at the hearing. The Chair of the Committee will ensure that both parties have sufficient opportunity to be heard.
3. At the conclusion of the hearing, both parties and any supporters will leave and the Committee will begin deliberations in camera.
4. The decision of the Committee is final. The decision and the reasons for it will be communicated to the student, the professor, and the Registrar in writing.

2.2.16 Academic Offences

The University recognizes that while members of the community are committed to promoting academic integrity, offences will occur and procedures are needed to deal fairly with these offences. Academic offences are violations of academic integrity. These include, but are not limited to, plagiarism, cheating and misrepresentation related to academic work.

In addition to this section of the Calendar and statements in course outlines, students will consult with their instructors if in doubt about what constitutes academic offences in individual courses and situations.

2.2.16.1 Plagiarism

Plagiarism is presenting someone else's words or ideas obtained from any source, including the Internet, as though they were one's own. Specific offences include, but are not limited to, the following:

- using copied material without enclosing that material in quotation marks and/or without appropriately acknowledging its source;
- paraphrasing or summarizing the original wording too closely;
- omitting acknowledgment of the source of paraphrases and summaries;
- submitting work that has been written in full or in part by someone else.

If students have questions about the correct citation format for any aspect of their academic assessments (written or oral), they should consult their faculty and the library's resource collection on academic integrity.

2.2.16.2 Cheating

Cheating includes, but is not limited to, the following:

- receiving or giving academic information or assistance during a test or an examination;
- using unauthorized material during a test or examination. This may include, but is not limited to, notes, books, calculators, and communication devices;

- submitting for a take-home examination or test work that has been written in full or in part by someone else or has had the benefit of assistance from some other person;
- submitting false information of any kind in written or oral format. This includes, but is not limited to, data and observational anecdotes;
- obtaining examination questions, tests, or assignments by any unauthorized means;
- impersonating another student or having someone impersonate oneself in class, at an examination or test, or in any other situation in which one is evaluated;
- submitting work for which one has already received academic credit, unless authorized to do so by the instructor;
- permitting an assignment of one's own to be used by another for academic credit.

2.2.16.3 Other

Includes, but is not limited to, selling, purchasing, borrowing or lending academic work for submission for academic credit.

2.2.16.4 Procedures for Dealing with Plagiarism, Cheating and Other Academic Offences

When an academic offence is suspected, the faculty member will make every reasonable effort to meet as soon as possible with the student(s) and provide an opportunity for explanation or defence against the allegation. The faculty member may consider having another faculty member with her/him when meeting with the student, in which case, the faculty member will provide an opportunity for the student to bring another student to the meeting. Where students are unavailable for a face-to-face meeting (as may be the case for some Online Learning students), the discussion can take place by e-mail or telephone. If the student fails to respond to a request for a meeting or does not attend a pre-arranged meeting or does not provide a satisfactory explanation for the suspected academic offence, then the faculty member may decide to proceed with a formal charge. Before recommending a penalty and filing a report, the faculty member will consult with the department Chair. If the faculty member is the department Chair, another member of the department will be consulted.

1. If a formal charge is to be made, the faculty member will send a written report of the offence (including relevant documentation and recommended penalty based on the University guidelines) to the Dean copied to the Registrar and department Chair within five working days following the meeting with the student(s). Penalties may range from a grade of zero in an assignment in a course to expulsion from the University.
2. The Dean will review the recommended penalty to ensure that it is consistent with penalties for similar offences. The Registrar's Office will review the file(s) of the student(s) charged to determine whether the student(s) has been guilty of previous offence(s) and provide relevant information to the Dean. Should questions of consistency arise or previous offences be on file, the Dean may revise the recommended penalty. The final decision as to the penalty to be assessed rests with the Dean. Within five working days of receiving a report from the faculty member, the Dean will confirm or revise the penalty and report to the Registrar with a copy to the faculty member and department Chair.

3. The Registrar's Office will send notification of the penalty assessed, by registered mail, together with a summary report of the charge presented, to the student(s) involved within ten working days of receiving the Dean's report.
4. If the recommended penalty is expulsion, the Dean will make a recommendation, in writing, to the President with a copy to the Registrar. The President will then confirm or revise the penalty. The University President will send the notification to the student(s) with copies to the Registrar, faculty member, department Chair and the Dean.
5. Subject to any appeal decisions, all documents related to the charge will be a permanent record in the student's file. This information will be available to the Dean and those involved in any appeal process regarding subsequent charges of academic offences.
6. The student(s) will have the right to respond in writing to this notification within 15 working days of its having been sent to her/him (them). The response will be placed on file with copies to the faculty member, department Chair and the Dean (and President, in the case of expulsion). The student(s) will have the right to appeal the decision and/or the related penalty to the Academic Appeals Committee (see Appeals).
7. Two years following an assessment of a penalty transcript notation, if there is only a single "F" with a notation on the student's transcript; the student may appeal to have the notation removed from the transcript. This appeal must be made within ten years from the time the offence was noted on the transcript. The Appeals Committee will consider the student's entire file in assessing the appeal to remove the notation.

2.2.16.5 Misrepresentation

Misrepresentation includes, but is not limited to, the following:

- misrepresenting or involving others in misrepresenting one's personal circumstances in order to obtain special consideration in one's academic work;
- submitting fraudulent medical documents;
- submitting fraudulent documents or materials (e.g., in support of an application for admission to the University);
- failing to disclose and/or falsifying previous post-secondary study when applying to the University.

2.2.16.6 Procedures for Dealing with Misrepresentation

In specific cases involving misrepresentation, whoever becomes aware of an incident should report it, in writing, to the Registrar and/or Dean, depending on the situation. When the Registrar identifies a potential offence in this category, it will be dealt with as follows:

1. When the Registrar and/or Dean has reason to suspect that an academic offence has occurred, the Registrar and/or Dean will provide an opportunity for the student to discuss the incident for clarification purposes.
2. Following this discussion, the Registrar and/or Dean will determine whether or not an academic offence has occurred. If it is determined that an offence has occurred, a written report (including relevant documentation and recommended penalty based on the University guidelines) will be sent to an alternate Dean who will assess the penalty (which may range from zero in an assignment to expulsion from or denial of admission to the University).
3. Within seven working days of determining the penalty, the Registrar will send notification to the student with copies

to the department Chair and, where appropriate, to the faculty member and/or Dean.

4. If the recommended penalty is expulsion, the Dean will make a recommendation, in writing, to the President with a copy to the Registrar and, where appropriate, to the faculty member. The President will then confirm or revise the penalty. The University President will send the notification to the student with copies to the Registrar, faculty member, department Chair and the Dean.
5. Subject to any appeal decisions, all documents related to the charge will be a permanent record in the student's file.
6. The student has the right to respond in writing to this notification and the supporting documentation to the Registrar within 15 working days of receipt of the notification. The response will be placed on file with copies, where appropriate, to the faculty member, department Chair and the Dean (and President, in the case of expulsion). The student will have the right to appeal the decision and/or the related penalty to the Academic Appeals Committee.
7. Two years following an assessment of a penalty transcript notation, if there is only a single "F" with a notation on the student's transcript; the student may appeal to have the notation removed from the transcript. This appeal must be made within ten years from the time the offence was noted on the transcript. The Appeals Committee will consider the student's entire file in assessing the appeal to remove the notation.

2.2.17 Academic Offence Appeals Procedures

Appeals related to academic offences will be considered by the Academic Appeals Committee, a standing committee of the University Senate, with membership as follows:

- six members of faculty, one of whom will be designated as the Chair of the Committee and three of whom will be alternates
- four students, two of whom will be alternates
- the Registrar as resource (non-voting)

Faculty and students who have a conflict of interest, such as having been involved previously with the case under consideration, will withdraw from the Committee. In the event that the Registrar is involved in the case, an alternate Dean will serve as the resource member on the Committee.

A student wishing to appeal the decision that an academic offence has occurred and/or the related penalty will do so within 15 working days of the issuance of the report from the Registrar (or in the case of expulsion, from the President), by sending a written appeal to the Chair of the Academic Appeals Committee, in care of the Registrar.

The Registrar will forward the written appeal and supporting material to the Academic Appeals Committee, the appellant and the faculty member. The supporting material shall include:

- the written report from the faculty member, the Dean and in the case of expulsion, the President;
- accompanying materials received;
- a summary of any notations of academic offences in the student's file.

With reasonable notice, the Academic Appeals Committee will invite both parties to a hearing to state their respective department Chair and the Dean (and the President, in the case of expulsion). The Registrar will follow through on the Committee's decision. cases. The Committee will have the

right to call on the department Chair and/or the Dean, as appropriate, to the hearing.

The hearing will occur whether the parties involved choose to be present or not. Written materials submitted from the faculty or student subsequent to the initial request for an appeal will be provided to both parties. Normally these materials will be received 48 hours in advance of the hearing. When this is not the case, the hearing may be delayed at the request of either party.

Hearing Procedures

The purpose of the hearing is to ascertain the facts. Both the student and faculty will be invited into the hearing by the Chair of the Committee and asked to present their respective cases and will be permitted to cross examine the evidence.

The Chair of the Committee has the authority to maintain order during the hearing. The faculty and student are permitted to have a supporter present at the hearing. Such supporters will appear as advisors, not advocates, and may speak briefly on behalf of their advisees. Supporters are not permitted to cross examine other participants at the hearing or members of the Committee.

The Chair of the Committee will ensure that both parties have sufficient opportunity to be heard. At the conclusion of the hearing, both parties and any supporters will leave and the Committee will begin deliberations in camera.

After deliberations, the Academic Appeals Committee will determine by majority vote whether to:

- uphold or deny the charge, and
- confirm or alter the penalty imposed.

A written report of the decision and any penalty will be sent to both parties with copies to the faculty member, department Chair and the Dean (and the President, in the case of expulsion). The Registrar will follow through on the Committee's decision.

2.2.18 Penalties for Academic Offences

Offence	Penalty	Transcript Notation
Error in citation, misjudgement in applying citation ¹	Reduction of marks appropriate to the citation. No report filed	None
First offence of plagiarism or offence other than cheating	0 in paper to F* in course depending on the seriousness of the offence (sentences/paragraphs vs. significant portion to full text)	Notation dependent on penalty. If F* noted as final grade, transcript key indicates this grade assigned due to academic offence
Second offence of plagiarism or offence other than cheating	F or F* in course depending on seriousness of the offence and previous offence (of any type)	If F* noted as final grade, transcript key indicates this grade assigned due to academic offence
Third offence of plagiarism or offence other than cheating	F* to partial or complete loss of credit for academic calendar year ²	F* noted as final grade, transcript key indicates this grade assigned due to academic offence. If loss of credit, transcript indicates loss of credit due to academic offence
Fourth offence of plagiarism or offence other than cheating	Suspension or expulsion	Transcript indicates academic suspension or expulsion due to academic offence
First offence of cheating related to an assignment, writing a test, midterm or final exam	0 on assignment or test to F* in course depending on the seriousness of the offence	If F* noted as final grade, transcript key indicates this grade assigned due to academic offence
Second offence of cheating related to an assignment, during the writing of a test, midterm or final exam	0 on assignment or test to F* in course and suspension or expulsion depending on the seriousness of the offence and previous offence (of any type)	If F* noted as final grade, transcript key indicates this grade assigned due to academic offence. Academic suspension or expulsion due to academic offence
Assisting in any offence by knowingly providing the information by any means	F or F* in course depending on seriousness of the offence and previous offence (of any type)	If F* noted as final grade, transcript key indicates this grade assigned due to academic offence
Unknowingly contributing to the above is not considered an academic offence		
Arranging for an imposter to write a test, midterm or final exam	Loss of credit for the academic calendar year and suspension or expulsion	Transcript indicates loss of credit due to academic offence or academic suspension or expulsion due to academic offence
Misrepresentation in academic work	0 to F* depending on seriousness and number of previous offences	If F* noted as final grade, transcript key indicates this grade assigned due to academic offence
Fraud, omission or misrepresentation of information in the application process to the University (for example, presentation of fraudulent credentials including those purchased from "credential providers," omission of previous post-secondary institution attended, fraudulent letters of reference or information presented on résumés)	Denial of admission to the University, expulsion if the offence is detected after admission or revocation of degree, diploma or certificate	Academic expulsion due to academic offence. Transcript notation of date of revocation of credential

¹ While not an offence, it is subject to a penalty at the discretion of the faculty member

² Academic calendar year begins September 1 and ends on August 31

Note: Previous offences in all categories will be considered when assessing penalties. Students in graduate programs who receive a grade of F are required to withdraw from the program.*

2.2.19 Student Conduct

MSVU is committed to maintaining a safe environment that promotes learning and personal development. All students have rights and responsibilities, which are set forth in the Non-Academic Discipline Policy (<http://www2.msvu.ca/DocumentCentral/Documents/Non-Academic%20Discipline%20Policy.pdf>). That policy sets out what constitutes misconduct that would be subject to discipline and procedures for making and addressing complaints. The definitions of misconduct include, among others: conduct which threatens or endangers the health and safety of any member of the University community on- or off-campus; use of abusive or obscene language or gestures at any university sponsored functions or operations; obstruction or disruption of any university or Students' Union sponsored function; failure to comply with the instructions of university or Students' Union officials acting in the performance of their authorized duties; and violation of any law of Canada.

Procedures

Complaints may come from any member of the University community and should be directed to the Office of Student Experience (EV201 or by email to ose@msvu.ca). They must be in writing and in as much detail as possible regarding the misconduct being alleged. The AVP Student Experience then forwards a copy of the complaint to the respondent asking for a written response and may begin informal resolution processes or the formal process. If the complaint is addressed through the formal process, an investigation is completed and the report is provided to the Chair of the Student Judicial Committee. That committee has the power to impose sanctions. The decision can be appealed. Note that all disciplinary and appeal procedures are designed to follow principles of natural justice and are fully articulated in the Non-Academic Discipline Policy. Students are also expected to abide by and are subject to the procedures in the MSVU Anti-Harassment and Discrimination Policy (<http://www2.msvu.ca/DocumentCentral/Documents/Anti-Harassment%20and%20Discrimination%20Policy.pdf>) and the Policy Against Sexual Violence (<https://www2.msvu.ca/DocumentCentral/Documents/MSVU%20Policy%20Against%20Sexual%20Violence.pdf>).

2.2.20 Email Communication

Every student at the Mount is assigned a Mount email account. The University requires all students and faculty to use their Mount email account when communicating course and University information. For quick access to Student Email log in to msvu.ca/mymount

2.2.21 Regulations Governing Computer Use

To promote the responsible and ethical use of Mount Saint Vincent University computing resources, all Mount computer users will be expected to adhere to the computer use regulations described here. In addition to these norms, users may also be subject to additional regulations set by those responsible for a particular computing facility. Such regulations must be publicized. With due regard for the right of privacy of users and the confidentiality of their data, authorized university staff will routinely monitor computing activity in order to safeguard the security and smooth operation of Mount computing resources.

Individuals must respect the rights of other authorized users. The following activities are prohibited:

- using the computer access privileges of others or sharing one's username and password; interfering with the security or confidentiality of other users' files or maliciously destroying any computer-stored material including that in primary storage;
- impeding others or interfering with their legitimate use of computing facilities (this includes, but is not limited to, sending obscene, threatening, or repeated unnecessary messages or downloading pornographic material);
- illegally copying programs or data that are the property of the University or other users or putting unauthorized or forbidden software, data files, or other such computer-related material on university computers;
- interfering with the normal operation of computing systems or attempting to subvert the restrictions associated with such facilities;
- using computing resources for purposes not in accordance with educational and/or research activity;
- failing to follow specific rules set out by the faculty member or department in charge of the course for classes, tests, or exams held in a computer lab;
- using the Internet and other computing resources for purposes deemed to be "recreational" to the detriment of curriculum-related uses.

Violations of the rules or procedures as published may result in withdrawal of computer access for the individual concerned and in all Mount Saint Vincent University usernames/user-ids owned by that individual being disabled.

Procedures for Dealing with Student Violations

The specific procedures to be followed when a student allegedly violates the Computer Use Regulations will depend upon the nature and severity of the violation. Infractions may also be dealt with under the provision of the Student Judicial Code, Fair Treatment Policy, Sexual Harassment Policy, or departmental or other academic policies. Violations may also lead to referral to law enforcement authorities.

► *Level One*

The faculty or staff member and/or her/his chairperson or supervisor will speak to the student who has been accused of violating the Computer Usage Agreement. A mutual resolution will be sought, followed by a short memo to the Director of Information Technology and Services (IT&S), and a copy to the student. The memo should simply outline the name of the student, indicating that they were spoken to about a computer usage issue and that a satisfactory resolution has been found. This will allow repeat offences of seemingly one time or innocent violations to be monitored, in case the same issue has come up with another faculty member.

► *Level Two*

Level two offences will be defined as repeat offences of level one. The Director of IT&S will forward the information to the Associate Vice President of Student Experience for appropriate action based on the nature of the offences. This could include the involvement of the Student Judicial Committee, the Registrar, or the Sexual Harassment

Advisor. Procedures of the specific policy or code will be followed.

► *Level Three*

Level three offences are those offences that are more serious in nature and which pose an immediate threat to the campus network. In such cases, faculty should contact the Director of IT&S immediately to identify the issue. In these cases, IT&S network staff may be the first party to identify the issue. The Director of IT&S, in consultation with the University President or her designate, will immediately terminate the student's access to the Mount's computing facilities. The process will then continue in accordance with the guidelines noted for level two offences.

2.2.22 Privacy of Information

Freedom of Information and Protection of Privacy (FOIPOP)

In 1993, the province of Nova Scotia enacted the Freedom of Information and Protection of Privacy Act. Its purpose is to make public bodies more open and accountable to the public in the way they acquire, use and dispose of information. This is achieved in a number of ways including:

- giving the public a right of access to records in the custody and control of the University, subject only to limited and specific exemptions;
- giving individuals a right of access to personal information held by the University about them and allowing them the opportunity to request a correction to said information;
- specifying limited exemptions to the right of access;
- ensuring appropriate collection, use and disclosure of personal information.

The Act also provides the opportunity for individuals to request information, making public bodies directly accountable to each citizen.

A complete copy of the Nova Scotia Freedom of Information and Protection of Privacy Act is available on the government web site at <http://foipop.ns.ca/legislation.html>.

Personal Information and Protection of Electronic Documents (PIPEDA)

PIPEDA, which came into force January 1, 2001, establishes new rules for privacy. The rules recognize the rights of individuals to control the use of their personal information. The rules also impose obligations on organizations to protect personal information in a manner that a reasonable person would consider appropriate in the circumstances. This legislation protects the privacy rights of all Canadians as it applies to every organization that collects, uses or discloses personal information in the course of commercial activities.

A complete copy of Bill C-6, the Personal Information Protection and Electronic Documents Act is available on the Privacy Commissioner's web site at privcom.gc.ca.

Privacy Act

Under the federal Privacy Act, individuals can request access to their own, individual information held in federal information banks, including those held by Statistics Canada.

Notification of Disclosure of Personal Information to Statistics Canada and the Maritime Provinces Higher Education Commission Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name et student ID number), student contact information (address and telephone number), student demographic characteristics, and enrolment information.

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

Students may contact Statistics Canada via e-mail if they have any questions:

statcan.PSIS-SIEP.statcan@canada.ca

Maritime Provinces Higher Education Commission

The MPHEC collects the data described above on behalf of Statistics Canada. In addition, it archives these data and uses them to generate basic statistics, research products, as well as the sampling frame for its university graduate survey. These activities support its mandate, which is to assist institutions and governments in enhancing the post-secondary learning environment. The legal authority for these activities is provided by the Maritime Provinces Higher Education Commission Act. The MPHEC publishes information in aggregate form so that personal information concerning any person is never revealed. The MPHEC may disclose personal information for the purpose of research, in alignment with its mandate, and as authorized the MPHEC Act.

For more information, consult the MPHEC's Privacy Statement at: www.mphec.ca

2.2.23 Other Regulations

In addition, students availing themselves of university services and facilities are expected to abide by the procedures and regulations accompanying the same.

2.2.24 Graduation

Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation rests ultimately with the student.

Senate confers certificates, diplomas, and degrees twice each year in the spring and in the fall. Normally, convocation is held in May and in October.

Students must submit an Application to Graduate form found online at msvu.ca/convocation by the specified deadlines - see Important Dates in the University Year on page 9. A graduation fee is also required. Conferred credentials will not be made available to students until all accounts have been paid in full.

Participation in Convocation Ceremonies

Students who wish to participate in the formal ceremonies of convocation do so at the ceremony immediately following completion of the academic requirements for their credential. Students who do not wish to participate in convocation ceremonies may receive their credential in absentia by informing the Registrar's Office. Information on the ceremonies and the in absentia alternative are automatically sent to students who file an Application to Graduate form with the Registrar's Office.

When financial arrears prevent students from graduating, they become eligible to participate fully in the next scheduled convocation ceremony following their full payment of fees owed. Students wishing to do this should contact the Registrar's Office as soon as their debt is cleared.

2.2.25 Prizes Awarded At Convocation

Senate Medals of Distinction

Pewter medals are awarded by the Senate to recognize the top graduating students nominated by each program area. These medals are presented at both the spring and fall ceremonies.

President's Prize

Special award donated by the University President are given to members of the spring and fall graduating classes whose energy, generosity and commitment have enriched the University during their time as students, and who show promise that their commitment will continue as alumni.

Kappa Gamma Pi

Kappa Gamma Pi is the National Catholic College Graduate Honour Society. Membership is based on scholarship, leadership and service. Members are selected not only for recognition of past accomplishments but also in anticipation of future service.

Governor-General's Medal

Donated by the Governor-General of Canada this medal is given once per year at the graduate level to the top graduating master's student. Presented annually at the spring convocation. Students graduating the previous fall are equally eligible with spring graduands for this award.

Graduate Thesis Award

A special award presented by the Graduate Studies Scholarships, Assistantships & Awards Committee to a student who has completed a thesis of exceptional quality including evidence of well-developed, independent research skills and contribution to his/her academic discipline. Presented annually at the fall convocation. Students graduating the previous spring are equally eligible with fall graduands for this award.

Financial Information

3

Financial Information

3 - Financial Information

3.1 Financial Awards

Many Scholarships, Bursaries, Awards and Prizes at Mount Saint Vincent University have been made possible through the generosity of donors who have chosen to support the University in achieving its goal of ensuring post-secondary education is accessible to all learners.

3.1.1 External Financial Assistance

Many students partially finance their education through the Canada Student Financial Assistance Program administered by their home province. For details, contact your provincial student financial assistance office. The address in Nova Scotia is:

Student Assistance Office
PO Box 2290, Halifax Central
Halifax NS B3J 3C8
Metro telephone number: 902-424-8420
Toll free: 1-800-565-8420
Website: novascotia.ca/studentassistance

The Financial Aid Office is available to assist students with their student assistance applications and to provide information on other types of financial assistance. Employment opportunities are available at the University for students who wish to work part-time, through the Student Works Program, library student assistants, Athletics and Recreation, MSVUSU and Chartwells. Most student jobs (both on-campus and off-campus) are posted on careerconnects.msvu.ca.

Career Services in McCain 312 can also assist with your job search. They can be found at www.msvu.ca/careerplanning or by email at careerplanning@msvu.ca

The Financial Aid Office maintains information on bursaries external to Mount Saint Vincent University. This information is posted on the website's External Awards and Scholarships page.

3.1.2 Bursaries Available Through Mount Saint Vincent University

Bursaries are need-based awards intended to assist students experiencing financial challenges with the costs of attending Mount Saint Vincent University. All bursaries awarded through Mount Saint Vincent University require a formal application which includes specific and detailed financial information. The University offers an annual In-Course bursary program; applications are available at msvu.ca/financialaid annually by October 1.

Students who apply for Mount Saint Vincent University bursaries are expected to have applied for all appropriate government student assistance for which they qualify. Those who have not must submit a letter citing the reasons and circumstances why they have not availed themselves of student aid programs or their application for a Mount bursary will not be considered. Applications missing required financial information will not be considered when awards are allocated. Students with questions or concerns are encouraged to contact financial.aid@msvu.ca as early as possible in the application process.

In-Course Bursaries

Mount Saint Vincent University In-Course Bursaries are applied to students' accounts for January of each year (applications are open during the month of October). Any student registered in a Mount Saint Vincent University credential program may be eligible to apply. Awards ranging from \$100 to \$2000 are made according to established and documented financial need. Students are required to submit a detailed financial disclosure application and supporting documents. For further information, contact the Financial Aid Office at Financial.aid@msvu.ca

Completed In-Course Bursary applications must be received by the Financial Aid Office by 4:00 p.m. on November 1, 2024.

Endowed Bursaries

Mount Saint Vincent Endowed Bursaries are awarded as part of the In-Course Bursary program. Students are considered for these endowed bursaries based upon their In-Course Bursary applications, no separate application is required.

Please note that the listing of bursaries is accurate at the time of publication, but that changes may occur. For more information, visit: msvu.ca/financialaid

Alice Graydon Paris and Barrie Graydon Knight Bursary

Established by Terrence Paris to honour his mother and brother and by Geoffrey Paris to honour his wife and stepson. This bursary will provide financial assistance to a single parent with demonstrated financial need studying at Mount Saint Vincent University.

Anna Macdonald Godwin Memorial Endowed Bursary

Established by Susan Mills (Diploma in Legal Secretary Studies '77) in memory of her mother, Anna Macdonald Godwin, an MSV College graduate (BA '39, Diploma in Education '40) and a devoted member of the MSV Alumni Association, in recognition of her passion for lifelong learning and helping those less fortunate. This bursary is awarded annually to a student who is in good academic standing, in any area of study, with first preference to a client, past or present, of Alice Housing, or a member of their family. If a student meeting the first criteria is not available, consideration will be given to either a single mother or a student athlete in good academic standing and in financial need.

Black Student Bursary

The Black Student Bursary is awarded annually to a student(s) of African Nova Scotian descent, entering or enrolled at Mount Saint Vincent University, who is in financial need.

Black Tie Bursary

The Black Tie Bursary was established by the Mount Saint Vincent University community to celebrate the legacy of Black Tie Dinner & Bingo (previously Bingo 4 Bursaries) which lasted for 14 years. This bursary shall be awarded annually to a student who has demonstrated financial need.

Catherine and Douglas Clancy Endowed Bursary

Established by their daughter, Mary Clancy BA (Hons) '70 the Mount; LLB '74 Dalhousie; LLM '76 London, Mount Alumni President 1985-87, life member of the Alumni Association '89, professor of family law, and former Member of Parliament. This gift to the Learning and Leading capital campaign honours Mary's parents, Catherine and the late Douglas Clancy. First preference will be given to female students with a proven interest in public service and public policy through political activity, community activity, or student leadership. Students may apply for and hold this bursary more than once, depending on their financial need.

CCJ Childcare Endowed Bursary

Established by members of the University's senior academic administration, this bursary is awarded annually to a single parent of small children to subsidize child care at the Mount Child Study Centre, in order for the student to continue her/his education.

Dr. Catherine T. Wallace Endowed Bursary

Established by many friends and family in memory of Dr. Catherine T. Wallace. A noted educator, Dr. Wallace was the fourth president of Mount Saint Vincent University, 1965-1974. Under her leadership, expansion of the library, science, administration and physical facilities were undertaken. She was responsible for the formulation of the Charter which changed the name from college to university. She established a Board of Governors and Senate and pioneered outreach to women through the University's continuing education program. She was loved and admired for her deep conviction, vision and commitment to the Mount. Dr. Wallace received the Order of Canada and honorary degrees from 13 universities, including Mount Saint Vincent. Awarded to students demonstrating financial need.

Helena Edna d'Entremont Memorial Endowed Bursary

Established by the Edwards Family Charitable Foundation, in memory of Helena Edna d'Entremont, BBA '92. This bursary will be awarded annually to a mature student enrolled at Mount Saint Vincent University, who has demonstrated financial need, with preference to a single parent.

Indigenous Student Bursary

Established by the Sisters of Charity - Halifax, the Aboriginal Student Bursary is awarded annually to an Aboriginal student. Preference will be given to a female returning to studies as a mature student.

Jane Hurshman-Corkum Endowed Bursary

This bursary was initiated by the Mount's Women's Studies Society in recognition of Jane Hurshman-Corkum (1949-1992). The bursary fund recognizes the obstacles to be surmounted by survivors of violence and the many supports needed to build new directions. The bursary will assist female students who are survivors of violence and in need of financial support.

In addition to submitting the usual bursary form, applicants must also submit a "supporter statement" which can be found online and reads as follows: "(Student's name) is known by and has been supported by the undersigned in her quest to survive and surmount the violence she has experienced in her life."

This "supporter statement" may be signed by anyone the applicant chooses to ask who has played a supporter role to

the applicant and may include, but is not limited to, such people as a personal friend, relative, minister, doctor, transition house worker, crisis worker, lawyer, court worker, social worker, therapist.

It is not necessary for applicants to supply any details whatsoever about the nature or extent of their experiences. The purpose of the "supporter statement" is solely to verify that the applicant has suffered and survived violence and is, therefore, eligible to be considered for this particular bursary award.

Janet (Pottie) Murray Endowed Bursary

Established by Dr. T.J. (Jock) Murray and children to honour his wife and their mother, Janet (Pottie) Murray. Janet was Chair of the Board of Governors from 1980 to 1983 and is a loyal Mount alumna. This bursary will provide financial assistance to a female student with demonstrated financial need studying at Mount Saint Vincent University.

Judith H. Gold Endowed Bursary

Awarded annually to a student in good academic standing with documented financial need and who is a single parent with one or more dependent children. Established by Judith H. Gold, MD, FRCPC, FACPpsych, FAPA, in 1987 upon conclusion of her term as a member of the Board of Governors and chairperson of the Board, Mount Saint Vincent University.

Kathleen Crowley Child Care Endowed Bursary

Established by friends and family in memory of Kathleen Frances Crowley, Child Development Certificate graduate and Bachelor of Child Study graduate. In recognition of Kathleen's outstanding involvement in university life and her concern for children, this award in the form of partial-time subsidy for child care at the Child Study Centre is available to a Mount student with established financial need.

Louise Ardenne Endowed Bursary

Established by Louise Ardenne (BA '89), to help a single mother or woman complete her term or courses who is the primary care-giver for a family or a friend, and who has encountered financial difficulties.

Margaret Allison Pattillo Endowed Bursary

Established in memory of Margaret Allison Pattillo, this bursary is awarded annually to a student in good academic standing with documented financial need and who is a single parent with one or more dependent children.

Marion Baker Memorial Endowed Bursary

Established in memory of Marion Baker by her colleagues at Aliant ActiMedia. This bursary is awarded annually to a student in financial need, who is enrolled in either the undergraduate or graduate Child & Youth Study programs.

Mount Saint Vincent University Faculty Association Endowed Bursary

Established by the Mount Faculty Association. This bursary will be awarded annually to a student registered at Mount Saint Vincent University. All students who have demonstrated financial need will be eligible. This award exemplifies the Faculty's commitment to our students.

MSVU Indigenous Student Bursary

Established by the MSVU community, the Indigenous Student Bursary is awarded annually to an Indigenous

student(s), entering or enrolled at Mount Saint Vincent University, who is in financial need.

MSVU Students' Union Bursary

Established by the Mount Saint Vincent University Students' Union, this bursary is available to domestic and international, undergraduate and graduate students enrolled at Mount Saint Vincent University with demonstrated financial need.

Robert S. Cochran Bursary

Established by Hilda Cochran to commemorate Robert S. Cochran's distinguished teaching and business education consulting career. It is awarded annually to a student planning to specialize in business education.

Syrian Student Bursary

Established by Mount faculty and staff in response to the war in Syria, the Syrian Student Bursary will be awarded to a student of Syrian citizenship, demonstrating financial need.

TD Aboriginal Student Bursary

Established by the TD Bank Financial Group to provide the opportunity for Aboriginal learners to pursue post-secondary studies, the TD Aboriginal Student Bursaries are awarded annually to Aboriginal students with demonstrated financial need enrolled in undergraduate or graduate degree programs at Mount Saint Vincent University.

Wilfred F. Young Memorial Bursary

The award is based primarily on financial need and is made available each year. The amount and number of awards will be determined by the Committee on Admissions and Scholarships. This bursary, established by Mary M. Young, commemorates the long and dedicated association of Wilfred F. Young with the Sisters of Charity.

Mary Anne Yurkiw Bursary

Established by Mary Anne Yurkiw, ACAD '69, BSChE '77. This bursary is awarded annually to a student enrolled in any year of study towards a Bachelor or Masters of Applied Human Nutrition degree at MSVU. Preference is for recipients to be pursuing studies full-time.

3.1.3 Scholarships

Entrance Scholarships

The following entrance scholarships are available to students entering a thesis-based Master's program. Students entering in the winter, summer and fall semesters are automatically considered. The Graduate Studies Scholarships, Assistantships and Awards Committee (GSSAAC) will select the recipients and no application is required unless noted otherwise.

Alexa McDonough Graduate Scholarship in Women and Gender Studies

Established in memory and in recognition of the life and contributions of Dr. Alexa McDonough, OC, ONS, remembered as a trailblazer for women in politics and a force for change. Alexa received an honorary degree from MSVU in 2009 and served as interim president from 2009 to 2010. This Scholarship is awarded annually to a student enrolled in the Maser of Arts in Women and Gender Studies (MA WGS) degree program at Mount Saint Vincent University.

BMO Financial Group Endowed Graduate Scholarship

Established by BMO Financial Group in support of the University's capital campaign, *Building Tomorrow Together*. This scholarship recognizes the Bank's commitment to academic excellence and to its passion for learning. Awarded annually to full-time students entering a Masters of Arts or Science program who have demonstrated academic achievement and qualities of leadership. This scholarship is awarded based on the recommendation of the GSSAAC. This scholarship is awarded in September. Students entering at any of the three semesters are considered and an application is required.

The Dr. Ramona Lumpkin, CM and Dr. William H. Blackburn Graduate Scholarship in Women and Gender Studies

Established to honour the contributions of Dr. Ramona Lumpkin, CM and Dr. William H. Blackburn to the Mount and the broader community and in recognition of Dr. Lumpkin's leadership as President and Vice-Chancellor of Mount Saint Vincent University (2010-2017), in guiding the institution towards greater equity, diversity, and inclusion as well as her lifelong commitment to the advancement of women. Two renewable scholarships will be awarded, one to a full-time student pursuing a Master of Arts in Women and Gender Studies (MA WGS) enrolled at Mount Saint Vincent University and one to a part-time student pursuing a Master of Arts in Women and Gender Studies (MA WGS) enrolled at Mount Saint Vincent University. Students entering at any of the three semesters are considered and no application is required.

Genevieve Keefe Graduate Entrance Scholarship

The Genevieve Keefe Graduate Entrance Scholarship is established by Dr. Janice Keefe in memory of her mother, a supporter of education, a mother and grandmother, and family CEO. This scholarship is awarded annually to an entrance student enrolled in the thesis-based Master of Arts in Family Studies and Gerontology degree program at Mount Saint Vincent University. Preference will be for a student who is pursuing research in the area of aging, and its application to policy or practice.

Graduate Entrance Scholarships

Four graduate entrance scholarships will be awarded to students who are beginning their first Master's program (must be thesis-based) with the highest entering undergraduate GPA. This scholarship is awarded in September. Students entering at any of the three semesters are considered and no application is required.

Harvella Endowed Graduate Scholarship

Established to recognize Mount Saint Vincent University's commitment to academic excellence. Awarded annually, on the recommendation of the GSSAAC, to a full-time student entering a thesis-based Master's degree program who has demonstrated outstanding academic excellence. This scholarship is awarded in September. Students entering at any of the three semesters are considered and no application is required.

Julie Ann Carroll Memorial Graduate Studies Scholarship

Established through a gift in the Will of MSVU alumna, Julie Ann Carroll, BA '63, this scholarship is awarded to female-identifying students doing feminist research and enrolled in a Mount Saint Vincent University graduate degree

program. Preference will be for students enrolled in the Master of Arts in Women and Gender Studies (MA WGS) at MSVU. Students entering at any of the three semesters are considered and no application is required.

International Graduate Student Scholarship

The International Graduate Student Scholarship, established by Mount Saint Vincent University, is intended to support international students who are attending MSVU. The scholarship will be awarded annually to a full-time student in any master's level program of study. This scholarship is awarded in September. Students entering at any of the three semesters are considered and an application is required.

Nova Scotia Research & Innovation Scholarship

Students entering a thesis-based program beginning in January, May or September of each year are eligible to be considered. Entering GPA, letters of reference and the statement of intent provided as part of an individual's application along with a program recommendation will be used to select the recipients. No application is required.

In-Course Scholarships

The following scholarships are available to students currently enrolled in graduate programs. The Graduate Studies Scholarships, Assistantships and Awards Committee (GSSAAC) will adjudicate the applications.

In-course scholarships are made to graduate students on the basis of coursework completed at Mount Saint Vincent University.

Application forms for these scholarships are available from program areas and on the Moodle site for graduate students.

Applicants should note that not all scholarships may be available in a given year. Please contact the Office of Graduate Studies at gradscholarships@msvu.ca or view the website above for current availability.

Please note that the listing of scholarships is accurate at the time of publication, but that changes may occur. For more information, visit: msvu.ca/scholarships

Adah Ruth Spencer Memorial Scholarship in Graduate Education

Adah Ruth Spencer, a Mount alumna, was first and foremost a school teacher for many years in Wellington, Fall River and Waverly. This scholarship, established through a bequest from the Estate of Mrs. Spencer, is awarded to a student enrolled in a Master's Degree in Education. Preference will be given to a mature student with teaching experience who is pursuing studies as a part-time student.

Alexa McDonough Graduate Scholarship in Women and Gender Studies

Established in memory and in recognition of the life and contributions of Dr. Alexa McDonough, OC, ONS, remembered as a trailblazer for women in politics and a force for change. Alexa received an honorary degree from MSVU in 2009 and served as interim president from 2009-2010. This scholarship is awarded annually to a student enrolled in the Master of Arts in Women and Gender Studies (MAWGS) degree program at Mount Saint Vincent University.

Beacon Securities Endowed Scholarship

In recognition of the University's capital campaign, *Building Tomorrow Together*, Beacon Securities Limited established this scholarship to support the women in our

community in their pursuit of higher education. Awarded annually, on the recommendation of the Undergraduate Committee on Admissions and Scholarships and/or the GSSAAC to female students enrolled in an undergraduate or graduate program who have demonstrated outstanding academic excellence, with preference to female students from the Maritimes who are fluent in English and French.

Beth Manthorne Endowed Scholarship

Established by a bequest from the late Elizabeth Kathleen Manthorne, this scholarship is awarded annually to students planning to major in, do research in, or work with average or above-average I.Q. children who have visual and/or auditory perceptual learning problems.

Catherine Anne Godwin Memorial Endowed Graduate Scholarships in Applied Human Nutrition

Established through a bequest from the late Catherine Anne Godwin, BSc in Home Economics '61 in recognition of her love for the profession of dietetics. This Scholarship is provided to two full-time students enrolled in the Master of Science in Applied Human Nutrition with internship, who have demonstrated a commitment to the profession, independence in achieving learning outcomes and who show potential to contribute to practice-based research. To be eligible, students must hold good academic standing and maintain continuous registration as well as have completed a minimum of 1.5 units of coursework.

Child & Youth Study Graduate Endowed Scholarship

This scholarship, established by the Child & Youth Study faculty, is awarded to a student who has completed at least 3.0 units towards the MA(CYS). The scholarship is awarded annually to a student who has demonstrated academic excellence and whose thesis research promises to contribute to the development of the field. All proposals successfully defended in any given calendar year may be considered for the scholarship. Application forms may be obtained from the Department of Child & Youth Study.

Application Deadline: January 15

Douglas Hideo Shinyei Memorial Endowed Scholarship

Established in loving memory of Douglas Hideo Shinyei by his wife, Martha Shinyei and his mother, Ann Shinyei. This scholarship is awarded annually to a mature male student currently enrolled in the Bachelor of Arts, combined major, minor or concentration in Gerontology or the Master of Arts in Family Studies and Gerontology, who has demonstrated a commitment (through volunteer or paid employment) to assisting the interests of the elderly. Mature students must submit a résumé detailing their previous academic achievements and educational goals in the field of gerontology. Please visit the Registrar's Office to obtain further information. Recipients are chosen by the Undergraduate Committee on Admissions and Scholarships or the GSSAAC.

F. Marie Jones Scholarship

The F. Marie Jones Scholarship, established by the family of F. Marie (Martin) Jones, BA '51, BEd '55, in recognition of Marie's life-long volunteer contributions to her alma mater, her community and more recently, her determined advocacy for residents of long-term care facilities.

This scholarship is awarded annually to a student enrolled in the thesis-based Master of Arts in Family Studies and Gerontology degree program with a focus on Gerontology.

Preference will be for a student who is pursuing research on long-term care.

Dr. George & Mrs. Shirley Cheong and Sons Memorial Endowed Scholarship

Established to commemorate the contribution of Dr. George S.C. Cheong to MSVU's graduate program in education and in memory of his sons, Philip and Patrick, and his spouse, Shirley (Hsiao) Cheong. The scholarship is awarded to a professional educator pursuing graduate studies in educational psychology or a graduate student enrolled in the MA School Psychology program at Mount Saint Vincent University.

John Ardenne Memorial Endowed Scholarship for Women

Established by Louise Ardenne (BA '89), family and friends as requested by and in memory of Louise's husband, John Ardenne. Awarded annually to a female graduate student, enrolled in the Women and Gender Studies program, who has demonstrated academic excellence and a commitment to working on behalf of women. Commitment to women's issues in the following areas may be considered: poverty, violence, education, health, work, the arts, race and class, the law and community activism. Applicants must submit a résumé and supporting materials which demonstrate their commitment to these issues. Recipients are chosen by the GSSAAC on the recommendation of the Graduate Women and Gender Studies Faculty.

Julie Ann Carroll Memorial Graduate Studies Scholarship

Established through a gift in the Will of MSVU alumna, Julie Ann Carroll, BA '63, this scholarship is awarded to female-identifying students doing feminist research and enrolled in a Mount Saint Vincent University graduate degree program. Preference will be for students enrolled in the Master of Arts in Women and Gender Studies (MA WGS) at MSVU.

Lisa Whynott Alumnae Graduate Scholarship

Established by the Mount Saint Vincent Alumni Association (MSVAA) in recognition of the contributions of Lisa Whynott, BOA '94, Past MSVAA President, an active member of the MSVAA from 2007 to 2017 who advocated for improved governance and charted a new memorandum of understanding between the Alumni Association and University Advancement.

This scholarship is awarded annually to a Mount graduate student pursuing a graduate degree part-time who has completed an undergraduate degree from Mount Saint Vincent University. This scholarship is funded entirely through gifts from alumni and friends of the University.

The successful applicant will be selected on the basis of academic excellence, achievements to date in their chosen field, their communication skills, and their contribution to the life of the University community. Recipients will be expected to act as "ambassadors" for the University and to support alumni activities such as attending alumni events. Students may only receive this scholarship once.

M. Jane A. Egan Memorial Endowed Graduate Scholarship in Applied Human Nutrition

Established by a bequest from the late Dorothy H. Egan (class of 1935) in memory of her daughter, the late M. Jane A. Egan. This scholarship will be awarded annually, on the recommendation of the GSSAAC, to a full-time student

enrolled in the Master of Applied Human Nutrition degree program who has demonstrated outstanding academic excellence.

Naomi L. Hersom Endowed Scholarship

Established by her many friends and colleagues to honour Dr. Hersom's term as seventh president and vice-chancellor of Mount Saint Vincent University from 1986 to 1991. According to her wishes, this scholarship is designated to students enrolled in the Graduate Education program with first preference given to women intent on pursuing careers in the field of education.

Patricia S. Barnes Memorial Endowed Scholarship

Established in recognition of Pat's enormous contribution to literacy education in Nova Scotia, this scholarship is available to practicing teachers involved in the MED or MA programs in literacy or elementary education (language arts specialization) who have demonstrated both a commitment to innovation in language arts and consistently high academic standards.

Root to Succeed in Nutrition and Foods Research Graduate Scholarship

Created by the Department of Applied Human Nutrition, this scholarship is for full-time students in the Master of Applied Human Nutrition or Master of Science Applied Human Nutrition degree program who have successfully proposed their graduate research, received MSVU research ethics approval and have an established supervisory committee. Submission requirements are available from the Department of Applied Human Nutrition.

Shirley Forde Graduate Scholarship in Education

Established by Shirley (Aqui) Forde, BSc '57, BEd '62, MEd '62. This scholarship is awarded annually to a female student pursuing full-time graduate studies in education. Preference will be given to a student enrolled in the Master of Arts in Education degree program.

Graduate Merit Scholarships

In-course awards are made to graduate students on the basis of coursework completed at Mount Saint Vincent University. To be considered, students must have completed 2.0 units of graduate coursework, maintained continuous registration in their year of application, excelled academically and demonstrated that they will make a significant contribution to their disciplines/fields. Graduate Merit Scholarships for full- and part-time students are available. Applications are available online (msvu.ca/scholarships), from departments and from the Office of Graduate Studies.
Application deadline: May 15

3.1.4 Awards

Applied Human Nutrition Thesis Conference Travel Award

Created to support budding researchers/scientists in their dissemination activities, this award is for full-time students in an Applied Human Nutrition degree program. Undergraduate students must be entering the 3rd or 4th year with a GPA of 3.0 or higher in all 1st and 2nd year NUTR courses. Graduate students must have successfully proposed their graduate research, received MSVU research ethics approval and have an established supervisory committee. Students will be required to present their research and experience to the

Department of Applied Human Nutrition following the conference. Submission requirements are available from the Department of Applied Human Nutrition.

Field Family Graduate Award in Child and Youth Study

Established by the family of Harriet Field, a former faculty member in Child and Youth Study, to recognize dedication to her students and to the early childhood education profession. This award will be presented annually to a student in the Graduate Child and Youth Study Program who has demonstrated academic excellence; who has completed a minimum of 1.0 unit of graduate courses, preferably in Child and Youth Study; and who has experience working with children and/or youth. Preference will be given to a first year graduate student who has demonstrated potential for research. Recipients are chosen by the GSSAAC on the recommendation of the Department of Child & Youth Study. Please visit the department of Child & Youth Study for application information.

Judge Corrine Sparks Community Award

Established by Judge Corrine Sparks, a Mount Saint Vincent University alumna and past member of the MSVU Board of Governors. Judge Sparks graduated from MSVU in 1974 with a bachelor of arts in economics. She went on to earn a bachelor of law degree in 1979 and in 2001 completed a master's of law degree at Dalhousie University. Appointed to the Nova Scotia Family Court in 1987, Judge Sparks became the first African Nova Scotian to be appointed to the bench, and the first African Canadian female to serve on the judiciary in Canada.

This award is presented annually to an MSVU student who has demonstrated service and recognized contribution to the African Nova Scotian community. Preference will be to an African Nova Scotian student.

3.1.5 Assistantships

A number of departmental graduate assistantships are available to full-time students. Students receiving graduate assistantships work with individual professors. Preference will be given to students who are not on paid sabbatical leave. The deadline for applications is **March 31** except for Graduate Education Programs (**March 1**). Applications and inquiries should be addressed to the graduate department to which you are making application.

The GSSAAC awards additional assistantships in the Fall Term which enable faculty to hire students to assist in a faculty member's research activity. Interested students should contact the Graduate Coordinator for their program.

3.2 Fees and Financial Policies

The Board of Governors has final authority on all financial matters. The financial policies will be enforced through Financial Services, under the direction of the Director of Finance and Administration. Notwithstanding any other provision of this Calendar, it is expressly understood by all students that Mount Saint Vincent University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

Fees and financial policies for 2024-2025 have not yet been determined. Fees listed on the website are those in effect for 2023-2024 and are, therefore, subject to change without notice upon approval of the Board of Governors. Regulations regarding financial matters are also subject to change.

Updated financial information will be posted on the web site at msvu.ca/Financial-Information, when available.

Departments, Programs and Course Listings

4

Departments, Programs and Course Listings

4 - Departments, Programs and Course Listings

Applied Human Nutrition (GAHN)

Chair

Daphne Lordly, BScHEc (Acadia), MAHN (MSVU),
DEd (UNISA), RD, FDC, Professor

General Information

The Master of Science Applied Human Nutrition and the Master of Applied Human Nutrition programs will provide students with the opportunity for advanced level study in food and nutrition social justice and sustainability, nutrition across the lifecycle, methods and critical analysis, theories and practices for change, and innovation and leadership. Students will learn the complexities of food, nutrition and health to become leaders in the food and nutrition field, emphasizing professionalism, compassion, leadership and advocacy for food and nutrition sustainability and social justice at local to global levels.

Students seeking registration as a professional dietitian must apply for the Internship Education Program when applying for either the Master of Applied Human Nutrition or the Master of Science Applied Human Nutrition. To be considered for the Internship Education Program applicants must meet EQual™ Canada undergraduate competencies.

Students who are not seeking registration as a professional dietitian may apply for the Food and Nutrition Practicum Program‡ during study in either the Master of Applied Human Nutrition or the Master of Science Applied Human Nutrition programs.

Admission Requirements

Students applying to the Master of Applied Human Nutrition or the Master of Science Applied Human Nutrition will have completed an undergraduate degree in nutrition, dietetics, foods or related fields, e.g. health sciences, kinesiology, biology, biochemistry, health promotion/education, and nursing. Students applying to the Internship Education Program must have completed a EQual™ accredited undergraduate program before a decision can be made on admission. Students will have achieved a minimum of a B average (GPA 3.0). Credit in the following undergraduate courses will be required: applied statistics; biochemistry; physiology; sociology, psychology or communications; and a 3000 or 4000 level human nutrition course. Where there are deficiencies, additional undergraduate coursework (achieving a minimum grade of B) will be necessary in advance of graduate study.

The application package submitted for admission will include:

For Master of Applied Human Nutrition (MAHN):

- Statement of Intent including career goals and how our program will facilitate achieving these goals
- Two academic references for MAHN or one academic reference for MAHN with internship
- Internship application package† for MAHN with internship

For Master of Science Applied Human Nutrition (MScAHN):

- Statement of Intent including career goals and how our program will facilitate achieving these goals

- A two-page research proposal including references*, or for applicants who have not yet identified a specific research plan, a two-page description of research interest(s) including references*
- Two academic references for MScAHN or one academic reference for MScAHN with internship
- Internship application package† for MScAHN with internship

†Internship application package must include:

- Confirmation of completion of a PDEP/EQual™ accredited undergraduate dietetic program by that university's Dietetic Program Director.
- Resumé identifying related work experience in nutrition, foods, food service and/or community service. For those applying to the Internship Education Program with the Master of Applied Human Nutrition, significant post-graduation related work experience is expected.
- Letter of reference (professional)
- Signed acceptance of the Internship Education Program Terms and Conditions.

‡Food and Nutrition Practicum application package must include:

- Academic transcript indicating completion of at least 2.0 units of the MAHN or MScAHN program.
- Completed Food and Nutrition Practicum Application Form including resume and statement of work experiences and career goals.

Completed application for MAHN and MScAHN with or without the Internship Education Program must be submitted by January 31. Applications are considered by the Applied Human Nutrition Graduate Studies Committee, and additionally for those applying to the Internship, the Internship Selection Committee. **Completed applications for the Food and Nutrition Practicum must be submitted to the Department chairperson by January 31 during the MAHN or MScAHN programs, or after the completion of 2.0 units. Applications are considered by the Food and Nutrition Practicum Selection Committee.**

Applicants may be interviewed. Final admission decisions are dependent on meeting all admission criteria. Admission decisions are final.

**The purpose of the two-page research proposal is to assess the research potential and writing skills of the applicants. Alternatively, applicants may submit a two-page description of their research interests including references. Due to the limited number of students that can be supervised by AHN faculty members, the applicants for MScAHN program are strongly encouraged to contact in advance and identify their potential thesis supervisor(s) in their Statement of Intent; however, those applications in which the supervisor is not identified will be considered as well.*

Immunization Requirement

To be able to participate in courses, including internships or the food and nutrition practicum, which have placements or labs in health facilities it is necessary to have a physician complete a health screening form that verifies your

immunization for contagious diseases. There is a fee for the immunization and your health plan may cover all or part of this cost. Please contact the Department for more information.

Criminal Records Check

Students are advised that certain courses including internships or the Food and Nutrition Practicum which have placements in health facilities and community organizations require a recent and currently valid Criminal Records Check including a Vulnerable Sector Search.

Master of Applied Human Nutrition Program Requirements

The program will require completion of 5.0 units. Degree requirements may be completed on a part-time basis.

Required Courses

1.5 unit selected from the following:

- GAHN 6609 0.5 unit
- GAHN 6675 0.5 unit
- GAHN 6670 0.5 unit
- GFSG 6613 0.5 unit
- GAHN 6720 0.5 unit

Elective Courses

2.5 units of GAHN Electives*:

- GAHN 6715 0.5 unit
- GAHN 6720 0.5 unit
- GAHN 6725 0.5 unit
- GAHN 6730 0.5 unit
- GAHN 6735 0.5 unit
- GAHN 6740 0.5 unit
- GAHN 6745 0.5 unit
- GAHN 6750 0.5 unit
- GAHN 6755 0.5 unit
- GAHN 6760 0.5 unit

**May also include any of the Required Courses not selected above. Some courses may be offered in alternate years*

- 1.0 unit of graduate level electives 1.0 unit

Note: Electives should be selected in consultation with the graduate studies advisor in accordance with the candidate's chosen area of emphasis. These food and nutrition areas include social justice and sustainability, methods and critical analysis, human lifecycle, theories and practices for change, and innovation and leadership. Students may select courses listed under any MSVU graduate programs (GAHN, GFSG, GCYS, GSSL, GEDU, GPRL, etc.) or other university graduate programs. If selecting electives from other universities, students must obtain formal approval; see section 2.2.6 Letter of Permission (LOP).

All graduate students are expected to attend at least eight research seminars over the course of the program and submit their annual report by April 1.

Master of Science Applied Human Nutrition Program Requirements

The program will require completion of 5.0 units, which includes 3.5 units plus thesis (1.5 units). Degree requirements may be completed on a part-time basis.

Required Courses

- GAHN 6691 1.5 units

1.0 unit selected from the following:

- GAHN 6609 0.5 unit
- GAHN 6675 0.5 unit
- GAHN 6670 0.5 unit
- GFSG 6613 0.5 unit
- GAHN 6720 0.5 unit

Elective Courses

2.5 units of GAHN electives*

- GAHN 6715 0.5 unit
- GAHN 6720 0.5 unit
- GAHN 6725 0.5 unit
- GAHN 6730 0.5 unit
- GAHN 6735 0.5 unit
- GAHN 6740 0.5 unit
- GAHN 6745 0.5 unit
- GAHN 6750 0.5 unit
- GAHN 6755 0.5 unit
- GAHN 6760 0.5 unit

**May also include any of the Required Courses not selected above. Some courses may be offered in alternate years.*

Note: Electives should be selected in consultation with the graduate studies advisor in accordance with the candidate's chosen area of emphasis. These food and nutrition areas include social justice and sustainability, human lifecycle, theories and practices for change and innovation and leadership.

All graduate students are expected to attend at least eight research seminars over the course of the program and submit their annual report by April 1.

Internship Education Program

The Internship Education Program enables students to build on theoretical knowledge and internship experiences to fulfill the competencies required by EQual™ Canada to reach entry-level professional dietetic competence.

To be eligible for the Internship Education Program, students must be graduates of a PDEP/ EQual™ accredited undergraduate program. Students apply to the internship at the time they apply for admission to the graduate program. Applicants may be interviewed prior to admission.

Students will be required to engage in up to 1.5 units academic upgrading if it has been more than three years since they have completed course work in any of the PDEP/ EQual™ knowledge areas (Food Service Administration/Management, Community Nutrition and/or Clinical Nutrition/Medical Nutrition Therapy. See the MSVU IEP Manual for more information.

Following successful completion of all MAHN or MScAHN program requirements and the internship education courses (NUTR 4501, 4502, and 4503), students will be eligible to write the national examination required by all provincial dietetic associations or colleges for registration as a professional dietitian. The Internship Education Program is completed as an addition to all graduate requirements; the internship education courses cannot be taken in place of elective courses. Interns must be prepared to relocate for

their Internship and to accept little to no financial compensation.

Required Courses for MAHN or MScAHN listed above plus the following internship education courses:

- NUTR 4501 1.0 unit
- NUTR 4502 1.0 unit
- NUTR 4503 1.0 unit

There are three possible grades for internships:

- P Pass. Students continue to the next internship course
- NCR No credit repeat. Students must repeat the internship course and pass before continuing to the next internship course. Normally a student may receive only one NCR grade and remain in the program.
- F Fail. A failing grade in an internship results in dismissal from the Internship Education Program (students may still complete the MScAHN).

Food and Nutrition Practicum

The Food and Nutrition Practicum combines course work with work experience in the food or nutrition fields. Students can apply to the practicum during their study in the MAHN or MScAHN programs. This is a limited enrollment program with a competitive selection process. Students must be prepared to relocate for their practicum and to accept little to no financial compensation.

Students accepted into the MAHN or MScAHN with Internship Education Program are not eligible for the Food and Nutrition Practicum Program.

A MAHN or MScAHN with Food and Nutrition Practicum requires:

- fulfilment of the requirements of the 5.0 unit graduate degree
- completion of NUTR 4500
- adhere to the Food and Nutrition Practicum – Terms and Conditions, including those for withdrawal and temporary withdrawal

There are three possible grades for the practicum:

- P Pass.
- NCR No credit repeat. Students must repeat the course and pass. Normally a student may receive only one NCR grade and remain in the Food and Nutrition Practicum program.
- F Fail. A failing grade in a practicum results in dismissal from the Food and Nutrition Practicum (students may still complete the MAHN or MScAHN).

Courses

GAHN 6190 0.5 unit
Directed Study

Prerequisite(s): permission of the department Chair and the faculty member involved

Independent examination of the research literature designed to meet the special needs of individual graduate students. The graduate student will make arrangements with the faculty member in advance of registration. *Note: No more than 0.5 unit towards a graduate degree may be acquired through directed study.*

GAHN 6609 0.5 unit
Nutrition and Population Health Assessment
Prerequisite(s): admission to a master's program or permission of the instructor
An examination of the concepts and methods in nutritional epidemiology. An emphasis will be placed on the critical analysis and interpretation of local to global epidemiological studies and public health policies impacting nutritional health.

GAHN 6620 0.5 unit
Clinical Trials in Food and Nutrition
Prerequisite(s): admission to a master's program or permission of the instructor
A study of the design and conduct of clinical trials on foods and nutraceuticals. Topics include regulation of health claims for foods and natural health products, methodological aspects of clinical trials in free-living and controlled environments, laboratory facilities for food trials, data management, biomarkers, research ethics and clinical trial registries.

GAHN 6650 0.5 unit
Special Topics
Prerequisite(s): admission to a master's program or permission of the instructor
These courses offer a detailed study of particular issues relevant to professionals in nutrition and dietetics and related disciplines. Course titles and descriptions will be announced as courses are offered. *Note: Students may take a maximum of 1.0 unit as Special Topics.*

GAHN 6670 0.5 unit
Quantitative Methods of Nutrition Research
Prerequisite(s): admission to a master's program or permission of the instructor
An examination of the quantitative methodologies, designs and methods that may be used for research in food, nutrition and dietetics. Attention will be given to application of descriptive and inferential statistics, knowledge translation and ethical considerations.

GAHN 6675 0.5 unit
Qualitative Methods of Nutrition Research
Prerequisite(s): admission to a master's program or permission of the instructor
An examination of various qualitative methods and underlying methodological approaches in food, nutrition, and dietetics. Attention will be given to study design, sampling, recruitment, data collection and analysis, knowledge translation and ethical considerations.

GAHN 6691 1.5 units
Thesis
Required for completion of the MScAHN degree. Registration involves working with individual faculty members on the conceptualization, production, and defence of a thesis.
Graded Pass/Fail/NCR

GAHN 6715 0.5 unit
Food and Nutrition Security: Issues and Approaches
Prerequisite(s): admission to a master's program or permission of the instructor
A critical analysis of the complex and transdisciplinary nature of the determinants of individual/household, community, national, and global food and nutrition security and

approaches to address it. Global and local issues, debates, and initiatives will be explored through the lens of social justice and ecological sustainability.

GAHN 6720
Public Health Nutrition 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

Critical application of a public health lens to current issues, context, discourse, policies, and practices affecting health in Canada and globally. Students will learn about systems thinking tools and planning processes for upstream approaches to addressing health equity and public health issues related to food and nutrition.

GAHN 6725
Applied Human Nutrition and Metabolism for Nutrition Professionals 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

An integration, synthesis and application of evidence from the fields of nutritional science, biochemistry, molecular biology and physiology and research methods within the context of applied human nutrition (e.g., public health, community, clinical, foods). Emphasis will be on interpretation of research and translation of contemporary knowledge from laboratory to community.

GAHN 6730
Advances in Food Design and Evaluation 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

A theoretical perspective of food design and consumer research covering topics on functional and value-added foods, novel and repurposed food ingredients, food labelling, food safety and quality assurance, and Canadian and international food legislation. Physiological, behavioural and sociocultural dimensions of consumer perception, food sensory acceptance and evaluation methods will be reviewed.

GAHN 6735
Food and Nutrition for Older Adults 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

A critical examination of the issues, policies and practices affecting the food and nutrition status of older people living in the community and in continuing care settings. Attention will be given to determinants of health, cultural diversity, isolation, compassion and client centred care.

GAHN 6740
Food and Nutrition for Children and Youth 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

A critical examination of the issues, policies and practices affecting the food and nutrition status of children and youth, including child care, school and community settings. Attention will be given to determinants of health, cultural diversity, and responsive feeding.

GAHN 6745
Advanced Food and Nutrition Counselling 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

An examination of behavioural theories relevant to eating and food choices for effective nutrition and food counselling. Students will focus on developing communication and interpersonal skills and practices for client-focused, trauma-informed and compassionate care.

GAHN 6750
Food and Nutrition Interventions for Communities 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

An examination of emerging issues and intervention approaches for community food and nutrition. Attention will be given to roles of social and structural determinants of health on food and nutrition-related issues and the identification of systems level interventions for groups and communities.

GAHN 6755
Leadership in Food and Nutrition 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

An examination and case study analysis of effective leadership approaches in a variety of food and nutrition career settings. Attention will be given to leadership strategies and best practices to facilitate change, manage conflict, and inspire innovation and effectiveness in teams, organizations, and communities.

GAHN 6760
Food and Nutrition Enterprises 0.5 unit
Prerequisite(s): admission to a master's program or permission of the instructor

An examination and case study analysis of effective social and business enterprises in food and nutrition related practice. Students will be supported in developing a detailed plan for a new or revised product, service or venture including seeking funding.

Child and Youth Study (GCYS)

Chair

Christine McLean, BCS (Mount Saint Vincent University), BEd (Acadia), M Ed (University of Cincinnati), PhD (University of Toronto, OISE), Associate Professor

General Information

The Master of Child and Youth Study (MCYS) non-thesis and the Master of Arts in Child and Youth Study (MACYS) thesis program are professional degrees aimed for individuals who require broad-based interdisciplinary knowledge associated with the field of child and youth study. The MACYS thesis program is intended for students pursuing scholarly research. The MCYS non-thesis program is intended for students pursuing applied theory and practice in the field.

Admission Requirements

Students will normally have completed a four-year undergraduate degree with a minimum of a B average (GPA of 3.0), preferably in a social science area (e.g., early childhood; child and youth study; psychology; education; social work; family studies; sociology).

Credit for the following undergraduate courses is required of applicants:

- statistics
- research methods
- human developmental psychology in areas of childhood and/or adolescence

Where there are deficiencies, students may be required to complete additional coursework with a minimum B grade for admission into the program.

Applicants are required to have experience in an area related to the child and youth field, such as: child and youth care worker, early interventionist, early childhood educator/administrator, educational assistant, child and youth coordinator, pre-primary educator or pre-primary lead, child advocacy worker, child protection worker, youth outreach, child and youth counsellor, international child development. Those without relevant experience who are admitted to the MACYS or MCYS will be required to complete GCYS 6609 in their first year; this course is not counted toward the 5.0 units required for graduation.

Applicants must submit a "Statement of Intent" essay of approximately 1500 words. This statement should outline the applicant's knowledge about the Child and Youth Study graduate degree program and how it will help them achieve their academic and/or professional goals; their experience in child and youth study fields and how it will be of use in their study. Applicants to the MACYS thesis program must also submit a description of their thesis research focus of interest.

Applicants must complete the Graduate Studies Application Package available online at msvu.ca/applyonline by **February 15** for fall admission in order to be considered for University scholarships; however, admissions received after this date may be considered by the Department's Graduate Committee for fall admission.

Each student will be assigned an academic advisor by the Graduate Admissions Committee of the Department of Child and Youth Study. This advisor will be a faculty member of the Department of Child and Youth Study with whom the student is encouraged to discuss program requirements, research interests, and academic goals. Any changes to a student's

program requirements must be approved by the Department of Child and Youth Study.

Master of Child and Youth Study (MCYS)

Program Requirements

The non-thesis program requires a minimum of 5.0 units.

Required Courses

<input type="checkbox"/> GCYS 6010	0.5 unit
<input type="checkbox"/> GCYS 6012	0.5 unit
<input type="checkbox"/> GCYS 6035	0.5 unit
<input type="checkbox"/> GCYS 6120	0.5 unit
<input type="checkbox"/> GCYS 6121	0.5 unit
<input type="checkbox"/> 1.0 unit of GCYS electives	1.0 unit
<input type="checkbox"/> 0.5 unit of research methods from the following list or as approved by the Child and Youth Study Graduate Committee:	
GEDU 6100	0.5 unit
GEDU 6107	0.5 unit
GFSG 6606	0.5 unit

- 1.0 unit of graduate level electives 1.0 unit

Note: Electives may be selected from GCYS courses and courses from other departments at the Mount or other universities. Students are encouraged to make their elective selection in consultation with their academic advisor or thesis supervisor. Students wishing to take coursework at another university must comply with Mount Saint Vincent University regulations regarding transfer of credit and obtain the necessary Letter of Permissions (LOP).

Master of Arts in Child and Youth Study (MACYS)

Each student will be assigned an academic advisor by the Graduate Admissions Committee of the Department of Child and Youth Study. This advisor will be a faculty member of the Department of Child and Youth Study with whom the student is encouraged to discuss program requirements, research interests, and academic goals. Any changes to a student's program requirements must be approved by the Department of Child and Youth Study.

Program Requirements

The thesis program requires 5.0 units of coursework.

Required Courses

<input type="checkbox"/> GCYS 6010	0.5 unit
<input type="checkbox"/> GCYS 6012	0.5 unit
<input type="checkbox"/> GCYS 6035	0.5 unit
<input type="checkbox"/> GCYS 6130	1.0 unit
<input type="checkbox"/> 1.0 unit of GCYS electives	1.0 unit
<input type="checkbox"/> 0.5 unit of research methods from the following list or as approved by the Child and Youth Study Graduate Committee:	
GEDU 6100	0.5 unit
GEDU 6107	0.5 unit
GFSG 6606	0.5 unit

- 1.0 unit of graduate level electives 1.0 unit

Note: Electives may be selected from GCYS courses and courses from other departments at the Mount or other universities. Students are encouraged to make their elective selection in consultation with their academic advisor. Students wishing to take coursework at another university must comply

with Mount Saint Vincent University regulations regarding transfer of credit and obtain the necessary Letter of Permissions (LOP).

Courses

GCYS 6010

Foundations in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the MACYS program or permission of the instructor

An examination of the theoretical and ideological foundations related to child and youth study. Theoretical concepts and research processes are explored to develop analytical and critical thinking abilities important for undertaking graduate level thesis study.

GCYS 6012

Social Contexts and Policy in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

An examination of critical social issues and contemporary resources/supports for children, youth and their families. The role of theory, policy and professional practice in the health and welfare of children, youth, and their families, in a social context, will be highlighted.

GCYS 6013

Child and Youth: Planning and Evaluation 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

An examination of historical and current perspectives, practices, issues and trends in planning, assessing and evaluating environments for children, youth, and families. Emphasis will be placed on theory, ethical issues, accountability, and approaches to planning and evaluation. *Note: Students who have received credit for GCYS 6030 may not take this course for credit.*

GCYS 6014

Administrative Leadership in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

Explores leadership in the field of child and youth study. Topic areas may include responsive human resources management; communication; delivery/auspice; advocacy; local and global communities' policies and services; government agencies; critiques of the culture of leadership (e.g. power inequities, gender); and initiatives of change such as decolonisation. *Note: Students who have received credit for GCYS 6070 may not take this course for credit.*

GCYS 6016

Children and Youth in International Contexts 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

A critical examination of diverse understandings of childhood and youth across a range of social and cultural perspectives and international contexts. Attention is focused on children's and youth's experiences, emerging rights and protection mechanisms, and recognizing agency. Emphasis will be placed on the humanitarian, development, and peace nexus.

GCYS 6017

Indigenous Perspectives in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

An interdisciplinary introduction to historical and contemporary perspectives of Indigenous peoples. Students will explore these features and relationship with European settler societies. This approach will also provide opportunities for students to engage in critical explorations as it relates to CYC and ECE practice and issues and realities of Indigenous peoples.

GCYS 6019

Pedagogical Leadership in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

Examines the meaning of pedagogical leadership within diverse contexts of early childhood education and youth care. Students will learn about the characteristics of pedagogical leadership as they relate to intentional program planning which lies in opposition to traditional approaches, which are often adult-directed. Students will understand how pedagogical leadership, reflective practice, and intentional teaching effectively support learning and relational environments.

GCYS 6021/GFDD 6519

Sociology of Childhood and Adolescence 0.5 unit

This course offers an introduction to sociology of childhood and adolescence by examining the historical, contemporary or discursive premises of the field. It will introduce the students to the paradigm of children's agency, investigate childhood and adolescence as a structural form, and explore different areas of research, and their implications for education, schooling, and socialization. *Note: Students who have received credit for GFDD 6519 may not take this course for credit*

GCYS 6025

Equity, Accessibility, Diversity and Inclusion in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

An exploration of contemporary issues related to child and youth disability experience in multiple settings. Topics include marginalization (e.g. disabled incarcerated youth; disabled children in foster care, residential institutions), ableism in youth care and early childhood contexts, systematic discrimination, dominant media tropes on disability identity, and problematizing developmental approaches.

GCYS 6029

Special Topics in Child and Youth Study 0.5 unit

GCYS 6039

Special Topics in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

An opportunity for students to examine in-depth selected topics in child and youth study. Topics will vary from year to year. The course will allow students to focus on a specialized area of the field that may be treated more briefly in other courses.

GCYS 6035

Critical Perspectives in Child and Youth Study 0.5 unit

Prerequisite(s): admission into the graduate child and youth study program or permission of the instructor

A critical exploration of contemporary issues that inform child and youth experience. Topics such as digital childhoods, structural inequalities (e.g. child poverty, youth incarceration, colonialism), the dichotomization of adult/child, binary constructs and disparaging discourses (e.g., "the incompetent child", "lazy adolescent") are explored to generate new understandings and unsettle the familiar.

youth field. Students will complete written assignments and on-site requirements as determined by faculty/placement supervisors, as well as determined by faculty supervisors, as well as be required to demonstrate professional competencies. *Note: This course cannot be counted among the 5.0 units required for graduation.*

GCYS 6120

Applied Research Seminar in Child and Youth Study 0.5 unit

Prerequisite(s): admission to the Master of Child and Youth Study program or permission of the instructor

Advanced exploration of applied research and theory in child and youth study. *Note: Master of Arts in Child and Youth Study students cannot take this course for credit.*

GCYS 6121

Graduate Project in Child and Youth Study

Prerequisite(s): GCYS 6120 and admission into the Master of Child and Youth Study program or permission of the instructor

An exploration of applied theory, research, and practice to develop a graduate project. Students are expected to reflect upon their learning to link theoretical and research ideas to existing practical contexts in Child and Youth Study. Each project will be designed by the individual student in consultation with the instructor. *Note: Master of Arts in Child and Youth Study students cannot take this course for credit.*

GCYS 6130

Thesis 1.0 unit

Required for completion of MA(CYS) degree. Registration involves working with individual faculty members on the conceptualization, production, and defence of the thesis. *Graded Pass/Fail/NCR*

GCYS 6190

Directed Study 0.5 unit

Prerequisite(s): admission to the graduate program in child and youth study and permission of the instructor

Independent examination of the research literature designed to meet the needs of individual graduate students. This course provides students with an opportunity to pursue independent work in a specific area relating to their research interests and career intentions. Students are responsible for identifying a topic and initiating discussions with a faculty member in order to arrange for course supervision and registration.

GCYS 6609

Graduate Internship 0.5 unit

Prerequisite(s): admission to the graduate program in child and youth study and permission of the Department's Graduate Admissions Committee. Registration is restricted to students who are required to complete it as a part of their admission criteria. Registration will normally require proof of a current valid Criminal Records Check including a Vulnerable Sector Search, and First Aid certification; arrangements for attaining, including payments for any such requirements, are the responsibility of the student

A minimum 150 hours of supervised internship to provide the student with practical experience related to the child and

Education

Dean

Antony Card, EdD (University of Southampton)

Director of Graduate Education

Fred French, PhD (University of Alberta), Associate Professor

General Information

Graduate programs in the following areas are available at Mount Saint Vincent University:

- Curriculum Studies - General program and concentrations in:
 - Supporting Learners with Diverse Needs and Exceptionalities
 - Educational Technology (Cohort Only)
- Educational Foundations
- Educational Psychology – Concentrations in:
 - Education of Students who are Blind or Visually Impaired (Cohort Only)
 - Education of Students who are Deaf or Hard of Hearing (Cohort Only)
 - Evaluation
 - Human Relations
- Elementary and Middle School Education
- Literacy Education
- School Psychology
- Studies in Lifelong Learning
- Teaching English to Speakers of Other Languages (TESOL)

Program options include:

- Master of Education (non-thesis) - all programs except School Psychology
- Master of Arts in Education (includes completion of a thesis)
- Master of Arts in School Psychology (includes completion of a thesis)
- Research Master of Arts

Cohort Programs

A cohort is an applied (non-thesis, MEd) degree program. In a cohort, all ten courses are set out for students to take in a specific order. Students in a cohort group take all of their courses together. Most cohort programs begin in the Fall term and are typically offered part-time, taking two years to complete.

Application Deadlines

Mount Saint Vincent University accepts applications to all graduate programs, except the Master of Arts in School Psychology, on a continuous basis. Applications including all letters of reference, transcripts and other required information will be accepted up to **February 15** for May, July and September entrance (applications for September entrance received after this date will be processed on a space available basis). Applications for January entrance (see 2.1.2 Application Deadlines for select programs) should be received by **November 2**. The deadline for application to the Master of Arts in School Psychology degree program is **December 1**.

The Graduate Studies Application Package is available online at <https://www.msvu.ca/future-students/apply-now/graduate-application/> or from the Office of Graduate Studies.

Courses - Graduate Education (GEDU)

GEDU 6100

Quantitative Research Methods 0.5 unit

An examination of the process of research using various experimental and quasi-experimental designs, and survey research, including planning, data collection, analyses and report writing. Students will have an opportunity to plan research in an area of interest. Consideration is given to the techniques of thesis or project writing and comprehension of research reports.

GEDU 6107

Qualitative Research Methods 0.5 unit

Prerequisite(s): permission of the instructor

This seminar course will explore various qualitative research techniques and the underlying theoretical assumptions which inform qualitative research. The course will also involve evaluation of sample qualitative studies in education and field testing of particular techniques.

GEDU 6130

MAEd Thesis 1.0 unit

Required for completion of all MAEd degrees. Registration involves working with individual faculty members on the conceptualization, production, and defence of the thesis. *Graded Pass/Fail/NCR*

GEDU 6140

Graduate Project Seminar 0.5 unit

The project entails a sustained exploration of theory, research and practice. Students will be expected to reflect upon their learning throughout the degree to link theoretical and research ideas to existing practical contexts. Each project will be designed by the individual student in consultation with the instructor. Normally the project course will be completed toward the end of the degree.

GEDU 6150

Independent Study in Research Methods 0.5 unit

An individual reading course designed to allow students to explore a particular research methodology in greater depth. The graduate student must make arrangements with a faculty member in advance of registration.

GEDU 6154

Summer Institute 0.5 unit

GEDU 6155

Summer Institute 0.5 unit

GEDU 6156

Summer Institute 1.0 unit

The summer institute offers a forum in which educators exchange ideas, learn by doing, and create new understandings of themselves as teachers and learners through workshops, discussions, and independent study.

GEDU 6160

Directed Study 0.5 unit

GEDU 6161

Directed Study 0.5 unit

GEDU 6162

Directed Study 1.0 unit

These courses are normally opportunities for a student to explore, in greater depth, a topic that is covered in another course or topic that is not covered in an existing course.

Directed Study courses are normally offered at the 4000, 5000, 6000, or 9000 level. A maximum of 2.0 units of Directed Studies courses can be counted towards a credential.

GEDU 6170

Seminar: Focus on Research Literacy 0.5 unit

Prerequisite(s): permission of the instructor

This course is designed to make students aware of and understand the various assumptions underlying research paradigms in education. Different research perspectives will be explored and their characteristic mode of reporting examined.

Curriculum Studies (GCRD)

General Information

This program is designed to accommodate different student needs and interests related to the curriculum of schools and other educational institutions. A student may choose to focus upon curriculum theory and practice or, alternatively, on the pedagogy of a particular discipline or subject field. Concentrations in Supporting learners with diverse needs and exceptionalities (SLDNE) and educational technology are also offered. Programs are developed in consultation with the faculty advisor, who must approve all course selections.

Admission Requirements

Minimum requirements for admission to the program are a bachelor's degree and evidence of one-year successful teaching experience (or equivalent). For those teaching in the public school system, a BEd or its equivalent is also required. Those involved in education other than in the school system do not require a BEd for admittance to the program and are encouraged to apply. Additional specific requirements may be in place for certain cohorts and concentrations.

Only students who show the potential to perform well in graduate studies (normally a minimum B average (GPA of 3.0) in previous university coursework will be considered for admission.

This degree may be completed on a full-time or part-time basis and a variety of delivery modes are possible.

Master of Education (Curriculum Studies)

This is a non-thesis degree program consisting of 5.0 units of coursework. Students follow a program of study which blends compulsory components with options drawn from required and elective courses. Elective courses may be taken within other program areas in graduate education:

Program Requirements

Required Courses

- | | |
|---|-----------|
| <input type="checkbox"/> GCRD 6301 | 0.5 unit |
| <input type="checkbox"/> GCRD 6302 | 0.5 unit |
| <input type="checkbox"/> 2.0 units of GCRD electives
(selected in consultation with a faculty advisor) | 2.0 units |
| <input type="checkbox"/> 2.0 units of graduate level electives
(selected in consultation with a faculty advisor) | 2.0 units |

Master of Arts in Education (Curriculum Studies)

The Master of Arts in Education degree program consists of 4.0 units of study plus a thesis. A student may focus upon curricular theory and practice, in which case courses should be selected from among philosophy and theory of curriculum, critical analysis, design, implementation, and so forth. Alternatively, a student may elect to study the pedagogy of a particular discipline or subject field, in which case the courses chosen should deal with such matters as the structure of knowledge within the particular discipline or field of interest, research on teaching, and so forth.

Program Requirements

Required Courses

- | | |
|------------------------------------|----------|
| <input type="checkbox"/> GCRD 6301 | 0.5 unit |
|------------------------------------|----------|

- GCRD 6302 0.5 unit
- GEDU 6170 0.5 unit
- GEDU 6130 1.0 unit

- 0.5 unit selected from the following: 0.5 unit
 - GEDU 6100 0.5 unit
 - GEDU 6107 0.5 unit
 - GEDU 6150 0.5 unit

- 1.0 unit of GCRD electives 1.0 unit
(selected in consultation with a faculty advisor)

- 1.0 unit of graduate level electives 1.0 unit
(selected in consultation with a faculty advisor)

Master of Education (Curriculum Studies): Supporting Learners with Diverse Needs and Exceptionalities (SLDNE)

The Master of Education (Curriculum Studies): SLDNE degree program meets the general requirements for the MEd (Curriculum Studies) degree program. It is a non-thesis graduate degree consisting of 5.0 units of coursework including a project. Students admitted to this concentration will follow a prescribed set of courses designed to explore, consider, and analyze how school organizational structures and overall culture can become responsive to the strengths, needs and interests of learners. Collaborative school cultures that embrace diversity as a point of strength are examined. Students will engage in a critical review of curriculum, student assessment and individualized programming through the use of differing teaching/learning strategies in various discipline areas that include accommodations, adaptations and the integration of assistive technology with an emphasis on supporting learners with diverse needs and exceptionalities.

Program Requirements

Required Courses

- GEDU 6140 0.5 unit
- GEDU 6170 0.5 unit
- GCRD 6301 0.5 unit
- GCRD 6302 0.5 unit
- GCRD 6330 0.5 unit
- GCRD 6332 0.5 unit
- GCRD 6335 0.5 unit

- 1.5 units of graduate level electives 1.5 units
(selected in consultation with a faculty advisor)

Master of Education (Curriculum Studies): Educational Technology

The MEd (Curriculum Studies): Educational Technology is a non-thesis graduate degree consisting of 5.0 units of coursework including a graduate project. Students admitted to this concentration will follow a prescribed set of courses designed to explore and examine the dynamic intersection between the complexity of curriculum development and the ever-changing landscape of educational technology. Students will engage in a variety of hands-on, practical, conceptual, and pedagogical explorations with educational technologies informed by contemporary

learning sciences, design, and assessment to address the evolving needs and challenges of teachers and students across different contexts.

Program Requirements

Required Courses

- GCRD 6342 0.5 unit
- GCRD 6343 0.5 unit
- GCRD 6346 0.5 unit
- GCRD 6347 0.5 unit
- GCRD 6348 0.5 unit
- GCRD 6349 0.5 unit
- GCRD 6372 0.5 unit
- GCRD 6377 0.5 unit
- GCRD 6384 0.5 unit
- GCRD 6385 0.5 unit

Courses - Curriculum Studies (GCRD)

GCRD 6301

Curriculum Studies I 0.5 unit

An introduction to curriculum studies as a field for scholarly inquiry and professional practice. This course includes an examination of theories and philosophies of curriculum studies and models of curriculum development and evaluation. Emphasis is given to the founding of the field and its development through the late 20th century.

GCRD 6302

Curriculum Studies II 0.5 unit

Prerequisite(s): GCRD 6301 or permission of the instructor
A continued study of curriculum studies as a field for scholarly inquiry and professional practice. This course includes a focus on current issues and recent developments related to curriculum studies including decolonization, internationalization, critical theory, arts-based research, holistic education, and post-structuralism.

GCRD 6305/GFDD 6513

Schooling and Social Justice 0.5 unit

An exploration of the connections between curriculum theorizing and practices, ways in which social issues are brought to bear upon curriculum, and how this is affected by the everyday lived experiences of students and teachers. This course also focuses on developing strategies for socially just classrooms. *Note: Students who have received credit for GFDD 6513 may not take this course for credit.*

GCRD 6314

New Dimensions of Geographic Thinking for Education 0.5 unit

An examination of how careful consideration of place and context can contribute to an increased understanding of our world and its complexities. This course is designed to engage teachers in exploring how geographic thinking and inquiry can inform curriculum and teaching at different grade levels and in different disciplines.

GCRD 6315

Critical Pedagogy 0.5 unit

A survey of historical and present forms of critical pedagogy. This course examines theoretical frameworks for analyzing the intersections of knowledge, power, and identity in and

through the everyday work of education. Counter-pedagogies, those which can name and challenge the social status quo, are the primary focus of the course.

GCRD 6317

Curriculum in Practice I 0.5 unit
An introduction to the process of action research in classrooms and schools with a focus on what teachers and students are actually doing in the learning environment. Emphasis is placed on basic teaching and learning interactions, and critical analysis of a series of cycles examining curriculum in practice.

GCRD 6318

Curriculum in Practice II 0.5 unit
Prerequisite(s): GCRD 6317 or permission of the instructor
A continuation of the process of action research in classrooms and schools; focus on what teachers and students are actually doing in the learning environment. Emphasis is placed on basic teaching and learning interactions, and critical analysis of a series of cycles examining curriculum in practice.

GCRD 6319/GFDD 6512

History of Educational Ideas 0.5 unit
An examination of the social, cultural, and ideological forces that have affected ideas about education and their relationship to contemporary educational practices. Various aspects of education such as curriculum design, evaluation, implementation, and research are explored. *Note: Students who have received credit for GFDD 6512 may not take this course for credit.*

GCRD 6320

Global Issues and Education I 0.5 unit
An examination and comparison of theoretical perspectives about global education. Relevant principles, themes, concepts and/or values inherent in a global perspective will be considered.

GCRD 6321

Global Issues and Education II 0.5 unit
Prerequisite(s): GCRD 6320 or permission of the instructor
An identification and critique of global education initiatives. Students will engage in an exploration of the underlying ideologies and paradigms that inform various global education theories/perspectives and will examine and apply global education pedagogy and practice.

GCRD 6324/GLIT 6731

Cultural Politics and the Teaching of English 0.5 unit
This course traces the social, cultural and institutional functions of the subject of English to provide an understanding of how it is a form of cultural politics. The course examines contemporary critical theories and the cultural politics of media (print, electronic, visual) as a means of expanding possibilities of teaching English as a socially progressive subject. *Note: Students who have received credit for GLIT 6731 may not take this course for credit.*

GCRD 6325/GLIT 6732

Reading and Teaching Popular Culture 0.5 unit
This course focuses on the educational and pedagogical dimensions of popular culture. It provides theoretical frameworks, namely, those of cultural studies and critical literacy, to explore the variety of literacies practised in

contemporary multi-mediated cultures and the complex social processes brought to bear on the teaching and reading of popular culture. *Note: Students who have received credit for GLIT 6732 may not take this course for credit.*

GCRD 6326/GEMS 6426

Learning Difficulties in School Mathematics 0.5 unit
An examination of research on mathematics anxiety, mathematics disabilities, and other learning issues. The course provides an opportunity to use existing tools or to develop specific instruments for determining problematic areas and to plan appropriate teaching strategies. *Note: Students who have received credit for GEMS 6426 may not take this course for credit.*

GCRD 6327/GEMS 6427

Interdisciplinary Study of School Mathematics 0.5 unit
An examination of research on the learning of mathematics in the context of other subject areas, or other fields of applications. This course provides an opportunity to study mathematical experiences that offer meaningful and authentic connections to various topics of educational interest. *Note: Students who have received credit for GEMS 6427 may not take this course for credit.*

GCRD 6328/GEMS 6428

Pedagogical Approaches in School Mathematics 0.5 unit
An examination of pedagogical approaches in mathematics education. Research on techniques beyond direct instruction is investigated with the aim to develop an extensive pedagogical toolbox of strategies for teaching mathematics. While mathematical content is not the major emphasis of the course, it is often the vehicle for discussion of the pedagogical approaches. *Note: Students who have received credit for GEMS 6462 or GEMS 6428 may not take this course for credit.*

GCRD 6329

Curricular Topics in High School Mathematics 0.5 unit
An examination of current perspectives in mathematics education regarding content knowledge at the high school level. Areas to be reviewed include research on students' development of quantitative, algebraic, spatial, and statistical reasoning.

GCRD 6330

Assessment for Learning I 0.5 unit
Prerequisite(s): admission to concentration in Supporting Learners with Diverse Needs and Exceptionalities program
A review of educational assessment for learning focusing on the inclusive classroom. Topics include linkages between assessment and program planning, selected professional practice issues, measurement issues, and the role of the teacher and student in the assessment process for school age children and youth. Content also includes a critical analysis of selected tests, strategies and procedures used in the assessment process.

GCRD 6331

Assessment for Learning II 0.5 unit
Prerequisite(s): GCRD 6330 (may be taken concurrently)
A seminar and practicum course designed to extend knowledge and critical perspectives in integrating assessment information in developing accommodations, adaptations, and individualized program plans. Students critically review the

design and development of informal techniques and strategies to enhance the teaching/learning process and practice the administration, scoring, and interpretation of selected instruments.

GCRD 6332

Programming for Students with Learning Differences I 0.5 unit

A critical examination of current practices, research, and educational policies as well as teachers' personal and practical knowledge of student differences. The course will also involve the integration of effective strategies, techniques, and a spectrum of approaches in various discipline areas to support students in school-based learning settings.

GCRD 6333

Programming for Students with Learning Differences II 0.5 unit

Prerequisite(s): GCRD 6332 (may be taken concurrently)
A seminar and practicum course designed to provide for critical examination and practice in building inclusive learning environments. The course focuses on a critical analysis of the design and implementation of adaptations, accommodations, as well as the use of assistive technology to support learners with various interests, needs and abilities.

GCRD 6334

Classroom Organization and Programming for Learners with Behavioral Challenges 0.5 unit

A consideration of the needs of learners with behavioral challenges, and suggestions for a variety of practices to address those needs. Students have the opportunity to develop practices from both experiences and research and, in the process, become familiar with reviews, journal articles and books in the field. Collaborative approaches to addressing behavioral challenges in the classroom are examined.

GCRD 6335

School Culture and Inclusive Practices 0.5 unit

An exploration of school culture from various perspectives and an examination of how school culture forms and influences inclusionary practices in schools. The course facilitates an inquiry into the issues and challenges to inclusion and offers students opportunities to explore their personal beliefs on inclusion and teaching practices.

GCRD 6336/GEMS 6401

Numeracy in the Curriculum I 0.5 unit

An examination of the concepts of number and operations from grades primary to twelve. Research on number sense is investigated with the aim to develop classroom instruction strategies that foster students' quantitative thinking. *Note: Students who have received credit for GEMS 6401 may not take this course for credit.*

GCRD 6337/GEMS 6402

Numeracy in the Curriculum II 0.5 unit

Prerequisite(s): GCRD 6336/GEMS 6401
An examination of number concepts as they apply in the areas of measurement, probability, and statistics from grades primary to twelve. Research on these areas of application of number sense is investigated with the aim to develop classroom instruction strategies that foster students' quantitative thinking. *Note: Students who have received credit for GEMS 6402 may not take this course for credit.*

GCRD 6338/GEMS 6403

Problem Solving and Problem Posing in School Mathematics 0.5 unit

An investigation of the literature pertaining to problem solving and problem posing in the context of mathematics learning. Students will learn about divergent and convergent thinking processes in mathematics, the integration of creativity and problem solving strategies and their place in the mathematics classroom. *Note: Students who have received credit for GEMS 6403 may not take this course for credit.*

GCRD 6340

Holistic Education 0.5 unit

Explores the principles, perspectives, and practices of holistic education that emphasize physical, cognitive, emotional, and spiritual development of children. Through examining alternative educational approaches, models, and theories from Canada and abroad, students develop an understanding of how awareness, creativity, dialogue, freedom, and inquiry can be incorporated in the educational experience.

GCRD 6341

Education as Meditative Inquiry 0.5 unit

Involves holistic, investigative engagement, deepening our awareness of ourselves, our relationships, and the world. In this course, through a study of thought-provoking course materials and participation in dialogues, reflection, and relaxation activities, students will explore ways in which meditative inquiry can inform teaching, learning, and their lives.

GCRD 6342

Educational Technology: Curriculum Studies II 0.5 unit

Prerequisite(s): GCRD 6372
A continuation of educational technology curriculum studies. This course focuses on the applied practice and process of curriculum development and implementation through technology integration, including aims, design, and implementation. Students will evaluate and create curriculum that applies theories and models of curriculum studies in different contexts.

GCRD 6343

Educational Technology: Introduction to Research 0.5 unit

Prerequisite(s): Admission to the Educational Technology concentration
An exploration into educational technology scholarly research and literature. This course examines various methodologies, designs, techniques, and the underlying theoretical assumptions used in educational technology. Students will develop research skills through the appraisal of scholarly research, analysis of research methods, and critical evaluation of research findings.

GCRD 6344/GFDD 6544

Race, Culture, and Education 0.5 unit

An examination of critical theories of race and culture and the adverse effects of hegemonic concepts on societal and educational structures, policies, pedagogies, and power relations, using historical and contemporary case studies of majority-minority relations in Canada. *Note: Students who have received credit for GFDD 6544 may not take this course for credit.*

GCRD 6345/GFDD 6545 Indigenous and Decolonizing Studies in Education 0.5 unit A survey of contemporary scholarship on Indigenous and decolonizing studies in education. The course deals in the theoretical foundations of movements like decolonization, resurgence, and reconciliation. The course also addresses ways of approaching Indigenous topics in teaching, the “decolonization” and “indigenization” of post-secondary institutions, and conducting ethical Indigenous research.	GCRD 6356 Special Topics in Curriculum Studies 0.5 unit GCRD 6357 Special Topics in Curriculum Studies 0.5 unit GCRD 6358 Special Topics in Curriculum Studies 1.0 unit These courses are designed to allow students to study in greater depth a topic in curriculum studies that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. <i>Note: May be taken more than once for credential credit.</i>
GCRD 6346 Educational Technology: Teaching in the Connected Classroom II 0.5 unit <i>Prerequisite(s): GCRD 6377</i> A continuation of the exploration of educational technology available to teachers and students. This course offers the opportunity to evaluate educational technology use as it relates to student learning. Students will apply educational technology knowledge and strategies to address diverse teaching and learning goals and challenges.	GCRD 6372 Educational Technology: Curriculum Studies I 0.5 unit <i>Prerequisite(s): Admission to the Educational Technology concentration</i> An introduction of curriculum studies through the lens of educational technology as a field for scholarly inquiry and professional practice. This course examines learning theories, models of curriculum development, and evaluation. Students will explore and analyze theories and models to synthesize their own understanding of curriculum.
GCRD 6347 Educational Technology: Transforming Pedagogy through Emerging Technologies I 0.5 unit <i>Prerequisite(s): Admission to the Educational Technology concentration</i> An examination of current educational issues and emerging technologies. This course investigates the relationship between pedagogy and educational technology and the impact of emerging technologies on student learning. Students will evaluate emergent technologies and pedagogies used in education.	GCRD 6377 Educational Technology: Teaching in the Connected Classroom I 0.5 unit <i>Prerequisite(s): Admission to the Educational Technology concentration</i> An exploration of the characteristics of 21st century learners, classrooms, and educational technologies. This course examines the safe and ethical use of various educational technologies. Students will explore technology integration models to create transferable knowledge and strategies to inform educational technology use.
GCRD 6348 Educational Technology: Transforming Pedagogy through Emerging Technologies II 0.5 unit <i>Prerequisite(s): GCRD 6347</i> An in-depth analysis and application of emerging technologies that addresses current educational issues and inform teaching practice. This course offers an opportunity to demonstrate transformative pedagogy. Students will create learning activities that utilize emerging technologies.	GCRD 6384 Educational Technology: Innovation and Design I 0.5 unit <i>Prerequisite(s): Admission to the Educational Technology concentration</i> A reflection of advanced knowledge of curriculum design and technology integration. This course provides an opportunity to leverage previous learning to create artifacts that demonstrate innovative pedagogy. Students will participate in structured activities that build their pedagogical efficacy.
GCRD 6349 Educational Technology: Graduate Project 0.5 unit <i>Prerequisite(s): Admission to the Educational Technology concentration</i> An immersive exploration of educational technology theory and practice. This course provides an opportunity to bridge academic theories and classroom practices. Students engage in an inquiry-based research project that fosters their evidence-informed approach to teaching with technology.	GCRD 6385 Educational Technology: Innovation and Design II 0.5 unit <i>Prerequisite(s): GCRD 6384</i> An exploration of comprehensive and scaffolded instructional materials to enhance engagement and improve student achievement. This course provides an opportunity to demonstrate advanced understanding of educational technology integration. Students will design and create specific curriculum, material, and resources to advance their teaching practice.
GCRD 6353 Research Seminar in Curriculum Studies 0.5 unit GCRD 6354 Research Seminar in Curriculum Studies 0.5 unit GCRD 6355 Research Seminar in Curriculum Studies 1.0 unit A seminar course for MEd or MA students in a topic related to curriculum studies. Topics will vary. <i>Note: May be taken more than once for credential credit.</i>	

Educational Foundations (GFDD)

General Information

The “foundations of education” are three distinct scholarly traditions of practice – philosophy of education, history of education, and sociology of education – that inform education and conceptualize frameworks for education research. Sociologists of education study social phenomena such as racism and homophobia and how they exist in and are affected by formal and informal educational contexts. Historians of education research documents and artifacts of value to our understanding of past educational practices and their influence today. Philosophers of education analyse key educational concepts such as ‘teaching’ and ‘authority’ and make significant distinctions for educational policy-making and practice.

Our core course offerings in Foundations of Education are the GFDD courses described in the graduate calendar. To do Foundations at the PhD level, please consult the webpage. In our Master’s programs GFDD credit is also given for courses called “foundations designates.” These are courses designated from other graduate programs to support our suggested concentrations. For a list of Foundations Designate courses consult the Mount Graduate Education webpage www.msvu.ca/en/home/programsdepartments/education/graduateprograms/educationalfoundations/default.aspx. Students may take a limited number of graduate courses from another Mount program or from another university if, in consultation with the Coordinator, this is deemed appropriate to their program.

Here are three suggested areas of study in Foundations, each built around core course offerings:

- Philosophy, History & Sociology of Education: study all the foundations or specialize in one; learn how to use a method of inquiry for individual or collective practice.
- Value, Bias & Social Justice: examine key themes, their socio-historical influence and value for decision-making in policy and practice.
- Arts, Media & Culture: study the arts as historical, sociological, and philosophical projects in teaching, learning and research.

Please note that these areas of study are only suggestions of how you might concentrate your program. Our Program Coordinator will help you design a program plan. Once admitted, you will be assigned a faculty advisor for on-going consultation.

Periodically, Educational Foundations will offer a MEd cohort program (e.g. Feminist Leadership, Foundations of Leadership) in which a specific cohort of students takes a pre-designed program of courses over a two-year period including the summer session. The courses to be taken are all specified in advance and the students in the cohort take the program together. Typically, information sessions are advertised and held in March and the programs commence in September.

Admission Requirements

Students admitted to the Master of Education or Master of Arts in Education programs will possess a bachelor’s degree or its equivalent and minimum average of B (GPA 3.0). Both MEd and MA candidates are required to write a short essay in which they explain their reasons for wanting to undertake graduate study in Educational Foundations. Academic

referees should evaluate a student’s skill in writing, research and critical analysis. MA candidates should demonstrate advanced research and writing competencies. Candidates may be asked to submit samples of academic writing to verify adequate preparation for MA work.

Master of Education (Educational Foundations)

This program requires the completion of 5.0 units of coursework.

Program Requirements

Required Courses

- ☐ 2.0 units of GFDD courses 2.0 units
- ☐ GEDU 6170 0.5 unit

Elective Courses

- ☐ 2.0 units of courses from graduate Education programs (e.g., GCRD, GEMS, GFDD, GLIT, GSLL) 2.0 units
- ☐ 0.5 unit of graduate level course work from any program 0.5 unit

Master of Arts in Education (Educational Foundations)

This program requires the completion of 5.0 units: 4.0 units of coursework plus a 1.0 unit thesis.

Program Requirements

Required Courses

- ☐ 2.0 units of GFDD courses 2.0 units
- ☐ GEDU 6170 0.5 unit
- ☐ GEDU 6130 1.0 unit
- ☐ 0.5 unit selected from the following: 0.5 unit
 - GEDU 6107 0.5 unit
 - GEDU 6150 0.5 unit
 - GEPY 6608 0.5 unit

Elective Courses

- ☐ 1.0 unit of graduate level course work from any program. 1.0 unit

Courses-Educational Foundations (GFDD)

GFDD 6501/GWGS 6501

Gender, Sexuality, and Education 0.5 unit

An introduction to issues and debates about gender and sexuality as they relate to education and in light of feminisms and feminist interventions in the everyday practices that reproduce gender inequalities and norms in schools and other educational sties. *Note: Students who have received credit for GWGS 6501 may not take this course for credit.*

GFDD 6510

History of Canadian Education 0.5 unit

This course focuses on the patterns of educational experience in the various regions of Canada. Debates in the historiographical literature are considered in Canadian educational history. Contemporary scholarship on the history of education in the various regions is examined and the

strengths and weaknesses of regional and thematic approaches are assessed against conventional forms of historical narration.

GFDD 6512/GCRD 6319

History of Educational Ideas 0.5 unit

An examination of the social, cultural, and ideological forces that have affected ideas about education and their relationship to contemporary educational practices. Various aspects of education such as curriculum design, evaluation, implementation, and research are explored. *who have received credit for GCRD 6319 may not take this course for credit.*

GFDD 6513/GCRD 6305

Schooling and Social Justice 0.5 unit

An exploration of the connections between curriculum theorizing and practices, ways in which social issues are brought to bear upon curriculum, and how this is affected by the everyday lived experiences of students and teachers. This course also focuses on developing strategies for socially just classrooms. *Note: Students who have received credit for GCRD 6305 may not take this course for credit.*

GFDD 6514

The Aesthetic in Experience 0.5 unit

An investigation of the role of aesthetic reflection in learning and teaching practices. By taking up art work or a related practice and by discussing readings drawn from different aesthetic perspectives, students will examine how formal engagement affects one's concept of art, when art occurs and how it is practiced.

GFDD 6515

19th and 20th Century Critical Thinkers 0.5 unit

An introduction to critical thinkers in the western radical tradition, such as Marx, Adorno, and Habermas, who have profoundly influenced contemporary intellectual life and practices of educating for emancipatory learning.

GFDD 6517

Teachers, Their Organizations and Decision-Making in Education 0.5 unit

An examination of the historical, and current political/social context of teaching. The major themes of this course may include the relations and conflicts between teachers and their own organizations, government departments, educational administrators, parents and students; and the extent to which teachers have influenced educational policy.

GFDD 6518

Multiculturalism and Education 0.5 unit

An examination of the historical development of multiculturalism in Canada and the impact of official policies such as bilingualism and multiculturalism on educational practice and policy-making.

GFDD 6519/GCYS 6021

Sociology of Childhood and Adolescence 0.5 unit

This course offers an introduction to sociology of childhood and adolescence by examining the historical, contemporary or discursive premises of the field. It will introduce the students to the paradigm of children's agency, investigate childhood and adolescence as a structural form, and explore different areas of research, and their implications for education,

schooling, and socialization. *Note: Students who have received credit for GCYS 6021 may not take this course for credit.*

GFDD 6520

Contemporary Philosophy of Education 0.5 unit

Examines philosophy of education in the contemporary era, including work of early twentieth century philosophers of education, and considering the nature of philosophy of education, the role of the analytical tradition in the face of the anti-foundational challenges, and what philosophical inquiry means for teaching and learning.

GFDD 6521

Critical Thinking and Education 0.5 unit

This course addresses several important issues concerning critical thinking, drawing primarily on recent literature. Specific questions will include: How is critical thinking to be characterized? Is critical thinking subject-specific or generalizable? What is the critical spirit? How are critical thinking and creativity related? Is critical thinking possible? At what age should children be introduced to critical thinking? How is critical thinking to be fostered?

GFDD 6522

Open-Mindedness and Education 0.5 unit

This course examines the concept of open-mindedness and explores its relationship to other concepts such as neutrality, commitment, and doubt. Other issues include: The centrality of open-mindedness to the notion of an educated person, the relationship of open-mindedness to particular methods of teaching, the possibility of open-mindedness in teaching in particular subject areas, and the sceptical position that open-mindedness is impossible.

GFDD 6523

Issues in Teaching and Learning: A Philosophical-Historical Perspective 0.5 unit

A philosophical and historical discussion of issues in teaching and learning by focussing on assumptions of different pedagogical approaches and their historical roots.

GFDD 6531

Feminism and Educational Practices 0.5 unit

An advanced course for students who are familiar with basic feminist concepts. A central focus of the course will be to consider relations between gender, theory, practice and politics in education. The course will be inter-disciplinary and international in scope. It will cover a range of feminist educational practice, research and pedagogies broadly defined.

GFDD 6532

Social Issues in the Curriculum 0.5 unit

This course examines what is learned (and not learned) in schools about social issues, how knowledge is produced through historically contingent practices, and how traditional school curricula provide particular frameworks from within which students "learn about" social issues. It also explores the constraints and the possibilities for critical pedagogy within schools. While the focus is on knowledge in schools, knowledge produced for use in other educational settings may be examined.

GFDD 6542

Education and Public Policy 0.5 unit

This course is concerned with how educational policies are formulated and how they might be better formulated. Consideration is given to the broad goals of Canadian education that policy-makers have attempted to define and accomplish. Commonly used techniques for formulating policy are examined and one or more major policy initiatives in Nova Scotia are assessed.

GFDD 6543

The Politics of Education 0.5 unit

Students in this course will be asked to:

1. examine the political dimensions of schools, school systems, and provincial educational authorities;
2. explore the various meanings and levels of meanings of "politics" and "political" in education;
3. analyze relationships of power, authority, and influence in educational settings;
4. relate the political aspects of education in settings with which they are familiar to broader political questions.

GFDD 6544/GCRD 6344

Race, Culture, and Education 0.5 unit

An examination of critical theories of race and culture and the adverse effects of hegemonic concepts on societal and educational structures, policies, pedagogies, and power relations, using historical and contemporary case studies of majority-minority relations in Canada. *Note: Students who have received credit for GGRD 6344 may not take this course for credit.*

GFDD 6545/GCRD 6345

Indigenous and Decolonizing Studies in Education 0.5 unit

A survey of contemporary scholarship on Indigenous and decolonizing studies in education. The course deals in the theoretical foundations of movements like decolonization, resurgence, and reconciliation. The course also addresses ways of approaching Indigenous topics in teaching, the "decolonization" and "indigenization" of post-secondary institutions, and conducting ethical Indigenous research.

GFDD 6553

Research Seminar in Educational Foundations 0.5 unit

GFDD 6554

Research Seminar in Educational Foundations 0.5 unit

GFDD 6555

Research Seminar in Educational Foundations 1.0 unit

A seminar course for MEd or MA students in a topic related to Educational Foundations. Topics will vary. *Note: May be taken more than once for credential credit.*

GFDD 6556

Special Topics in Educational Foundations 0.5 unit

GFDD 6557

Special Topics in Educational Foundations 0.5 unit

GFDD 6558

Special Topics in Educational Foundations 1.0 unit

These courses are designed to allow students to study in greater depth a topic in Educational Foundations that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. *Note: May be taken more than once for credential credit.*

Educational Psychology (GEPY)

General Information

The Educational Psychology program offers a Master of Education (non-thesis) and Master of Arts in Education (thesis) degree programs in four concentrations: Evaluation, Human Relations, Education of the Blind or Visually Impaired and Education of the Deaf or Hard of Hearing.

Full-time students entering the Evaluation or Human Relations concentration program in September should plan their program to include courses offered during the May/June session. Students wishing to complete the program earlier must receive permission from their faculty advisor. The program concentrations for the Blind or Visually Impaired and the Deaf or Hard of Hearing are generally started in April/May.

Admission Requirements

Minimum requirements for admission to the human relations and evaluation concentrations are a bachelor's degree and evidence of one-year successful teaching or equivalent professional experience. For those teaching in the public school system, a BEd or its equivalent is also required. Those involved in other educational settings are encouraged to apply.

Minimum requirements for admission to the concentrations for the education of the blind or visually impaired and for the education of the deaf or hard of hearing are a Bachelor of Education or equivalent and one year of successful teaching experience in the public school system. For teachers with previous training in the education of students who are blind, visually impaired, deaf or hard of hearing, a thesis option is available.

Only students who show the potential to perform well in graduate studies, normally a minimum average of B (GPA 3.0) and positive letters of recommendation will be considered for admission.

Admission to the program is on a competitive basis. Meeting minimum requirements does not guarantee admission.

Education of Students who are Blind or Visually Impaired Concentration

Note: Consult the department for next program start date.

Students should be aware that this program is a part-time program and is offered using a combination of on-campus summer institutes which are compulsory, distance delivery using various means such as Moodle, and entails a practicum located in various geographic areas. Costs associated with the practicum and with travel are the responsibility of the student. Program guides provided to students upon acceptance also contain specific information governing professional practice, program and personal requirements.

This concentration is offered by Mount Saint Vincent University with the support of the Atlantic Provinces Special Education Authority (APSEA). The graduate degree concentrating on the education of students with visual impairments is designed to prepare educators to become specialists in the education of those who are blind or visually impaired. Children and youth who are visually impaired or blind make up an extremely heterogeneous population. Educational programming needs vary in relation to such factors as the degree of vision loss, age, the presence of other disabilities, and the nature of the eye condition. The

program is designed to prepare teachers, beyond the traditional teacher training, to teach the specialized curricula associated with disability-specific skills such as Braille, orientation and mobility, efficient use of residual vision, use of adaptive technology and equipment, and independent living skills. It also prepares teachers to work effectively as team members, consultants, and case managers collaborating with others involved in programming for students who are blind or visually impaired (e.g., parents, regular classroom teachers, medical personnel).

Master of Education (Educational Psychology): Education of Students who are Blind or Visually Impaired

Students registered in the Master of Education in Educational Psychology non-thesis program for the education of students with visual impairment must complete 5.5 units of coursework.

Note: As part of its continuous review process the MEd for Education of Students who are Blind or Visually Impaired may be updated to meet the changing demands of the profession. Student programs will be devised in accordance with current requirements and may vary from listed courses.

Program Requirements

Required Courses

<input type="checkbox"/> GEDU 6170	0.5 unit
<input type="checkbox"/> GSPY 6823	0.5 unit
<input type="checkbox"/> GEPY 6911	0.5 unit
<input type="checkbox"/> GEPY 6912	0.5 unit
<input type="checkbox"/> GEPY 6913	0.5 unit
<input type="checkbox"/> GEPY 6914	0.5 unit
<input type="checkbox"/> GEPY 6915	0.5 unit
<input type="checkbox"/> GEPY 6917	1.0 unit
<input type="checkbox"/> GEPY 6918	0.5 unit
<input type="checkbox"/> GEPY 6919	0.5 unit

Education of Students Who are Deaf or Hard of Hearing Concentration

Note: Consult the department for next program start date.

Students should be aware that this program is a part-time program and is offered using a combination of on-campus summer institutes which are compulsory, distance delivery using various means such as Moodle, and entails a practicum located in various geographic areas. Costs associated with the practicum and with travel are the responsibility of the student. Program guides provided to students upon acceptance also contain specific information governing professional practice, program and personal requirements.

This concentration is offered by Mount Saint Vincent University with the support of the Atlantic Provinces Special Education Authority (APSEA). The graduate degree program concentrating on the education of students who are deaf or hard of hearing is designed to prepare educators to become specialists in the education of those who are deaf or hard of hearing. Providing for the educational needs of this population requires not only a solid background in general education and the principles of inclusion, but also highly specialized experience and skills to meet the unique needs of these learners. The program is designed to help educators develop knowledge and skills in the areas of audiology, speech,

language acquisition, sign language, literacy and the modification/adaptation of curricula.

Master of Education (Educational Psychology): Education of Students who are Deaf or Hard of Hearing

Students registered in the Master of Education non-thesis program for the education of students who are deaf or hard of hearing must complete 5.5 units of coursework.

Note: As part of its continuous review process the MEd for Education of Students who are Deaf or Hard of Hearing may be updated to meet the changing demands of the profession. Student programs will be devised in accordance with current requirements and may vary from listed courses.

Program Requirements

Required Courses

<input type="checkbox"/> GEDU 6170	0.5 unit
<input type="checkbox"/> GSPY 6823	0.5 unit
<input type="checkbox"/> GEPY 6903	0.5 unit
<input type="checkbox"/> GEPY 6904	0.5 unit
<input type="checkbox"/> GEPY 6905	0.5 unit
<input type="checkbox"/> GEPY 6909	0.5 unit
<input type="checkbox"/> GEPY 6910	0.5 unit
<input type="checkbox"/> GEPY 6906	1.0 unit
<input type="checkbox"/> GEPY 6922	0.5 unit
<input type="checkbox"/> GEPY 6923	0.5 unit

Note: It is not normally possible to complete this program by taking courses in the summer only.

Evaluation Concentration

Note: Consult the department for next program start date.

Designed to support the development of elementary and secondary school teachers and administrators, and other educators, including nurse educators, community college educators, and personnel in the Department of National Defence in the area of evaluation. This program is intended for those who wish to enhance their evaluation skills as an educator and member of the school community or another educational setting, and who may fulfill a leadership role as a resource person in the area of evaluation. The Evaluation concentration is designed to provide a critical examination of, and skill enhancement in various aspects of evaluation practice including evaluation in the classroom, program evaluation and psychometrics (testing). Current issues in Evaluation are explored, accompanied by an examination of various ideas about research, teaching and learning, as they relate to evaluation. In addition, the graduate degree provides preparation to undertake research.

Master of Education (Educational Psychology): Evaluation Concentration

This program requires the completion of 5.0 units of coursework.

Program Requirements

Required Courses

<input type="checkbox"/> GEDU 6170	0.5 unit
<input type="checkbox"/> GEPY 6601	0.5 unit

- ☐ GEPY 6603 0.5 unit
- ☐ GEPY 6604 0.5 unit
- ☐ 1.0 unit selected from the following: 1.0 unit
 - GEPY 6602 0.5 unit
 - GEPY 6605 0.5 unit
 - GEPY 6606 0.5 unit
 - GEPY 6607 0.5 unit
- ☐ 2.0 units of graduate level electives 2.0 units
(selected in consultation with a faculty advisor)

Master of Arts in Education (Educational Psychology): Evaluation Concentration

This program requires the completion of 4.0 units of coursework plus a 1.0 unit thesis.

Program Requirements

Required Courses

- ☐ GEPY 6601 0.5 unit
- ☐ GEDU 6130 1.0 unit
- ☐ 1.0 unit selected from the following: 1.0 unit
 - GEDU 6170 0.5 unit
 - GEDU 6107 0.5 unit
 - GEDU 6100 0.5 unit
 - GEDU 6150 0.5 unit
- ☐ 1.0 unit selected from the following: 1.0 unit
 - GEPY 6602 0.5 unit
 - GEPY 6605 0.5 unit
 - GEPY 6606 0.5 unit
 - GEPY 6607 0.5 unit
- ☐ 1.5 units of graduate level electives 1.5 units
(selected in consultation with a faculty advisor)

Human Relations Concentration

The Human Relations concentration is designed to support the development of elementary and secondary school teachers and administrators, and other educators, including nurse educators, community college educators, personnel in the Department of National Defence, and others, in the area of human relations. This concentration is designed to help educators respond effectively to their multiple roles by becoming more adept with issues in the area of human relations, while maintaining teaching as their central responsibility. The program offers support to teachers to integrate their responses to students' personal and social needs within the regular curriculum. It is intended for those who wish to enhance their human relations skills as an educator and member of the school community or another educational setting and who may fulfill a leadership role as a resource person in the area of human relations. In addition, the graduate degree provides preparation to undertake research. **Students are advised that this program does not provide preparation to be a counsellor and are referred to Acadia University's School of Education for information concerning a graduate degree in counselling.**

Master of Education (Educational Psychology): Human Relations Concentration

This program requires the completion of 5.0 units of coursework.

Program Requirements

Required Courses

- ☐ GEDU 6170 0.5 unit
- ☐ 2.5 units selected from the following: 2.5 units
 - GEPY 6642 0.5 unit
 - GEPY 6643 0.5 unit
 - GSPY 6823 0.5 unit
 - GEPY 6644 0.5 unit
 - GEPY 6645 0.5 unit
 - GEPY 6646 0.5 unit
 - GEPY 6647 0.5 unit
- ☐ 2.0 units of graduate level electives 2.0 units
(selected in consultation with a faculty advisor)

Master of Arts in Education (Educational Psychology): Human Relations Concentration

This program requires the completion of 4.0 units of coursework plus a 1.0 unit thesis.

Program Requirements

- ☐ 1.0 unit selected from the following: 1.0 unit
 - GEDU 6170 0.5 unit
 - GEDU 6107 0.5 unit
 - GEDU 6100 0.5 unit
 - GEDU 6150 0.5 unit
- ☐ 2.0 units selected from the following: 2.0 units
 - GEPY 6642 0.5 unit
 - GEPY 6643 0.5 unit
 - GEPY 6644 0.5 unit
 - GEPY 6645 0.5 unit
 - GEPY 6646 0.5 unit
 - GEPY 6647 0.5 unit
- ☐ GEDU 6130 1.0 unit
- ☐ 1.0 unit of graduate level electives 1.0 unit
(selected in consultation with a faculty advisor)

Note: Some courses may be offered in alternate years. Please consult with the Coordinator. It is not normally possible to complete a program by taking courses in the summers only.

Courses - Educational Psychology (GEPY)

GEPY 6601
Statistics 0.5 unit
Focuses attention on descriptive statistics and parametric and non-parametric univariate inferential statistics, such as correlation, chi-square, analysis of variance and analysis of covariance. It also introduces the student to the use of one statistical computer package.

GEPY 6602
Theories of Learning and Instruction 0.5 unit
Examines historical and contemporary theories of learning and instruction.

GEPY 6603
Program Evaluation 0.5 unit
Prerequisite(s): GEDU 6170 or equivalent
A review of contemporary methods for evaluating social programs, particularly educational programs and curricula.

Students will learn to choose among models, design evaluation plans, and critically appraise evaluation reports. Results of major evaluations will be studied.

GEPY 6604

Problems in Educational Measurement and Assessment 0.5 unit

Prerequisite(s): GEDU 6170 or equivalent

An intermediate course designed to examine the foundations of measurement and the implications these have for the principles and practice of standardized testing.

GEPY 6605

Evaluation in the Classroom 0.5 unit

Prerequisite(s): GEDU 6170

A critical examination of theories and practices in classroom evaluation. The focus of the course is on current classroom practice and the establishment of principles which guide "best" practice. Examples from students' own experience will be used, as well as cases contributed by the instructor. The relationship of classroom evaluation practice to larger system evaluation issues will be explored. Students will have an opportunity to undertake an in-depth exploration of a particular aspect of evaluation in the classroom.

GEPY 6606

Values Reasoning 0.5 unit

An analysis of issues using the process of values reasoning. This process involves assessing value questions or claims, making justified value judgements and resolving value conflicts. Values reasoning entails viewing issues with greater insight, dealing with complexity, understanding different perspectives, developing empathy and acceptance and becoming more sensitive to the ethical dimensions of issues and problems.

GEPY 6607

Practicum in Evaluation 0.5 unit

Prerequisite(s): GEPY 6603 or 6605

Individual evaluation placements in schools or other agencies designed to provide experience with planning, conducting and reporting on program evaluations. Issues addressed in the seminar will include team dynamics, political factors, ethical considerations and project management.

GEPY 6608

Intermediate Statistics and Research Design 0.5 unit

Prerequisite(s): GEPY 6601 or equivalent

This course examines more advanced topics in analysis of variance such as repeated measures in one-way and factorial designs. It also includes multiple regression and multivariate statistics such as discriminant analysis and factor analysis. The use of data analysis by computer is emphasized.

GEPY 6641

Theory and Practice of Human Relations I 0.5 unit

GEPY 6642

Theory and Practice of Human Relations II 0.5 unit

Introductory courses which explore the dynamics of human communication and relationships, with particular attention to relationships in educational settings. Support of effective communication is given particular attention. An emphasis is placed on experiential approaches to developing skills.

GEPY 6643

Current Theories of Personality 0.5 unit

A study of the meaning, various theories, structure and fundamental principles involved in the development of the methods and results of personality study and measurement.

GEPY 6644

Group Process in Education 0.5 unit

Explores the dynamics of groups and group communication, formation of groups, and stages (initial, transition, working and ending) of groups. The relationship of classes of students and groups of teaching staff to group process will be examined. There will be an emphasis on the skills and attitudes required to become an effective member of a group. Students will develop their skills through experience as a member of a group.

GEPY 6645

Mediation and Conflict Resolution 0.5 unit

The course will focus on learning how to respond to conflict in classrooms, how to support students involved in conflict, and how to support students to develop strategies to independently respond to conflict, as classroom teachers. Consideration will be given to conflict resolution in relationships with colleagues. Examples will be taken from students' own professional experiences as well as cases provided by the instructor. An emphasis on an experiential approach is followed throughout the course.

GEPY 6646

Human Relations Program Design 0.5 unit

An evaluation of programs for psychological services and curriculum in human relations from a variety of frameworks. Programs may include anger management, self-esteem, anti-bullying, sexuality and gender relations. Students also design new programs or revise existing programs to reflect their choice of frameworks and consider implementation strategies for school and workplace settings.

GEPY 6647

Issues in Human Relations 0.5 unit

Prerequisite(s): registration in the Human Relations route.

This is normally the last course taken in the Human Relations concentration

A seminar designed to help achieve synthesis of the program and to provide an opportunity to explore issues of interest to individual students. An opportunity to review assumptions about human relations in the light of current research and practice and to reflect on one's own perspective. Students will engage in in-depth study in a human relations issue relevant to their professional practice.

GEPY 6653

Research Seminar in Educational Psychology 0.5 unit

GEPY 6654

Research Seminar in Educational Psychology 0.5 unit

GEPY 6655

Research Seminar in Educational Psychology 1.0 unit

A seminar course for MEd or MA students in a topic related to Educational Psychology. Topics will vary. *Note: May be taken more than once for credential credit.*

GEPY 6656 Special Topics in Educational Psychology	0.5 unit	promotion of language development and communication skills in deaf children.
GEPY 6657 Special Topics in Educational Psychology	0.5 unit	
GEPY 6658 Special Topics in Educational Psychology	1.0 unit	
These courses are designed to allow students to study in greater depth a topic in educational psychology that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. <i>Note: These courses may be taken more than once for credential credit.</i>		
<i>Note: The following courses are specialized courses for the education of the blind or visually impaired and the deaf or hard of hearing. Courses are taught online for Fall, Winter and Spring. The summer courses normally are taught off-campus at the Atlantic Provinces Special Education Authority (APSEA) in Halifax. As well, students should be aware that practicums in the first and second year of the program are required. These normally involve concentrations of 4 weeks in the first year and 6 weeks in the second year in sites selected by the program committee in consultation with the field and the student. It is important to note that while program representatives consult with students, options for placement are determined based on availability and may involve travel and/or relocation for brief periods.</i>		
GEPY 6903 Audiology for Students who are Deaf/Hard of Hearing	0.5 unit	
An introduction to audiology, diagnosis and management of hearing loss, speech perception and acoustic environments.		
GEPY 6904 Aural/Oral Rehabilitation	0.5 unit	
An introduction to aural/oral rehabilitation with a focus on phonetics, speech reading, speech perception, speech development, auditory skill development and the use of remedial hearing including the use of hearing aids and cochlear implants.		
GEPY 6905 Communication for the Deaf/Hard of Hearing	0.5 unit	
An examination of the linguistics of visual, non-verbal language codes. Students will be introduced to different sign language codes, with particular emphasis on ASL and Signed English, and their applications in educational and social settings. The course will also provide students the opportunity to develop skills at a basic level in the receptive and expressive use of sign language.		
GEPY 6906 Seminar and Internship in Deaf Education	1.0 unit	
A minimum of 500 hours of observation and student teaching of deaf children at all levels from preschool to high school and in all settings, including self-contained settings, inclusive settings, one to one instruction, consultation and direct service. The seminar component of the course provides trainees with the opportunity for discussion and feedback on the internship experience. The internship will focus on the development of such skills as the identification of the special educational needs of deaf children; use of appropriate and differentiated teaching methods; planning, delivery and evaluation of an appropriate curriculum; effective time management in a range of educational settings; working effectively with professional colleagues and other adults;		
GEPY 6907 Special Topics in Deaf/Hard of Hearing	0.5 unit	
GEPY 6908 Special Topics in Deaf/Hard of Hearing	0.5 unit	
<i>Prerequisite(s): permission of the instructor</i>		
These courses are designed to allow students to study in greater depth a topic in Deaf Education that is treated more briefly in another graduate course or a related topic not covered in another graduate course.		
GEPY 6909 Implications of Deafness for Diagnostic Assessments and Curriculum Access I	0.5 unit	
An introduction to current knowledge in the area of assessment, curriculum development and implementation for students who are deaf or hard of hearing. <i>Note: Students who have received credit for GEPY 6901 may not take this course for credit.</i>		
GEPY 6910 Implications of Deafness for Diagnostic Assessments and Curriculum Access II	0.5 unit	
A more advanced course in assessment, curriculum development and strategies for curriculum implementation for students who are deaf or hard of hearing. This course will focus on the adaptation of current public school curriculum for students who are deaf or hard of hearing. <i>Note: Students who have received credit for GEPY 6901 may not take this course for credit.</i>		
GEPY 6911 Functional Implications of Visual Impairment	0.5 unit	
This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined. The assessment of visual performance, both medical and functional, is examined. The interpretation of ophthalmic and optometric data essential for individualized program planning with the visually impaired is addressed.		
GEPY 6912 Foundations of Orientation and Mobility for Teachers of the Visually Impaired	0.5 unit	
This course is designed to introduce the student to the principles and fundamentals of orientation and mobility. Emphasis is placed on the study of the human sensory motor systems, concept formation, and spatial orientation as these topics relate to environmental orientation and mobility. The student will gain insight into travel problems of the visually impaired, travel options (e.g., dog guide, sighted guide, long cane), the effective use of remaining senses, and methodologies in orientation and mobility skills for those who are totally blind, have low vision or who have multiple disabilities. The orientation and mobility needs of individuals of various ages will also be presented.		
GEPY 6913 Literacy for Students who are Blind/Visually Impaired	0.5 unit	
An examination of the implications for both the learner and the educator when the student must use tactual codes for reading, writing, and mathematics. The topics will include: the development of tactual codes; a comparison of visual and		

tactual perception; braille reading readiness; principles of teaching braille reading and writing; the Nemeth code and teaching strategies; and codes used for music, foreign languages, and computer programming. The student will be required to master the Grade II level of the braille literary code and the Nemeth code for mathematics.

GEPY 6914

Assistive Technology for Students who are Blind/Visually Impaired 0.5 unit

An examination of technology designed or adapted for students with a visual impairment. The main focus of the course will be to acquaint students with electronic reading/writing/typing systems; tactile and spoken word output reading machines; braille, speech and large print computer terminals and microcomputers; and other adaptive technological devices currently being implemented in educational programs for students who are visually impaired. Hands-on experience with commercially available devices will help students to develop skills in equipment operations and interfacing.

GEPY 6915

Assessment and Program Planning for Students with a Visual Impairment 0.5 unit

The focus of this course is a critical analysis of assessment including psychometric tests; curriculum-based assessment; informal assessment; and observations, as well as the function of assessment in relation to adaptive instruction for the visually impaired. Implications for interpreting test results relative to the implications of visual impairment upon test performance will be examined. This course prepares the participant to function as a member of a multidisciplinary team in educational settings. Skills in administering a variety of assessment tools, planning and implementing teaching strategies, and evaluating the teaching process will be developed.

GEPY 6917

Seminar and Internship 1.0 unit

A minimum of 350 hours of field-based practicum experience is required. These may be arranged in the following settings: itinerant programs for school age children; residential programs for students with a visual impairment; itinerant programs for preschool children; regular classrooms in which a student with a visual impairment is integrated; consultant-teacher position; other agencies/programs serving those with a visual impairment. In most placements, students will be assigned specific teaching responsibilities under the direction of the supervising staff member. Each student will be expected to complete observations and teaching assignments in a variety of settings during their internship.

GEPY 6918

Curriculum and Instructional Strategies for Students with Visual Impairments I 0.5 unit

An introduction to strategies and techniques required to adapt curricula to make it accessible to students with a visual impairment. The focus will be on strategies to teach disability specific skills essential to the learner with limited visual input. *Note: Students who have received credit for GEPY 6919 may not take this course for credit.*

GEPY 6919

Curriculum and Instructional Strategies for Students with Visual Impairments II 0.5 unit

Prerequisite(s): GEPY 6918

An examination of curriculum development and adaptation in various educational programs. The course focuses on the implications of educating students with a visual impairment in the regular classroom. *Note: Students who have received credit for GEPY 6919 may not take this course for credit.*

GEPY 6920

Special Topics in the Education of Learners with Visual Impairments 0.5 unit

GEPY 691

Special Topics in the Education of Learners with Visual Impairments 0.5 unit

These courses are designed to enable students to study a topic in education learners with visual impairments in greater depth a topic in visual impairment that is treated more briefly in another graduate course or a related topic not covered in another graduate course.

GEPY 6922

A Comparative Analysis of Language Development in Students with Normal Hearing and Students Who are Deaf or Hard of Hearing I 0.5 unit

An introduction to linguistics, theories of language development, and the process of language acquisition in children who are deaf or hard of hearing. *Note: Students who have received credit for GEPY 6902 may not take this course for credit.*

GEPY 6923

A Comparative Analysis of Language Development in Students with Normal Hearing and Students Who are Deaf or Hard of Hearing II 0.5 unit

An advanced examination of linguistics, theories of language development, and the process of language acquisition in children who are deaf or hard of hearing. The course also focuses on the development of literacy skills including teaching English as a second language to, and the diagnostic assessment of reading achievement of, students who are deaf or hard of hearing. *Note: Students who have received credit for GEPY 6902 may not take this course for credit.*

Elementary and Middle School Education (GEMS)

General Information

The Master of Education and Master of Arts in Education degree programs in Elementary and Middle School Education are curriculum-based and are primarily concerned with teacher development. The programs focus on curriculum and teaching, and the relationship between them. They are grounded in a broad concept of research that encourages the critical examination of teaching in elementary and middle and junior high schools. Throughout the program students examine their own teaching and are encouraged to develop their own curriculum materials.

Admission Requirements

To be admitted to a degree program, the student must ordinarily have:

1. a bachelor's degree and a Bachelor of Education or equivalent, and
2. at least one year of successful teaching experience, normally at the elementary or middle school level.

Only students who have shown the potential to perform well in graduate studies, normally a minimum average of B (GPA 3.0) and positive letters of recommendation) will be considered for admission.

Admission is on a competitive basis. Meeting minimum requirements does not guarantee admission. At present, a limited number of students on a part-time basis are admitted every year. Students who wish to study full-time should contact the program head.

Master of Education (Elementary and Middle School Education)

This program requires the completion of 5.0 units of coursework. Some students may be required to complete additional prerequisite courses.

Program Requirements

Required Courses

- GEDU 6170 0.5 unit
- GEMS 6424 0.5 unit
- 1.0 unit selected from the following: 1.0 unit
 - GEMS 6421 0.5 unit
 - GEMS 6423 0.5 unit
 - GFDD 6510 0.5 unit
 - GFDD 6512 0.5 unit
 - GFDD 6513 0.5 unit
 - GFDD 6519 0.5 unit
 - GFDD 6521 0.5 unit
 - GFDD 6522 0.5 unit
 - GEPY 6605 0.5 unit
- 2.0 units of GEMS in subject areas as listed: 2.0 units
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
- 1.0 unit of graduate level electives 1.0 unit
(selected in consultation with a faculty advisor)

Master of Arts in Education (Elementary and Middle School Education)

This program requires the completion of 4.0 units of coursework and a 1.0 unit thesis. Some students may be required to complete additional prerequisite courses.

Program Requirements

Required Courses

- GEDU 6170 0.5 unit
- GEDU 6130 1.0 unit
- 0.5 unit selected from the following: 0.5 unit
 - GEDU 6100 0.5 unit
 - GEDU 6107 0.5 unit
 - GEDU 6150 0.5 unit
- 1.0 unit selected from the following: 1.0 unit
 - GEMS 6421 0.5 unit
 - GEMS 6423 0.5 unit
 - GFDD 6510 0.5 unit
 - GFDD 6512 0.5 unit
 - GFDD 6513 0.5 unit
 - GFDD 6519 0.5 unit
 - GFDD 6521 0.5 unit
 - GFDD 6522 0.5 unit
 - GEPY 6605 0.5 unit
- 1.0 unit of GEMS electives 1.0 unit
- 1.0 unit of graduate level electives 1.0 unit
(selected in consultation with a faculty advisor)

Courses - Elementary and Middle School (GEMS)

Foundations

GEMS 6421
Principles and Practices of Curriculum Construction 0.5 unit
Prerequisite(s): permission of the instructor
 Concepts of the curriculum: basic principles of construction; social influence; selection of subject matter; placement problems; organization of instruction; evaluation of outcome.

GEMS 6423
Crucial Issues in Elementary and Middle School Education 0.5 unit
Prerequisite(s): permission of the instructor
 The course addresses a range of crucial issues related to the foundations of elementary and middle school education. It focuses on such issues as the changing child, school, aims, and social attitudes; curriculum, teaching, assessment; and alternatives to schooling. The topic under which the issues will be discussed may vary from year to year.

GEMS 6424
Capstone Seminar and Project: Focus on Teaching 0.5 unit
Prerequisite(s): permission of the instructor
 Integrate's students' coursework through seminar discussions and completion of a project related to elementary or middle school education. It will normally be students' final course in the Master of Education, Elementary and Middle School Education program. Graded Pass/Fail/NCR

Language Arts

GLIT 6727
Literacy Learning I 0.5 unit
See Literacy Education course listings.

GLIT 6728
Literacy Learning II 0.5 unit
See Literacy Education course listings.

GEMS 6447
Special Topics in Language Arts 0.5 unit
Prerequisite(s): permission of the instructor
These courses are designed to allow students to study in greater depth a topic in language arts that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

Mathematics

GEMS 6401/GCRD 6336
Numeracy in the Curriculum I 0.5 unit
An examination of the concepts of number and operations from grades primary to twelve. Research on number sense is investigated with the aim to develop classroom instruction strategies that foster students' quantitative thinking. *Note: Students who have received credit for GCRD 6336 may not take this course for credit.*

GEMS 6402/GCRD 6337
Numeracy in the Curriculum II 0.5 unit
Prerequisite(s): GCRD 6336/GEMS 6401
An examination of number concepts as they apply in the areas of measurement, probability, and statistics from grades primary to twelve. Research on these areas of application of number sense is investigated with the aim to develop classroom instruction strategies that foster students' quantitative thinking. *Note: Students who have received credit for GCRD 6337 may not take this course for credit.*

GEMS 6403/GCRD 6338
Problem Solving and Problem Posing in School Mathematics 0.5 unit
An investigation of the literature pertaining to problem solving and problem posing in the context of mathematics learning. Students will learn about divergent and convergent thinking processes in mathematics, the integration of creativity and problem solving strategies and their place in the mathematics classroom. *Note: Students who have received credit for GCRD 6338 may not take this course for credit.*

GEMS 6426/GCRD 6326
Learning Difficulties in School Mathematics 0.5 unit
An examination of research on mathematics anxiety, mathematics disabilities, and other learning issues. The course provides an opportunity to use existing tools or to develop specific instruments for determining problematic areas and to plan appropriate teaching strategies. *Note: Students who have received credit for GCRD 6326 may not take this course for credit.*

GEMS 6427/GCRD 6327
Interdisciplinary Study of School Mathematics 0.5 unit
An examination of research on the learning of mathematics in the context of other subject areas, or other fields of applications. This course provides an opportunity to study

mathematical experiences that offer meaningful and authentic connections to various topics of educational interest. *Note: Students who have received credit for GCRD 6327 may not take this course for credit.*

GEMS 6428/GCRD 6328
Pedagogical Approaches in School Mathematics 0.5 unit
An examination of pedagogical approaches in mathematics education. Research on techniques beyond direct instruction is investigated with the aim to develop an extensive pedagogical toolbox of strategies for teaching mathematics. While mathematical content is not the major emphasis of the course, it is often the vehicle for discussion of the pedagogical approaches. *Note: Students who have received credit for GEMS 6462 or GCRD 6328 may not take this course for credit.*

GEMS 6429
Curricular Topics in Elementary and Middle School Mathematics 0.5 unit
An examination of current perspectives in mathematics education regarding content knowledge at the elementary and middle school levels. Areas to be reviewed include research on students' development of quantitative, algebraic, spatial, and statistical reasoning. *Note: Students who have received credit for GEMS 6461 may not take this course for credit.*

GEMS 6467
Special Topics in Elementary and Middle School Mathematics 0.5 unit
Prerequisite(s): permission of the instructor
These courses are designed to allow students to study in greater depth a topic in elementary and middle school mathematics that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

Science

GEMS 6471
Science in the Elementary and Middle School Curriculum 0.5 unit
Prerequisite(s): permission of the instructor
This course will deal with curricular applications and organization in science in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6477
Special Topics in Elementary and Middle School Science 0.5 unit
Prerequisite(s): permission of the instructor
These courses are designed to allow students to study in greater depth a topic in elementary and middle school science that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

Social Studies

GEMS 6481
Social Studies in the Elementary and Middle School Curriculum 0.5 unit
Prerequisite(s): permission of the instructor
This course will deal with curricular applications and organization in social studies in the elementary and middle

school as they arise from the examination of theoretical perspectives.

GEMS 6487

Special Topics in Elementary and Middle School Social Studies

0.5 unit

Prerequisite(s): permission of the instructor

These courses are designed to allow students to study in greater depth a topic in elementary and middle school social studies that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

General Courses

GEMS 6453

Research Seminar in Elementary and Middle School Education

0.5 unit

GEMS 6456

Special Topics in Elementary and Middle School Education

0.5 unit

GEMS 6457

Special Topics in Elementary and Middle School Education

0.5 unit

Special topics courses are designed to allow students to study in greater depth a topic that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. May be taken more than once for credential credit.

Literacy Education (GLIT)

General Information

The Master of Education and Master of Arts in Education programs in Literacy Education are intended to help educators respond confidently and effectively to the varied and complex demands of fostering literacy learning in a range of contexts including schools and community sites. The programs combine a focus on theoretical understandings of current research and issues in literacy education with an exploration of implications for practice. These degrees may be completed on a full-time or part-time basis. The MED degree is available at some off-campus locations.

Admission Requirements

Minimum requirements for admission to the programs are a bachelor's degree or its equivalent and related experience. See 2.1.8 Recognizing Prior Learning. Normally, a minimum average of B (GPA 3.0) is required for admittance.

Master of Education (Literacy Education)

This program requires the completion of 5.0 units of coursework. Some students may be required to complete additional prerequisite courses.

Program Requirements

Required Courses

<input type="checkbox"/> GLIT 6727	0.5 unit
<input type="checkbox"/> GLIT 6728	0.5 unit
<input type="checkbox"/> GEDU 6170	0.5 unit
<input type="checkbox"/> 2.0 units of GLIT electives	2.0 units
<input type="checkbox"/> 1.5 units of graduate level electives	1.5 units
<i>(selected in consultation with a faculty advisor)</i>	

Master of Arts in Education (Literacy Education)

This program requires the completion of 4.0 units of coursework and a 1.0 unit thesis. Some students may be required to complete additional prerequisite courses.

Program Requirements

Required Courses

<input type="checkbox"/> GLIT 6727	0.5 unit
<input type="checkbox"/> GLIT 6728	0.5 unit
<input type="checkbox"/> GLIT 6753	0.5 unit
<input type="checkbox"/> GLIT 6754	0.5 unit
<input type="checkbox"/> GEDU 6170	0.5 unit
<input type="checkbox"/> GEDU 6130	1.0 unit
<input type="checkbox"/> 0.5 unit selected from the following:	0.5 unit
GEDU 6100	0.5 unit
GEDU 6107	0.5 unit
GEDU 6150	0.5 unit
<input type="checkbox"/> 1.0 unit of graduate level electives	1.0 unit
<i>(selected in consultation with a faculty advisor)</i>	

Courses - Literacy Education (GLIT)

GLIT 6724

Literature for Children and Young Adults I 0.5 unit

An examination of children's literature and the teaching of literacy. Part I examines the variety of children's literature, along with current issues in teaching and selection. Analysis, evaluation and selection of literary works meeting the diverse needs, interests and cultures of today's classrooms will be highlighted. *Note: Students who received credit for GLIT 6723 may not take this course for credit.*

GLIT 6725

Literature for Children and Young Adults II 0.5 unit

A review of pedagogical strategies for teaching literacy through children's literature. Part II examines the pedagogy of teaching reading, writing and content topics using children's literature. Students will have the opportunity to explore the pedagogy of teaching special interest areas of children's literature and will examine home-to-school-to-community connections. *Note: Students who received credit for GLIT 6723 may not take this course for credit.*

GLIT 6727

Literacy Learning I 0.5 unit

An entry-level graduate literacy course. This course examines the nature of language, learning and what it means to be literate.

GLIT 6728

Literacy Learning II 0.5 unit

Prerequisite(s): GLIT 6727

A continuation of GLIT 6727. This course examines how teachers' beliefs about language, learning, and what it means to be literate shape curricula and pedagogies for literacy learning.

GLIT 6729

Pedagogy of Literacy Learning 0.5 unit

Prerequisite(s): GLIT 6728

This course examines the assumptions and practices entailed in promoting literacy learning in a wide variety of settings.

GLIT 6730

Reflection on Literacy Learning and Teaching 0.5 unit

Prerequisite(s): GLIT 6729

This course will engage students in an examination of their assumptions/beliefs about learning and teaching. A continuation of GLIT 6729, this course will require students to compile a portfolio of work consisting of artifacts and reflections from their learning in the graduate education program as well as from their classrooms. This is normally the last course taken in the MEd in the Literacy Education program.

GLIT 6731/GCRD 6324

Cultural Politics and the Teaching of English 0.5 unit

This course traces the social, cultural and institutional functions of the subject English to provide an understanding of how it is a form of cultural politics. The course examines contemporary critical theories and the cultural politics of media (print, electronic, visual) as a means of expanding possibilities of teaching English as a socially progressive subject. *Note: Students who have received credit for GCRD 6324 may not take this course for credit.*

GLIT 6732/GCRD 6325

Reading and Teaching Popular Culture 0.5 unit

This course focuses on the educational and pedagogical dimensions of popular culture. It provides theoretical frameworks, namely, those of cultural studies and critical literacy, to explore the variety of literacies practised in contemporary multi-mediated cultures and the complex social processes brought to bear on the teaching and reading of popular culture. *Note: Students who have received credit for GCRD 6325 may not take this course for credit.*

GLIT 6753

Research Seminar in Literacy Education 0.5 unit

GLIT 6754

Research Seminar in Literacy Education 0.5 unit

A course designed for students in the Master of Arts Program in literacy education. *Note: May be taken more than once for credential credit.*

GLIT 6756

Special Topics in Literacy Education 0.5 unit

GLIT 6757

Special Topics in Literacy Education 0.5 unit

GLIT 6758

Special Topics in Literacy Education 1.0 unit

These courses are designed to allow students to study in greater depth a topic that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. *Note: May be taken more than once for credential credit.*

GLIT 6771

Issues in Language and Literacy

Research and Practice 0.5 unit

A seminar course allowing for an examination of selected topics in language and literacy research and practice.

GLIT 6772

Issues in Language and Literacy Research 0.5 unit

A seminar course allowing for an examination of selected topics in language and literacy research.

GLIT 6792

Theory and Practice of Writing 1.0 unit

An examination of the role of writing as a literate activity. Students will develop their own writing in a number of genres, study the historical roots of writing instruction, and examine critically the philosophical and pedagogical implications of teaching and learning writing from several cultural and epistemological perspectives.

Studies in Lifelong Learning (GSLL)

General Information

The Master of Education (non-thesis) and Master of Arts in Education (thesis) degree programs in Studies in Lifelong Learning engage students in an exploration of lifelong learning processes in a wide range of social, institutional and cultural contexts. Students involved with or interested in adult basic education, adult literacy, community development, citizenship, cross-cultural learning, women's learning, environmental education, workplace learning, post-secondary education, popular education, and continuing professional development will all benefit from these programs. Courses in the degree use a critical analytical approach to prepare those concerned with lifelong learning to work and learn in a variety of lifelong learning contexts and to address a range of contemporary learning challenges.

Admission Requirements

Students admitted to the Master of Education or Master of Arts in Education program will possess a bachelor's degree or its equivalent with a minimum overall average of B (GPA 3.0). Both MEd and MA candidates are required to write a short essay in which they outline their reasons for wanting to undertake graduate study in studies in lifelong learning. All students should also demonstrate a commitment to studies in lifelong learning in their professional or community roles and work. MA candidates should demonstrate advanced research and writing competencies. Candidates may be asked to submit samples of academic writing to verify adequate preparation for MA work.

Master of Education (Studies in Lifelong Learning)

This program consists of 5.0 units of coursework including a project. This degree may be completed on either a full-time or part-time basis.

Program Requirements

Required Courses

<input type="checkbox"/> GSLL 6200	0.5 unit
<input type="checkbox"/> GSLL 6206	0.5 unit
<input type="checkbox"/> GSLL 6207	0.5 unit
<input type="checkbox"/> GSLL 6290	1.0 unit
<input type="checkbox"/> GSLL 6299	0.5 unit
<input type="checkbox"/> 1.5 units of GSLL or GEDU	1.5 units
<input type="checkbox"/> 0.5 unit of graduate level electives (selected in consultation with a faculty advisor)	0.5 unit

Master of Arts in Education (Studies in Lifelong Learning)

This program requires the completion 4.0 units of coursework and a 1.0 unit thesis. This degree may be completed on either a full-time or part-time basis.

Program Requirements

Required Courses

<input type="checkbox"/> GSLL 6200	0.5 unit
<input type="checkbox"/> GSLL 6206	0.5 unit
<input type="checkbox"/> GSLL 6290	1.0 unit
<input type="checkbox"/> GEDU 6130	1.0 unit

<input type="checkbox"/> 1.0 unit of GSLL or GEDU	1.0 unit
<input type="checkbox"/> 0.5 unit selected from the following:	0.5 unit
GEDU 6100	0.5 unit
GEDU 6107	0.5 unit
GEDU 6150	0.5 unit
<input type="checkbox"/> 0.5 unit of graduate level electives (selected in consultation with a faculty advisor)	0.5 unit

Courses - Studies in Lifelong Learning (GSLL)

GSLL 6200

Introduction to Studies in Lifelong Learning 0.5 unit

An introduction to the important conceptual frameworks and vocabularies of studies in lifelong learning. A consideration of diverse perspectives, essential concepts, key practices and central issues in studies in lifelong learning in order to understand and address the central learning challenges of our times.

GSLL 6201

The Historical Legacy of Studies in Lifelong Learning 0.5 unit

An introduction to the rich historical legacy of studies in lifelong learning.

GSLL 6202

Contemporary Perspectives in the Study of Lifelong Learning 0.5 unit

A consideration of key contemporary contributors to studies in lifelong learning. This course engages students in an in-depth examination of the theories and practices of select contemporary topics in the field.

GSLL 6206

Lifelong Learning Processes 0.5 unit

An exploration of the distinguishing features of lifelong learning processes including an investigation of the ways lifelong learning in adulthood connects to processes of social and cultural reproduction and development. Explores the impact of broader physical, social and cultural contexts on lifelong learning processes.

GSLL 6207

Graduate Seminar in Lifelong Learning 0.5 unit

An advanced exploration of theoretical and research issues related to studies in lifelong learning.

GSLL 6211

Lifelong Learning and Culture 0.5 unit

A consideration of lifelong learning as a cultural practice. The course examines the nature of contemporary post-modern culture and its implications for lifelong learning.

GSLL 6212

Methods for Fostering Lifelong Learning 0.5 unit

An overview of effective processes for fostering lifelong learning. Students examine various perspectives on best practices in lifelong learning contexts while continuing to develop their skills with various teaching and learning methods.

- GSLL 6213
Diversity Issues in Lifelong Learning 0.5 unit
 A consideration of how and why human societies historically and currently socially construct differences in people's characteristics (for example, race, gender, sexual orientation, ethnicity, age, abilities and class) and how these social constructions influence lifelong learning. Students explore ways of developing non-discriminatory lifelong learning practices and social justice.
- GSLL 6214
Community Education and Development 0.5 unit
 A consideration of the limitations and potentialities of lifelong learning in the community. Students will develop their capacities to enhance learning in the community by engaging in projects within the community itself.
- GSLL 6215
Continuing Professional Education 0.5 unit
 A consideration of a range of contemporary continuing professional education issues and innovations. In a series of practical exercises, students develop expertise as continuing professional education instructors and planners. Special attention is paid to the workshop as an important continuing professional education venue.
- GSLL 6216
Creating the Educative Workplace 0.5 unit
 An overview of the contemporary reorganization of work and an investigation of the implications for lifelong learning in the workplace.
- GSLL 6217
Lifelong Learning in Post-Secondary Institutions 0.5 unit
 A consideration of lifelong learning in post-secondary institutions, with a focus on vocational colleges, community colleges, and universities. An examination of issues in post-secondary education such as the impact of new technologies, the purpose and mission of the post-secondary institution, staff development, and community participation.
- GSLL 6218
Lifelong Learning in International Contexts 0.5 unit
 A consideration of the major learning opportunities and challenges faced by theorists and practitioners in studies of lifelong learning in international contexts and an examination of selected exemplary lifelong learning projects in various regions of the world.
- GSLL 6219
Lifespan Development 0.5 unit
 A consideration of human development as it transpires throughout the lifespan. This course examines the particular learning challenges that confront adults at different stages and transition points in the lifespan. Particular attention is paid to women's developmental process.
- GSLL 6220
Policy Issues in Lifelong Learning 0.5 unit
 An overview of the analytical frameworks for the study of policy as it impacts lifelong learning and an examination of selected policy issues (for example, training and retraining the Canadian labour force, literacy, higher education).
- GSLL 6221
Designing Contexts for Lifelong Learning 0.5 unit
 A survey of several models (humanist, technical, critical) for designing contexts to support the lifelong learning of adults in a variety of settings. Particular attention is paid to the ways lifelong learning contexts are the outcome of complex and ongoing processes of negotiation.
- GSLL 6222
Social Issues and Lifelong Learning 0.5 unit
 A consideration of the ways lifelong learning is inextricably bound up with the social issues any society faces at any point in time. An examination of selected social issues confronting Canadians such as unemployment and retraining, technology, eco-degradation, racism, etc. for their implications for lifelong learning and educational practice.
- GSLL 6223
Feminists Perspectives in Lifelong Learning 0.5 unit
 This course explores a range of feminist theories and research in relation to lifelong learning.
- GSLL 6256
Special Topics in Lifelong Learning 0.5 unit
- GSLL 6257
Special Topics in Lifelong Learning 0.5 unit
- GSLL 6258
Special Topics in Lifelong Learning 1.0 unit
 An opportunity to study in greater depth a topic in studies in lifelong learning that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.
- GSLL 6290
Practicum in Studies in Lifelong Learning 1.0 unit
 An application for learning within an experiential context where students can develop skills and test theories. In consultation with the instructor, students develop and implement an appropriate practicum placement. Each practicum involves a complex learning environment requiring intensive engagement and interaction. Students commit approximately 150 hours to their practicum. Graded Pass/Fail/NCR
- GSLL 6299
Lifelong Learning Project 0.5 unit
 Involves students researching a topic of their choice, in consultation with the instructor, in lifelong learning. Theorizing from the literature, students will prepare a substantive scholarly paper/presentation, while independently consulting with the instructor and developing and revising their work throughout the term. *Note: Normally the project course will be completed toward the end of the degree. Graded Pass/Fail/NCR.*

Teaching English to Speakers of Other Languages (TESOL) (GTSL)

Master of Education: Teaching English to Speakers of Other Languages (TESOL)

The Master of Education Teaching English to Speakers of Other Languages (TESOL) program is a specialty program designed for educators working with English as a second or additional language learners in a variety of local and international contexts. The program integrates theory, research, and practice in an educational experience that promotes and values expertise and professionalism.

Graduates of this program will be well equipped to work in any TESOL related field in Canada or abroad, whether with children, youth, or adults.

Admission Requirements

1. Undergraduate degree in Education or related field, preferably an honours degree or equivalent. A high academic standing (normally a minimum of B (GPA 3.0)) is expected.
2. Related work/volunteer experience is valued.
3. Two letters of reference (one academic and one professional) attesting to academic and work experiences, and personal characteristics.
4. Statement of Intent: 500 word statement outlining the applicant's academic background, reasons for applying to the program, and intended career goals. The applicant should also describe how the program will support her or his professional growth.

This program offers two options: a course-based or project-based Master's.

Program Requirements

Required Courses

- | | |
|------------------------------------|----------|
| <input type="checkbox"/> GTSL 6360 | 0.5 unit |
| <input type="checkbox"/> GTSL 6361 | 0.5 unit |
| <input type="checkbox"/> GTSL 6362 | 0.5 unit |
| <input type="checkbox"/> GTSL 6363 | 0.5 unit |

Project-based program

- | | |
|--|-----------|
| <input type="checkbox"/> GEDU 6140 | 0.5 unit |
| <input type="checkbox"/> 1.5 units of GTSL electives | 1.5 units |

or

Course-based program

- | | |
|---|-----------|
| <input type="checkbox"/> 2.0 units of GTSL electives | 2.0 units |
| <input type="checkbox"/> 1.0 unit of 6000 level electives from the Faculty of Education or departments across the university with approval from an academic advisor | 1.0 unit |

Master of Arts in Education: Teaching English to Speakers of Other Languages (TESOL)

The Master of Arts in Education Teaching English to Speakers of Other Languages (TESOL) program is a specialty program designed for educators working with English as a second or additional language learners in a

variety of local and international contexts. The program integrates theory, research, and practice in an educational experience that promotes and values expertise and professionalism. Graduates of this program will be well equipped to work in any TESOL related field in Canada or abroad, whether with children, youth, or adults. Students will examine a research question in depth drawing on theory and research methods to produce a defensible study.

Admission Requirements

1. Undergraduate degree in Education or related field, preferably an honours degree or equivalent. A high academic standing (normally a minimum of B (GPA 3.0)) is expected.
2. Related work/volunteer experience is valued.
3. Two letters of reference (one academic and one professional) attesting to academic and work experiences, and personal characteristics.
4. Statement of Intent: 500 word statement outlining the applicant's academic background, reasons for applying to the program, and intended career goals. The applicant should also describe how the program will support her or his professional growth.

Program Requirements

Required Courses

- | | |
|------------------------------------|----------|
| <input type="checkbox"/> GTSL 6360 | 0.5 unit |
| <input type="checkbox"/> GTSL 6361 | 0.5 unit |
| <input type="checkbox"/> GTSL 6362 | 0.5 unit |
| <input type="checkbox"/> GTSL 6363 | 0.5 unit |
| <input type="checkbox"/> GEDU 6130 | 1.0 unit |

Research Methods

- | | |
|-----------|----------|
| GEDU 6100 | 0.5 unit |
| OR | |
| GEDU 6107 | |

- | | |
|---|----------|
| <input type="checkbox"/> 0.5 unit of GTSL electives | 0.5 unit |
|---|----------|

- | | |
|---|----------|
| <input type="checkbox"/> 1.0 unit of 6000 level electives from the Faculty of Education or departments across the university with approval from an academic advisor | 1.0 unit |
|---|----------|

Certificate in Teaching English to Speakers of Other Languages (TESOL) for Children and Youth

The Certificate in Teaching English to Speakers of Other Languages (TESOL) for Children and Youth is designed for those who want to learn more about teaching English Language Learners in a K-12 context from a practical perspective. Students will acquire practical skills to help them develop teaching activities and assessments that promote language learning and development.

Admission Requirements

1. Undergraduate degree in Education or a related field. A high academic standing (normally a minimum of B (GPA 3.0)) is expected.
2. Related work/volunteer experience is valued.
3. Two letters of reference (one academic and one professional) attesting to academic and work experiences and personal characteristics.

4. Statement of Intent: 250-word statement outlining the applicant's academic background and reasons for applying to the program. The applicant should also describe how the program will support her or his professional growth.

Program Requirements

Required Courses (2.0 units)

<input type="checkbox"/> GTSL 6360	0.5 unit
<input type="checkbox"/> GTSL 6364	0.5 unit
<input type="checkbox"/> GTSL 6367	0.5 unit
<input type="checkbox"/> GTSL 6368	0.5 unit

Certificate in Teaching English to Speakers of Other Languages (TESOL) for Adults

The Certificate in Teaching English to Speakers of Other Languages (TESOL) for Adults is designed for those who want to learn more about teaching English Language Learners in an adult context from a practical perspective. Students will acquire practical skills to help them develop teaching activities and assessments that promote language learning and development.

Admission Requirements

1. Undergraduate degree in Education or a related field. A high academic standing (normally a minimum of B (GPA 3.0)) is expected.
2. Related work/volunteer experience is valued.
3. Two letters of reference (one academic and one professional) attesting to academic and work experiences and personal characteristics.
4. Statement of Intent: 250-word statement outlining the applicant's academic background and reasons for applying to the program. The applicant should also describe how the program will support her or his professional growth.

Program Requirements

Required Courses (2.0 units)

<input type="checkbox"/> GTSL 6360	0.5 unit
<input type="checkbox"/> GTSL 6362	0.5 unit
<input type="checkbox"/> GTSL 6365	0.5 unit
<input type="checkbox"/> GTSL 6366	0.5 unit

Diploma in Teaching English to Speakers of Other Languages (TESOL) for Children and Youth

The Diploma in Teaching English to Speakers of Other Languages (TESOL) for Children and Youth is designed for those who want to learn more about teaching English Language Learners in a K-12 context from a practical and theoretical perspective. Students will acquire a theoretical understanding and practical skills to help them develop teaching activities and assessments that promote language learning and development.

Admission Requirements

1. Undergraduate degree in Education or a related field. A high academic standing (normally a minimum of B (GPA 3.0)) is expected.
2. Related work/volunteer experience is valued.
3. Two letters of reference (one academic and one professional) attesting to academic and work experiences and personal characteristics.
4. Statement of Intent: 250-word statement outlining the applicant's academic background and reasons for applying to the program. The applicant should also describe how the program will support her or his professional growth.

Program Requirements

Required Courses (3.0 units)

<input type="checkbox"/> GTSL 6360	0.5 unit
<input type="checkbox"/> GTSL 6361	0.5 unit
<input type="checkbox"/> GTSL 6362	0.5 unit
<input type="checkbox"/> GTSL 6364	0.5 unit
<input type="checkbox"/> GTSL 6367	0.5 unit
<input type="checkbox"/> GTSL 6368	0.5 unit

Diploma in Teaching English to Speakers of Other Languages (TESOL) for Adults

The Diploma in Teaching English to Speakers of Other Languages (TESOL) for Adults is designed for those who want to learn more about teaching English Language Learners in an adult context from a practical and theoretical perspective. Students will acquire a theoretical understanding and practical skills to help them develop teaching activities and assessments that promote language learning and development.

Admission Requirements

1. Undergraduate degree in Education or a related field. A high academic standing (normally a minimum of B (GPA 3.0)) is expected.
2. Related work/volunteer experience is valued.
3. Two letters of reference (one academic and one professional) attesting to academic and work experiences and personal characteristics.
4. Statement of Intent: 250-word statement outlining the applicant's academic background and reasons for applying to the program. The applicant should also describe how the program will support her or his professional growth.

Program Requirements

Required Courses (3.0 units)

<input type="checkbox"/> GTSL 6360	0.5 unit
<input type="checkbox"/> GTSL 6361	0.5 unit
<input type="checkbox"/> GTSL 6362	0.5 unit
<input type="checkbox"/> GTSL 6364	0.5 unit
<input type="checkbox"/> GTSL 6365	0.5 unit
<input type="checkbox"/> GTSL 6366	0.5 unit

Courses - Teaching English to Speakers of Other Languages (GTSL)

GTSL 6360

Language Acquisition 0.5 unit

An introduction to the field of language acquisition. Topics include first language acquisition, age, human learning, input, interaction, sociocultural and communicative competence, etc. *Note: Students who have received credit for GCRD 6306, GCRD 6307, or GCRD 6360 may not take GTSL 6360 for credit.*

GTSL 6361

Linguistics 0.5 unit

An introduction to linguistics, the scientific study of human languages. It focuses on words (morphology), sounds (phonetics), sound patterns (phonology), sentences (syntax), meaning (semantics), and pragmatics (language use in social contexts) in an English language context. *Note: Students who have received credit for GCRD 6308, GCRD 6309, or GCRD 6361 may not take GTSL 6361 for credit.*

GTSL 6362

Pedagogical Grammar 0.5 unit

An introduction to the syntactic and morphological structure of English. It covers principles of linguistics and language acquisition related to grammar and how it is learned; and examines pedagogical approaches and techniques for fostering development of grammatical competency. *Note: Students who have received credit for GCRD 6362 may not take GTSL 6362 for credit.*

GTSL 6363

Introduction to TESOL Research 0.5 unit

An introduction to the MA/MEd program in TESOL. It will explore TESOL research and professional issues. Students will engage in careful reading of research literature, examination of professional resources, preparation of abstracts, bibliographies and literature reviews. Guest lectures will elaborate on the diverse areas of TESOL research and practice. *Note: Students who have received credit for GCRD 6363 may not take GTSL 6363 for credit.*

GTSL 6364

Language Testing and Assessment 0.5 unit

Examines the theories, research, methodologies, and practices in language assessment. Students will consider the issues surrounding classroom assessment and large-scale testing, not limited to, validity, fairness, washback, etc. A number of techniques used in a classroom context will be discussed. *Note: Students who have received credit for GCRD 6364 may not take GTSL 6364 for credit.*

GTSL 6365

Language Curriculum and Instruction 0.5 unit

Examination of the curriculum and methods used in teaching English both in Canada and abroad. It focuses on unit/syllabus design, analysis and evaluation of selected curricular approaches, pedagogical methods, and trends and issues in language education. *Note: Students who have received credit for GCRD 6365 may not take GTSL 6365 for credit.*

GTSL 6366

TESOL Practicum 0.5 unit

Consists of a series of seminars designed to examine issues related to contemporary English as an additional language pedagogy. Students will use a variety of methods to promote additional language learning, while, at the same time, encouraging reflective practice. It is a one-term course that includes a 50-hour supervised practicum. *Note: Students who have received credit for GCRD 6366 may not take GTSL 6366 for credit.*

GTSL 6367

TESOL Instruction in P-12 Classrooms 0.5 unit

Examines the theory, policy, and practice of instructing English language learners in a P-12 content class. Key topics include theoretical foundations of language development and curriculum development that is responsive to ethnic, racial, cultural, linguistic, and social diversity. *Note: Students who have received credit for GCRD 6367 may not take GTSL 6367 for credit.*

GTSL 6368

Language and Culture 0.5 unit

Explores the interface between language and culture. Students will examine theory and research on culture and communication, e.g., verbal and non-verbal communication, gender, race and class, children's ethnic socialization, and the status of families as cultural units. The course emphasizes the development of strategies for successful intercultural education. *Note: Students who have received credit for GCRD 6368 may not take GTSL 6368 for credit.*

GTSL 6369

Technology and Language Education 0.5 unit

Examines the research, theory, and practice of technology supporting language learning and teaching. Students in this course will evaluate the products and processes of integrating technology into language teaching and learning in and outside of the classroom. *Note: Students who have received credit for GCRD 6369 may not take GTSL 6369 for credit.*

GTSL 6370

Newcomers and Settlement 0.5 unit

An introduction to immigration policy in Canada and its impact on newcomers through a case study approach. The course explores the history and development of immigration policy in Canada and the relationship to sociocultural influences. By the end of the course, students will have a deeper understanding and appreciation of various experiences had by newcomers. *Note: Students who have received credit for GCRD 6370 may not take GTSL 6370 for credit.*

GTSL 6371

Literacy Development for TESOL 0.5 unit

Focusing on EAL individuals in Canada with limited literacy in their first language. This course will explore the unique characteristics and needs of EAL literacy learners, the challenges facing both teachers and learners, and the theories and pedagogical approaches to instruction that support these learners. *Note: Students who have received credit for GCRD 6371 may not take GTSL 6371 for credit.*

School Psychology (GSPY)

General Information

The Master of Arts program in School Psychology is a speciality program which prepares students to enter the profession of school psychology. The program is designed to address the academic, research and professional practice requirements for registration/licensing as a psychologist in provinces/territories where master's level preparation is permitted. As well, the program is designed to enable participants to move to doctoral level programs.

The two-year full-time program balances research, theory and practice. It follows a holistic approach to children, youth, and young adults as key collaborators, along with their parents/guardians and other professionals, in addressing their individual strengths and needs within the context of home, school and community.

Admission Requirements

1. Undergraduate degree in psychology, preferably an honours degree, including the completion of a thesis in psychology or equivalent. A high academic standing (normally a minimum of B+ (GPA 3.3)) is expected.
2. Related work/volunteer experience.
3. Three letters of reference (two academic and one professional) attesting to academic and work experiences, and personal characteristics.
4. Prior to admission the most promising applicants may be interviewed to evaluate their understanding of and motivation for entry into the field of school psychology.

Note to applicants regarding psychology and other possible registration/licensing/certification requirements: Applicants to the program should be aware that these requirements vary in each province/territory. Furthermore, some provinces do not permit school psychologists to work in the schools without an undergraduate degree in education in addition to their preparation in psychology. Applicants are advised to consult with the provincial/territorial registration/licensing boards and with potential employers to determine specific requirements

Master of Arts in School Psychology

Note: As part of its continuous review process, the School Psychology program updates program requirements to meet changing demands of the profession and registration requirements. Student programs will be devised in accordance with current requirements and may vary from the listed courses.

Program Requirements

Required Courses (10.0 units)

<input type="checkbox"/> GSPY 6801	0.5 unit
<input type="checkbox"/> GSPY 6817	0.5 unit
<input type="checkbox"/> GSPY 6819	1.0 unit
<input type="checkbox"/> GSPY 6820	0.5 unit
<input type="checkbox"/> GSPY 6822	0.5 unit
<input type="checkbox"/> GSPY 6824	0.5 unit
<input type="checkbox"/> GSPY 6840	0.5 unit
<input type="checkbox"/> GSPY 6841	0.5 unit
<input type="checkbox"/> GSPY 6842	1.0 unit
<input type="checkbox"/> GSPY 6843	1.0 unit

<input type="checkbox"/> GSPY 6844	0.5 unit
<input type="checkbox"/> GSPY 6845	0.5 unit
<input type="checkbox"/> GSPY 6846	0.5 unit
<input type="checkbox"/> GSPY 6847	0.5 unit
<input type="checkbox"/> GEDU 6130	1.0 unit
<input type="checkbox"/> GEPY 6608	0.5 unit

Program Policy Manuals

Students will be provided with copies of various program, practicum and internship policy manuals. These documents provide specific information governing professional practice, program and personal requirements. Practicum and internship placements may result in additional costs to students for materials and will necessitate travel which is the responsibility of the student.

Courses - School Psychology (GSPY)

Note: Some of the following courses may only be offered in alternative years.

GSPY 6801

Perspectives on Schooling: Implications for the Role of the School Psychologist

0.5 unit

An introduction to the nature, context and culture of schools; current issues in teaching and learning; current trends in curriculum; underlying assumptions, beliefs and values held in education; and, examination of the implications of schooling on the roles and responsibilities of a school psychologist within the culture of the school. *Note: Students who have received credit for GSPY 6800 may not take this course for credit.*

GSPY 6816

Advanced Seminar and Practicum in Therapeutic Interventions in Psychological Practice

0.5 unit

Prerequisite(s): GSPY 6844, 6845 or 6846 or equivalent

A course designed to build on the strategies, techniques and skills developed in GSPY 6812 and 6813 or equivalents. Participants will examine critically advanced strategies for more in depth therapeutic approaches and will have the opportunity through practicum experiences to apply and evaluate selected techniques. Practicum hours required

GSPY 6817

Strategies for Intervention with Learning Difficulties: A Developmental Perspective

0.5 unit

Prerequisite(s): successful completion of an undergraduate course in child development

An examination of learning difficulties in children within a developmental framework. Current approaches, intervention strategies, materials and methods will be critically reviewed. Opportunities to explore the link between assessment and intervention, implications for the practice of school psychology and to gain knowledge about the role of the school psychologist in supporting persons with learning difficulties. *Note: Students who have received credit for GSPY 6815 may not take this course for credit.*

GSPY 6819

Seminar and Internship in School Psychology 1.0 unit

Prerequisite(s): registration in the School Psychology program, the successful completion of all practicum requirements and normally all coursework with the exception of thesis requirements

Seminars examine ethical and professional issues and effective intervention strategies for graduate students in supervised internships in schools. The focus is on a bridge between the role of student and the role of psychologist, through consideration and integration of initial professional experiences. The student completes a minimum of 500 hours in the internship and participates in the seminars throughout the two terms of the University year. Open only to students enrolled in the Master of Arts program in School Psychology, who have successfully completed all practicum requirements of the Program and normally all coursework of the Program with the exception of thesis requirements. A minimum of 500 hours internship required.

GSPY 6820

Child Clinical Psychology 0.5 unit

Prerequisite(s): an undergraduate course in abnormal psychology, child clinical psychology or equivalent

A detailed examination will be given to selected areas in child clinical psychology, including developmental and personality disorders. Emphasis will be placed on an understanding of the research contributions and implications for practice.

GSPY 6822

Ethical Principles and Practices in Professional Psychology 0.5 unit

This seminar course will focus on the process and the underlying assumptions of ethical decision making and inquiry and their practical application in the provision of psychological services especially in, but not limited to, the school setting. Theories and models of ethical decision making will be introduced, discussed and applied. As well, selected codes of practice will be reviewed including the Canadian Code of Ethics for Psychologists.

GSPY 6823

The Psychology of Child and Adolescent Development 0.5 unit

Prerequisite(s): an undergraduate course in developmental psychology or equivalent

A critical review of child and adolescent development. Examination and analysis of various theories and research on aspects of development incorporating an analysis of how the interaction between individuals, family, school and society fosters development. Applications to the educational environment will be examined.

GSPY 6824

Perspectives on Diversity: Implications for the Practice of School Psychology 0.5 unit

Prerequisite(s): registration in the graduate program in school psychology or permission of the instructor

A critical examination of current perspectives on diversity in its broadest sense using a socio-psychological framework with an emphasis on learners who are African Canadian, First Nations and ESL. Students will be provided opportunities individually and collectively to explore multi-faceted approaches to psychological service delivery for diverse populations.

GSPY 6831

Neurodevelopmental and Neuropsychological Issues in Childhood 0.5 unit

Prerequisite(s): registration in the school psychology program and successful completion of undergraduate courses in child development and physiological psychology or equivalent
Children's learning profiles are examined using formal and informal measures based on eight basic neurodevelopmental functions and academic skills, the relationship between patterns of disordered learning and neuroanatomical structures and further development interpreting neuropsychological test results. *Note: Students who have received credit for GSPY 6821 may not take this course for credit.*

GSPY 6840

Clinical Practice 1: Seminar in School Psychology Consultation Skills 0.5 unit

Prerequisite(s): registration in the school psychology program. To be taken concurrently with GSPY 6841, 6842, and 6843
A seminar course covering communication and consultative strategies for school psychologists. Topics include examination of various consultative models, issues regarding role expansion for school psychologists and best practices in consultation. *Note: Students who received credit for GSPY 6810 may not take this course for credit.*

GSPY 6841

Practicum in School Psychology Consultation Skills 0.5 unit

Prerequisite(s): registration in the school psychology program. To be taken concurrently with GSPY 6840, 6842, 6843
A practicum course covering the practice of communication and consultative strategies for school psychologists. The primary objective addresses the sharing of psychological assessment results with those involved in the care of the child. *Note: Students who received credit for GSPY 6811 may not take this course for credit.*

GSPY 6842

Clinical Practice 2: Seminar in Psychological Assessment 1.0 unit

Prerequisite(s): registration in the school psychology program. To be taken concurrently with GSPY 6840, 6841, 6843
A seminar in psychological assessment, effective reporting and programming implications. Included are topics and clinical practice on interviewing strategies; observation skills; and, the administration, scoring and interpretation of individual psychological tests, with a focus on tests of intellectual ability. *Note: Students who have received credit for GSPY 6810 may not take this course for credit.*

GSPY 6843

Practicum in Psychological Assessment 1.0 unit

Prerequisite(s): registration in the school psychology program. To be taken concurrently with GSPY 6840, 6841, 6842
A practicum in psychological assessment, effective reporting and programming implications. Included are clinical practice on interviewing strategies; observation skills; and, the administration, scoring and interpretation of individual psychological tests, with a focus on tests of intellectual ability. *Note: Students who received credit for GSPY 6811 may not take this course for credit.*

GSPY 6844

Clinical Practice 3: Therapeutic Interventions for Psychological Practice I 0.5 unit
Prerequisite(s): registration in the school psychology program. To be taken concurrently with GSPY 6840, 6841, 6842 and 6843

This course will focus on various therapies with an emphasis on brief therapy; psychological approaches, strategies, techniques and interventions aimed at problem solving, skill development in communication and therapeutic intervention, and problem resolution for children with mental health concerns. *Note: Students who received credit for GSPY 6812 may not take this course for credit.*

GSPY 6845

Clinical Practice 4: Seminar in Therapeutic Interventions in Psychological Practice II 0.5 unit
Prerequisite(s): GSPY 6844. To be taken concurrently with GSPY 6840, 6841 and 6842

This course will build on the therapy techniques introduced and developed in Therapeutic Interventions I. Weekly seminars will focus on critical appraisal of various strategies, their fit within a collaborative problem solving process and their effectiveness. An emphasis on brief therapy techniques will exist along with a critical review of the impact of short term therapy with children, youth and their families. This course should be completed concurrently with other courses in the Clinical Practice group. *Note: Students who received credit for GSPY 6813 may not take this course for credit.*

GSPY 6846

Practicum in Therapeutic Intervention in Psychological Practice 0.5 unit
Prerequisite(s): GSPY 6844. To be taken concurrently with GSPY 6845

A practicum course focussed on applying therapeutic principles and their application to assess, develop, implement and evaluate treatment programs for children with mental health issues. *Note: Students who have received credit for GSPY 6813 may not take this course for credit.*

GSPY 6847

Seminar in Strategies for Managing Behavioural Concerns 0.5 unit
Prerequisite(s): registration in the School Psychology Program and successful completion of an undergraduate course in behavioural psychology

A seminar course focussed on developing and understanding behavioural principles and their application to assess and develop treatment programs for children with challenging behaviours. Various models, methods and strategies are examined with a focus on functional assessment and applied behavioural analysis. *Note: Students who have received credit for GSPY 6814 may not take this course for credit.*

GSPY 6849

Advanced Seminar in Psychological Assessment 0.5 unit
Prerequisite(s): completion of GSPY 6842 and 6843 or equivalent and permission of the instructor

Critical examination and development of advanced assessment strategies, techniques and skills in selected areas of psychological, neuropsychological and personality/behavioural assessment.

GSPY 6850

Advanced Practicum in Psychological Assessment 0.5 unit
Prerequisite(s): completion of GSPY 6842 and 6843 or equivalent and permission of the instructor. To be completed concurrently with GSPY 6849

Development of advanced assessment strategies, techniques and skills in selected areas of psychological, neuropsychological and personality/behavioural assessment through an integrated practicum.

GSPY 6853

Research Seminar in School Psychology 0.5 unit
GSPY 6854

Research Seminar in School Psychology 0.5 unit
GSPY 6855

Research Seminar in School Psychology 1.0 unit
Special session courses for School Psychology students in a related topic. Topics will vary. *Note: May be taken more than once for credential credit.*

GSPY 6856

Special Topics in School Psychology 0.5 unit
GSPY 6857

Special Topics in School Psychology 0.5 unit
GSPY 6858

Special Topics in School Psychology 1.0 unit
These courses are designed to allow students to study in greater depth a topic in School Psychology that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. *Note: May be taken more than once for credential credit.*

GSPY 6870

Children with Exceptionalities: Psychological Perspectives 0.5 unit
Prerequisite(s): an undergraduate course in exceptionalities or equivalent is desired

This course examines issues and practices for children with exceptional needs with an emphasis on learning disabilities, developmental delays, emotional disturbance and giftedness.

GSPY 6871

Inclusive Practices for Learners with Exceptionalities in the Regular Classroom 0.5 unit

This course will provide an opportunity to critically examine programs, services, and approaches essential to inclusive practices for learners with exceptionalities in the regular classroom. The course is designed to provide educators with an opportunity to reflect upon their own practices drawing on the research and literature that exists relative to education of children and youth with exceptionalities in the regular classroom. As well, a pragmatic examination of materials, methods, techniques, and resources will form a part of the course.

GSPY 6872

Psycho-educational Assessment 0.5 unit
Prerequisite(s): an undergraduate course in assessment/ measurement theory or equivalent and GSPY 6870 or 6871 or equivalent

The integration of theory and practice in educational diagnosis through class seminars and a practicum placement. Assessment strategies including interviewing, observation, formal and informal group and individual tests, diagnosis and program development will be covered. Enrolment limits are

set in accordance with practicum availability. Individuals planning to undertake this course should consult with the program co-ordinator as soon as possible. Practicum hours required

GSPY 6873

**Psychological Principles and Practices:
Programming for Learners with Special Needs** 0.5 unit

Prerequisite(s): GSPY 6872 or equivalent

An overview of current approaches to the development and application of individual educational programs and procedures for learners. Within a supervised practicum context, students will develop and implement programs on a one-to-one basis and/or in small group situations or in consultation with teachers, with selected children with identified exceptionalities.

Enrolment limits are set in accordance with practicum availability. Individuals planning to undertake this course should consult with the program co-ordinator as soon as possible. Practicum required

GSPY 6874

The Psychology of Reasoning/Thinking 0.5 unit

Prerequisite(s): an undergraduate course in cognition, learning, or equivalent

This course will focus on reasoning/thinking and problem-solving. It will incorporate implications of current psychological and educational research, theories of cognitive development and sociocultural perspectives for teaching and learning as they apply to and foster understanding of the reasoning process and children's thinking.

Research Master of Arts (GREA)

General Information

The Research Master of Arts degree is intended for those who wish to pursue specialized scholarly study under the supervision of a full-time faculty member of the Faculty of Education. The degree can be taken in connection with any of the graduate program areas offered by the Faculty of Education; the focus of the degree is research. The degree requires a minimum of 5.0 units. Coursework will vary according to the background of the student. The thesis can count for a minimum of 1.0 unit and a maximum of 5.0 units.

Admission Requirements

Students must meet the admission requirements specified for the Master of Arts in Education for the program area in which they wish to study. Applicants must demonstrate an appropriate academic background in the area of research proposed and sufficient research experience to enable them to undertake a major independent research project. Interested applicants should consult with a faculty advisor or the Director of Graduate Education, Faculty of Education.

Applicants must complete the Supplemental Application Form for applicants to the Master of Arts Research available from the Graduate Admissions Officer in the Office of Graduate Studies and online. The supplemental application must be signed by the Director of Graduate Education, Faculty of Education, who must confirm that the applicant is qualified for admission, that a supervisor with appropriate expertise has agreed to supervise the work and that the resources necessary for the research are available. The program of study must be approved by the Graduate Studies Program and Policy Committee.

Program Requirements

Students registered in the Research Master of Arts degree must complete the program of study that was approved in the admission process. This would include a thesis based on research and writing that embodies the results of an original inquiry in education that has been defended at a formal, public, oral examination. Students must register for GREA 6930 MA (Research) Thesis. Coursework plus thesis must total no less than 5.0 units.

Courses

GREA 6930

MA (Research) Thesis

This will be required for completion of all Research Master of Arts degrees. Upon agreement of the Faculty of Education and the Graduate Studies Committee this course will carry no less than 1.0 unit and no more than 5.0 units toward the Research MA.

Family Studies and Gerontology (GFSG)

Chair

Janice M. Keefe, BA (UPEI), MA, PhD (Guelph)
Professor

Master of Arts in Family Studies and Gerontology

This program requires the completion of 3.5 units of coursework and a 1.5 unit thesis.

Admission Requirements

Students will normally have completed a four-year baccalaureate degree from an accredited university in a social science area (e.g., psychology, sociology, family studies, gerontology, child and youth study, social work, education) with a minimum of a B average (GPA 3.0). Undergraduate courses in statistics, research methods and at least five courses (2.5 units) in family studies or gerontology are required by all applicants. Where there are deficiencies, students may be required to complete additional undergraduate and/or graduate coursework and obtain a minimum of B in these courses prior to acceptance.

Applicants must complete the Graduate Studies Application Package available online at msvu.ca/applyonline by **February 15** for fall admission. Applicants are required to submit a sample of writing that demonstrates their research potential as a graduate student in the Department of Family Studies and Gerontology.

Program Requirements

Required Courses (4.0 units)

<input type="checkbox"/> GFSG 6606	0.5 unit
<input type="checkbox"/> GEPY 6608 or GEDU 6107 or GAHN 6675	0.5 unit
<input type="checkbox"/> GFSG 6609 or GFSG 6612*	0.5 unit
<input type="checkbox"/> GFSG 6613	0.5 unit
<input type="checkbox"/> GFSG 6633	0.5 unit
<input type="checkbox"/> GFSG 6691	1.5 units

Electives (1.0 unit)

<input type="checkbox"/> 1.0 unit of electives selected from the following:	1.0 unit
GFSG 6610	0.5 unit
GFSG 6611	0.5 unit
GFSG 6614	0.5 unit
GFSG 6616	0.5 unit
GFSG 6644	0.5 unit
GFSG 6650	0.5 unit
GFSG 6658	0.5 unit

*If GFSG 6609 is chosen as a required course, GFSG 6612 may be taken as an elective, and vice versa.

Depending on the field of interest, students may take up to 0.5 unit of graduate coursework in other graduate programs at the Mount (e.g., Child and Youth Study, Education, Applied Human Nutrition, Women and Gender Studies) or from other universities (e.g., Dalhousie University's programs in Health Administration, Community Health and Epidemiology or Social Work).

Elective courses should be selected in consultation with the graduate studies advisor in accordance with the student's field of interest. Selected courses may be completed via Online Learning.

Master of Family Studies and Gerontology

Contemporary families and an aging population present practitioners and policy makers with challenges that require innovative programs, services, and policies. The Master's in Family Studies and Gerontology is a professional degree aimed at individuals who require broad-based professional knowledge in the fields of practice associated with family studies and/or gerontology.

This program requires the completion of 2.0 units of required courses, 1.0 unit of coursework in either family studies or gerontology, and 2.0 units of additional elective courses from within the program. Students are required to take 1.0 unit of either family studies content (GFSG 6610 and GFSG 6612) or gerontology content (GFSG 6609 and GFSG 6611), depending on their career focus.

To provide students with flexibility, 0.5 unit of electives may be taken outside of the program from graduate programs at Mount Saint Vincent University, such as Lifelong Learning, Child and Youth Study, Education, Applied Human Nutrition, Women and Gender Studies, or from other universities' programs, for example Dalhousie University's programs in Health Administration, Community Health and Epidemiology, and Social Work. Elective courses must be selected in consultation with the graduate studies advisor in accordance with the student's field of practice.

Admission Requirements

Students will normally have completed an undergraduate degree in family studies, gerontology, sociology, psychology or related health profession (e.g., social work, nursing, health education, pharmacy) with a minimum of a B average (3.0 GPA) in the last 10.0 units of study. An undergraduate research methods course and an undergraduate statistics course will also be required as background preparation for GFSG 6606. As part of their application, students will also complete a "Statement of Intent" letter, which is part of the Supplementary Information package for graduate admission. In this statement, they will briefly outline their knowledge of and purpose in applying to our program, identify their future career goals, and comment on how completion of the program will help them achieve these goals. They will also comment on how their past work, volunteer, academic experiences may be helpful in their intended program of study.

There is a Senate approved process for recognizing prior learning to meet the admissions criteria.

Applicants must complete the Graduate Studies Application Package available online at msvu.ca/applyonline by **February 15** for fall admission.

Program Requirements

Required Courses (2.0 units)

<input type="checkbox"/> GFSG 6606	0.5 unit
<input type="checkbox"/> GFSG 6613	0.5 unit
<input type="checkbox"/> GFSG 6633	0.5 unit
<input type="checkbox"/> GFSG 6680	0.5 unit

Family Studies or Gerontology Stream (1.0 unit)

<input type="checkbox"/> Family Studies Courses GFSG 6610 and GFSG 6612	1.0 unit
OR	
Gerontology Courses GFSG 6609 and GFSG 6611	

Electives (2.0 units)

□ 2.0 unit of electives selected from the following: 2.0 units

GFSG 6609 ^a	0.5 unit
GFSG 6610 ^b	0.5 unit
GFSG 6611 ^a	0.5 unit
GFSG 6612 ^b	0.5 unit
GFSG 6614	0.5 unit
GFSG 6616	0.5 unit
GFSG 6644	0.5 unit
GFSG 6650	0.5 unit
GFSG 6658	0.5 unit
GEPY 6608	0.5 unit

^a Elective for students in the Family Studies stream

^b Elective for students in the Gerontology stream

Certificate in Health Communication and Aging

General Information

The Graduate Certificate in Health Communication and Aging provides students with an understanding of the interplay between human communication, aging and health. This program will: (a) encourage students to develop a broad understanding of communication and aging theories; (b) contribute to the advancement of health communication and aging as an emerging field of study; (c) provide enhanced opportunities for students to study the contextual nature of health communication and aging in its various forms; (d) develop in students an appreciation of the processes that define human communication and aging; and, (e) develop within students an appreciation for and awareness of ethical communication.

Admission requirements

To be admitted to the Graduate Certificate in Health Communication and Aging students must provide evidence of an undergraduate degree in a field that provides required background for the certificate, with a GPA of 3.0 (B) or better. If a required course for the credential has an undergraduate course as a prerequisite, successful completion of the undergraduate course may be set as a condition for admission to the graduate credential. Admission to the program may be assessed on a case-by-case basis to ascertain the relevance of students' previous undergraduate degree as background for the proposed certificate program. A 'relevant' background could constitute Communication, Family Studies and Gerontology, or related fields.

Program requirements

This program is offered jointly through the Department of Family Studies and Gerontology and the Department of Communication Studies. Students must complete 2.0 units (1.0 unit from each department) with the following requirements:

□ GPRL 6102	0.5 unit
□ GPRL 6511	0.5 unit
□ GFSG 6611	0.5 unit
□ GFSG 6633	0.5 unit

Courses

GFSG 6606

Research Methods 0.5 unit

An examination of the elements of the research process. Emphasis will be given to various methodologies that are used for research in family studies and gerontology, and attention will be given to the philosophies underlying quantitative and qualitative research methodologies.

GFSG 6609

Fundamentals of Social Gerontology 0.5 unit

An examination of theoretical perspectives affecting individual and societal aging and an overview of contemporary issues affecting older adults. Students will analyze scholarly literature on family relationships, economic security, retirement, health and other issues of specific interest to class registrants.

GFSG 6610

Family Life Education 0.5 unit

An examination of the theoretical principles and methodological approaches employed in planning and implementing family life education programs within the variety of disciplines focusing on families and individuals across the life course. Students will have the opportunity to reflect upon the philosophies underpinning their practice. A critical perspective will be employed.

GFSG 6611

Aging, Health and Community 0.5 unit

An examination of issues regarding individual, community and population health and aging. Health promotion, chronic disease management and social determinants affecting physical and mental health of older people are considered. Policies and practices to improve health outcomes of older populations are evaluated.

GFSG 6612

Family Relations Across the Life Course 0.5 unit

An examination of social and psychological factors affecting contemporary family life with particular emphasis on roles, dynamics, and pathways across the life course. Students will analyze scholarly literature as a foundation for critique of interactional and societal dynamics.

GFSG 6613

Critical Theories in Family Studies and Gerontology 0.5 unit

An advanced theory course designed to develop analytical skills and critical thinking. The focus is on current social scientific theories and their implications for family studies and gerontology.

GFSG 6614

Family Violence Across the Life Course 0.5 unit

An analysis of family violence across the life course, covering intimate partner violence, child abuse, sibling, parent, and adolescent violence, and the abuse of older adults. Theoretical and practical perspectives will be developed through the course. An understanding of family violence from a critical ecological perspective will serve as a recurring theme throughout all discussions and analysis. *Note: Students who have received credit for FSGN 3314 may not take this course for credit.*

GFSG 6616/FSGN 4416

Global Aging and Health 0.5 unit

The course examines the current state of global population aging and aspects that associate with well-being of older persons worldwide. Attention is paid to social life, social change, economic systems, health care demands, and family forms and functions. Focus is comparative across countries, regions and cultures. *Note: Students who have received credit for FSGN 4416 may not take this course for credit.*

GFSG 6633

Social Policies on Family and Aging 0.5 unit

This is an advanced course in the analysis and development of social policies relating to the family and the elderly. The focus is on how policy is developed, the relationship between research and policy, and how to critically analyze existing policies.

GFSG 6644/FSGN 3344

Military and Veteran Families 0.5 unit

Graduate prerequisite(s): enrolment in a graduate program
Undergraduate prerequisite(s): Completion of 5.0 units of university credit including 1.0 unit of FSGN or permission of the instructor

An analysis of research, theory, and practice focusing on military and veteran families across the life course. Informed by critical-ecological theory, emphasis in the course will be on military and veteran family resiliency. *Note: Students who have received credit for FSGN 3344 may not take this course for credit.*

GFSG 6650

Special Topics 0.5 unit

These courses are designed to allow students to study in greater depth a topic in family studies and gerontology that is treated only briefly in another graduate course or not covered in another graduate course. *Note: No more than 0.5 unit towards a graduate degree may be acquired through special topics.*

GFSG 6658

Directed Study 0.5 unit

Prerequisite(s): permission of the department Chair and the faculty member involved
Independent examination of the research literature designed to meet the special needs of individual graduate students. The graduate student will make arrangements with the faculty member in advance of registration. *Note: No more than 0.5 unit towards a graduate degree may be acquired through directed study.*

GFSG 6680

Seminar in Family Studies and Gerontology 0.5 unit

Prerequisite(s): 3.0 units of credit in the Master of Family Studies and Gerontology program or permission of the instructor

A synthesis of research and practice in Family Studies and Gerontology. Students will reflect upon their learning throughout the degree and apply their research/theoretical ideas to practical contexts in Family Studies and Gerontology through the development of a project planned in consultation with a faculty member.

GFSG 6691

Thesis 1.5 units

Required for completion of the MA(FSG) degree. Registration involves working with individual faculty members on the conceptualization, production, and defence of the thesis.

Public Relations (GPRL)

Chair

Tracy Moniz, BA (Hons) (University of Toronto),
MA (University of Western Ontario), PhD
(York University/Ryerson University),
Associate Professor

General Information

The Master of Public Relations and the Master of Arts in Communication degrees will enable students to acquire advanced skills and knowledge in research, management, problem-solving and issues in the field of Public Relations.

Admission Requirements

To be admitted into the *Master of Public Relations* degree students must provide evidence of:

- A four year degree in Business Administration, Commerce, Public Relations, Communication or related field.
- A minimum GPA of 3.0 (B) in the last two years of undergraduate study.
- Two letters of recommendation (one academic and one professional).

Students who are interested in exploring Prior Learning Assessment (PLA) for admission should refer to the MSVU Graduate Academic Calendar section 2.1.8 for information on that process.

If a student has not been enrolled in a post-secondary institution for at least three years, the applicant may substitute the academic letter of recommendation with a second professional letter of recommendation. Also, if a student has not been engaged in relevant employment, but has been recently attending a post-secondary institution, the applicant can submit a second academic letter of recommendation in lieu of a professional letter of recommendation.

To be admitted into the *Master of Arts in Communication* degree students must have completed:

- A 4-year Bachelors degree in a communication-related field (e.g. public relations, communication studies, journalism, marketing communication) with a minimum of a B average (GPA 3.0) in the final two years of study.

Applicants must also submit an 800-word narrative essay describing their profile, research interests and aspirations for a career in the field of Public Relations and both professional and academic references.

Applicants must complete the Graduate Studies Application Package available online at msvu.ca/applyonline by **February 15** for fall admission.

Admission to the Master of Arts in Communication will be based on the availability of the Department of Communication Studies faculty to supervise in a student's proposed area of research. At present faculty areas of professional and academic interest include: Public Relations ethics; healthcare communication; Public Relations management and strategy; media relations; crisis communication; mass media theory; public opinion; gender issues in Public Relations; rhetorical and persuasion theory; small group and community theory; and audience reception theory.

All students will be assigned an academic advisor upon admission who will be responsible for overseeing the student's program of study.

Master of Public Relations

This program requires the completion of 5.0 units which includes a 0.5 unit project seminar.

Program Requirements

Required Courses

<input type="checkbox"/> GPRL 6101	0.5 unit
<input type="checkbox"/> GPRL 6104	0.5 unit
<input type="checkbox"/> GPRL 6301	0.5 unit
<input type="checkbox"/> GPRL 6302	0.5 unit
<input type="checkbox"/> GPRL 6303	0.5 unit
<input type="checkbox"/> GPRL 6304	0.5 unit
<input type="checkbox"/> GPRL 6310	0.5 unit

<input type="checkbox"/> 1.5 unit of electives from the following:	1.5 unit
GPRL 6305	0.5 unit
GPRL 6306	0.5 unit
GPRL 6307	0.5 unit
GPRL 6308	0.5 unit
GPRL 6511	0.5 unit

Students may take up to 0.5 unit of elective outside of the MPR program upon approval of their faculty advisor. The approval of electives from another institution will align with the Letter of Permission (Section 2.2.6 of the Graduate Academic Calendar) process.

Master of Arts in Communication

This program requires the completion of 3.5 units of coursework and a 1.5 unit thesis.

Program Requirements

Required Courses

<input type="checkbox"/> GPRL 6101	0.5 unit
<input type="checkbox"/> GPRL 6102	0.5 unit
<input type="checkbox"/> GPRL 6105	0.5 unit
<input type="checkbox"/> GPRL 6109	0.5 unit
<input type="checkbox"/> GPRL 6230	1.5 units

<input type="checkbox"/> 1.5 units of electives from the following:	1.5 units
GPRL 6103	0.5 unit
GPRL 6107	0.5 unit
GPRL 6108	0.5 unit
GPRL 6201	0.5 unit
GPRL 6202	0.5 unit
GPRL 6203	0.5 unit
GPRL 6511	0.5 unit
External elective*	1.0 unit

*Students may, with the approval of their advisor, select an elective that offers relevant coursework from another graduate program at the Mount or at another university on a Letter of Permission (LOP). *Note: Maximum of 1.0 unit for MA(Communication) program.*

Certificate in Health Communication and Aging

General Information

The Graduate Certificate in Health Communication and Aging provides students with an understanding of the interplay between human communication, aging and health. This program will: (a) encourage students to develop a broad understanding of communication and aging theories; (b) contribute to the advancement of health communication and aging as an emerging field of study; (c) provide enhanced opportunities for students to study the contextual nature of health communication and aging in its various forms; (d) develop in students an appreciation of the processes that define human communication and aging; and, (e) develop within students an appreciation for and awareness of ethical communication.

Admission requirements

To be admitted to the Graduate Certificate in Health Communication and Aging students must provide evidence of an undergraduate degree in a field that provides required background for the certificate, with a GPA of 3.0 (B) or better. If a required course for the credential has an undergraduate course as a prerequisite, successful completion of the undergraduate course may be set as a condition for admission to the graduate credential. Admission to the program may be assessed on a case-by-case basis to ascertain the relevance of students' previous undergraduate degree as background for the proposed certificate program. A 'relevant' background could constitute Communication, Family Studies and Gerontology, or related fields.

Program requirements

This program is offered jointly through the Department of Family Studies and Gerontology and the Department of Communication Studies. Students must complete 2.0 units (1.0 unit from each department) with the following requirements:

- GPRL 6102 0.5 unit
- GPRL 6511 0.5 unit
- GFSG 6611 0.5 unit
- GFSG 6633 0.5 unit

Courses

GPRL 6013

**Public Relations:
Social & Organizational Context** 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An examination and critical analysis of public relations as a discipline and a practice. Topics include origins of practice, development as an academic discipline, social and cultural impact, organizational settings, profile of the modern practitioner, gender issues. *Note: Students who have received credit for GPRL 6010 may not take this course for credit.*

GPRL 6101

**Quantitative & Qualitative Research
in Public Relations** 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An examination of the methods, problems and theoretical assumptions in qualitative and quantitative social science research as it applies to public relations. Students will consider the relationships between theory and method, and will gain experience by applying research methods.

GPRL 6102

Communication Theory 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An examination of human relationships as a function of discourse and more generally symbolic action.

GPRL 6103

Advanced Study in Communication Theory 0.5 unit

Prerequisite(s): GPRL 6102 or permission of the instructor

Advanced study of specific areas of communication theory, for example: critical theory, semiotics, classical rhetorical theory, 20th century rhetorical theory, contemporary communication and public relations theory.

GPRL 6104

**Organizational Theory & Public Relations
Leadership** 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

Advanced study of specific areas of communication theory related to organizational theory and management. Topics may include: historical and contemporary issues in organizational communication scholarship; theories of organizational and management process; the impact of technology on organization and management process; and internal and external corporate rhetoric, and ethics.

GPRL 6105

Media, Culture & Society 0.5 unit

Prerequisite(s): either GPRL 6102 or 6104, or permission of the instructor

An explanation of the relationship between media, culture and society, and how the interconnectedness of those spheres affects the citizen in a democratic environment.

GPRL 6106

Public Relations Ethics and Law 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An examination of ethical problems in public relations and ethical frameworks for public relations. This course addresses the regulatory and statutory laws that relate to public relations practice including copyright, libel, privilege, trademark, contracts, corporate governance and privacy.

GPRL 6107

**Graduate Seminar
in Public Relations Education** 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

A survey of educational approaches for the practice of public relations through the past century throughout North America and other parts of the world including the United Kingdom, Australia and New Zealand. Pedagogical approaches to

teaching public relations at the certificate, diploma, and undergraduate level will be examined.

GPRL 6108

Public Relations and Public Opinion Research 0.5 unit
Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An exploration of the nature, formation and communication of attitudes and opinion. The roles of persuasion and propaganda in public relations practice are also explored, as is the influence public opinion has on media content and on public policy.

GPRL 6109

Communication & Social Change 0.5 unit

An exploration of communication studies research through the prism of social change. Students will examine theories of media and social change, before turning to research surrounding media ecology and societal impacts; communication technologies and ethical dilemmas; social change methodologies; social movements, advocacy and political change; and communication for social change.

GPRL 6201

Directed Study 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An independent examination of the research literature designed to meet the needs of individual graduate students. This course provides students with an opportunity to pursue independent work in a specific area relating to their research interests and career intentions.

GPRL 6202

Special Topics in Public Relations 0.5 unit

GPRL 6203

Special Topics in Public Relations 0.5 unit

Prerequisite(s): admission to the MA(Communication), MPR or permission of the instructor

An opportunity for advanced students to examine in-depth selected topics in Public Relations, in a seminar setting. Topics will vary from year to year. This course will allow students to focus on a specialized area of the field that may be treated more briefly in other courses.

GPRL 6230

Thesis 1.5 units

Prerequisite(s): all required MA(Communication) courses must be successfully completed prior to registering in this course

Required for completion of MA(Communication) degree. Registration involves working with individual faculty members on the conceptualization, production and defence of the thesis.

GPRL 6301

Ethical Decision Making 0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

An introduction to ethical theory and practical ethical problems in an organizational setting. The focus of the course will be on using the stakeholder model of business ethics to analyze ethical issues that may arise in the functional areas of business along with the code of ethics for PR professionals.

GPRL 6302

Strategic Management 0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

An examination of the strategic management of organizations, including the formulation of long-term strategic implementation. This course provides students with an understanding of the approaches and tools for planning and controlling strategy as well as experience in case analysis.

GPRL 6303

Digital Media Communication Management 0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

An overview of the role of digital media in professional communication. The course aims to develop the critical thinking skills needed by today's communication managers to create effective digital media programs and projects.

GPRL 6304

Strategic Public Relations 0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

An introduction to the management function of public relations. This course focuses on the application of strategic management techniques to organizational communication process and stakeholder relations.

GPRL 6305

Financial Management for PR Managers 0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

An introduction to the use of financial statements and reports for strategic decision-making for the non-finance manager. Prior knowledge of finance and accounting are not required as the course focuses on understanding and examining financial statements and their impact on organizational communication and strategy.

GPRL 6306

Integrated Marketing Communications 0.5 unit

Prerequisite(s): Admission to the MPR program, or permission of the instructor

An in-depth analysis of the integrated nature of professional communication within a multi-platform context. Organizations must consider how media messages combine to deliver the desired communication to targeted audiences. This course provides learners with an advanced understanding of how to plan, organize and execute an integrated plan for marketing purposes.

GPRL 6307

Crisis Communication 0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

An examination of theories of crisis communication management and the challenges of implementing that theory in practice. Equal emphasis will be given to exploring the current scholarly discourse and to applying the lessons of that research to current and unfolding crises in the news.

GPRL 6308

**Organizational Behaviour for
Public Relations Managers**

0.5 unit

Prerequisite(s): admission to the MPR program, or permission of the instructor

A multidisciplinary approach to the study of human behavior in organizations from the individual, group, and organizational levels. This course provides an exploration of the ways in which psychological and social processes as well as organizational characteristics influence organizational behaviour.

GPRL 6310

Capstone Project Seminar

0.5 unit

Prerequisite(s): GPRL 6101 and GPRL 6104. This course must be taken in a student's final term prior to graduation

A capstone exploration of applied theory, research and practice in communication management and leadership. The course focus is on application of learning and perspectives acquired throughout the degree to a client case, context or management problem. Projects will be designed by the individual student in consultation with the faculty member.

Note: This course may not count for credit towards the MA(Communication).

GPRL 6511/ COMM 4511

Health Communication: Theory & Practice

0.5 unit

Prerequisite(s): PBRL 3014 or COMM 4500 or admission to the MPR or MA(Communication) program or permission of the instructor

An examination of health communication theory and practice at the level of public communication. Topics include an examination of health in Canadian society, health communication models, health communication campaign planning, evaluation of outcomes of social marketing and other approaches to behaviour change, and relevant ethical considerations.

Women and Gender Studies (GWGS)

Coordinator

Marnina Gonick, BA (Manitoba), MA (McGill),
PhD (Ontario Institute for Studies in Education)

General Information

The Master of Arts in Women and Gender Studies is awarded jointly by Mount Saint Vincent University and Saint Mary's University in Halifax, Nova Scotia, Canada. This dynamic program emphasizes the interdisciplinary basis of Women and Gender Studies, its community linkage, and its grounding in feminist theories and methodology.

The Master of Arts in Women and Gender Studies will appeal to those individuals with interests in areas that combine a feminist perspective with global issues; gender in relation to war and peace studies, cultural studies; literary studies; history; theory; research methods; health; sexuality; gender; education; social change; religion/spirituality; human rights and social justice; race and ethnicity; body image; paid and unpaid caregiving labour; family relations; media studies; creative arts; and community activism.

This program is enriched by its access to multiple library collections at universities in the metro area, by the presence of the Nancy's Chair in Women's Studies located at Mount Saint Vincent University, and by an active local women's community.

Note: This degree will be granted jointly. Students must, therefore, satisfy the regulations of both participating universities regarding pass standards for coursework and time limits for completion. The student will receive the degree at the convocation of the University of registration.

Admission Requirements

Students will be admitted by the joint Graduate Admissions and Program Committee (GAPC) for the Master of Arts in Women and Gender Studies.

To be admitted into the 5.0 unit program, applicants will normally be expected to have a four-year Bachelor of Arts degree with a minimum B average (GPA 3.0) or equivalent. Students who do not meet these criteria might be admitted with the requirement to complete a qualifying year or additional courses.

Applications, including all letters of reference, transcripts and other required information, will normally be accepted up to **February 1**.

Enrolment is limited and is based on the availability of Women and Gender Studies faculty to supervise a student's proposed area of research.

Application packages are available online at msvu.ca/applyonline.

Time Frame

Students may choose between full- or part-time status. Graduate students have five years to complete all degree requirements. Students must register in a minimum of 1.0 unit per year.

Master of Arts in Women and Gender Studies

The Joint Masters of Arts in Women and Gender Studies requires the completion of 3.0 units of coursework plus a 2.0 unit thesis.

Program Requirements

Required Courses

- ☐ GWGS 6601/SMU WGST 6601 0.5 unit
- ☐ GWGS 6602/SMU WGST 6602 0.5 unit
- ☐ GWGS 6603/SMU WGST 6603 0.5 unit
- ☐ GWGS 6620/SMU WGST 6604 0.5 unit
- ☐ GWGS 6699* 2.0 units
- ☐ 1.0 unit of free electives** 1.0 unit

*Thesis (2.0 units)

The thesis requires a proposal, will demonstrate research and communications skills, and will be defended to fulfill the requirements. The thesis must meet the specifications set by the student's home university.

**Free Elective (1.0 unit)

Chosen in consultation with the student's advisor, this could include an independent study, or an appropriate graduate course in another department.

In consultation with the Graduate Women and Gender Studies Program Coordinator, electives and independent study courses are chosen to support a student's special area of interest and may be selected from courses and faculty available at Mount Saint Vincent University, Saint Mary's University, and other universities such as Dalhousie University and Nova Scotia College of Art and Design.

Registering for GWGS Courses Offered at Saint Mary's University

Mount Saint Vincent University Graduate Women and Gender Studies students can register for all courses cross-listed with Saint Mary's University (WGST) at the Mount even if the course is scheduled to be taught at Saint Mary's University in a given year unless otherwise noted below.

Courses

GWGS 6330/CULS 3330/WOMS 3330

Canadian Women Film Directors 0.5 unit
A study of Canadian Women Film Directors' contribution to narrative, documentary, experimental filmmaking and animation. Diverse directional styles and subject matter will be discussed in the context of sociohistorical changes that they reflect or resist. Readings will challenge dominant mainstream representation from various feminist perspectives and suggest alternate reception strategies. (Also listed under Canadian Studies)

GWGS 6501/GFDD 6501

Gender, Sexuality, and Education 0.5 unit
An introduction to issues and debates about gender and sexuality as they relate to education and in light of feminisms and feminist interventions in the everyday practices that reproduce gender inequalities and norms in schools and other educational sties. *Note: Students who have received credit for GFDD 6501 may not take this course for credit.*

GWGS 6601

Feminist Theory 0.5 unit
An in-depth study of feminist theory, emphasizing theoretical development over time and common assumptions and debates among feminist scholars. *(Also listed as SMU WGST 6601)*

GWGS 6602

Feminist Methodology 0.5 unit
An examination of feminist critiques and strategies around knowledge and research methodologies. It explores historical and contemporary debates on important research issues. *(Also listed as SMU WGST 6602)*

GWGS 6603

Graduate Seminar 0.5 unit
The graduate seminar is a forum for discussing student research proposals and for integrating insights and material from other venues. In the seminar, we work from an interdisciplinary perspective as we bring together issues related to feminist theory, methodology, and praxis. *(Also listed as SMU WGST 6603)*

GWGS 6604

Community Based Learning 0.5 unit
In this course, students will be required to engage in field-based learning which will be community based and developed in the context of each student's interests and needs. Students will explore the theoretical, methodological and practical implications of their field-based experiences. *Note: Students who received credit for GWGS 6603 prior to September 2002 may not take this course for credit.*

GWGS 6607/ENGL 4407/WOMS 4407

Queer Theory 0.5 unit
A study of theories of otherness and disruptions of heteronormative discourses. The course will examine the origins of queer cultural criticism as well as more recent theorizations, covering topics such as sexuality, gender, desire, performance, identity politics, trans studies, camp, psychoanalytic theories of identification, and the representation of AIDS.

GWGS 6609

Directed Study 0.5 unit

GWGS 6614

Directed Study 0.5 unit

GWGS 6615

Directed Study 0.5 unit

GWGS 6616

Directed Study 1.0 unit

Prerequisite(s): a student must be enrolled in the Masters of Arts in Women and Gender Studies or in a Master's program in a related field. Permission of faculty member willing to teach the course will also be required

Allows students to draw on a range of faculty research interests on topics where courses are not regularly offered. The student(s) and professor will design the program of study together. See program Coordinator for details. *(Also listed as SMU WGST 6826-6849 and SMU WGST 6800-6925)*

GWGS 6611/WOMS 4411
Senior Seminar 0.5 unit

GWGS 6612/WOMS 4412
Senior Seminar 0.5 unit

Prerequisite(s): admission to the MA(GWGS) program or permission of the instructor

An advanced seminar on a selected women's studies topic. Topic will vary from year to year. *Note: Students taking this course for credit at the graduate level will have to complete additional requirements.*

GWGS 6617/WOMS 3309
Feminism and Knowledge 1.0 unit

Prerequisite(s): admission to the MA(GWGS) program or permission of the instructor

An examination of traditional and feminist theories of knowledge asking students to think about how, what and why they know what they know. What is knowledge? How do we know? And who can know it? *Note: Students taking this course for credit at the graduate level will have to complete additional requirements.*

GWGS 6620
Special Topics in Women & Gender Studies 0.5 unit

Prerequisite(s): admission to the MA(GWGS) program or permission of the instructor

An opportunity for students to examine in-depth a selected topic in women and gender studies that is treated more briefly in another graduate course or a topic that is not covered in another graduate course. Topics will vary from year to year. *(Also listed as SMU WGST 6604)*

GWGS 6699
Thesis 2.0 units

The thesis requires a proposal, will demonstrate research and communications skills, and will be defended to fulfill the requirements. The thesis must meet the specifications set by the student's home university.

PhD in Educational Studies

Dean of Education

Antony Card, EdD (University of Southampton)

Mount Saint Vincent University Doctoral Program Coordinator and Chair IDAC (Inter-University Administrative Committee)

Aadra Cole, EdD (University of Toronto)

Mount Saint Vincent University Doctoral Faculty Representative

Fred French, PhD (University of Alberta),
Registered Psychologist, Associate Professor

General Information

The website for the Inter-University Doctoral Program is www.nsphdeducation.ca.

The PhD in Educational Studies is offered in a collaborative partnership with Mount Saint Vincent University, Acadia University and St. Francis Xavier University. The research-oriented doctoral program is jointly administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that Home Institution of Record.

Educational studies assume that education is a complex process that transpires in multiple contexts, takes many institutional forms, and is best understood from a wide range of disciplinary perspectives (natural, social, and human sciences). Doctoral students conduct advanced educational research, enabling them to participate in and influence contemporary academic research and policy discourses. They intellectually engage with complex educational issues in preparation to assume leadership roles related to education in Nova Scotia, and elsewhere.

Doctoral students can focus their studies on one or more of six interrelated themes: curriculum studies, educational foundations and leadership, inclusive education, lifelong learning, literacies, and the psychological aspects of education. These themes reflect current faculty research strengths and ongoing educational studies issues. Doctoral students who are teachers may concurrently anchor their studies in their 'teachable subjects'. Applicants are encouraged to review the research interests of education faculty members at all three participating universities, available at their respective websites, as well as the research interests of other faculty members.

Admission Requirements

Note: An average of 14 students will be admitted each year: 6 at the Mount, 4 at St. F.X. and 4 at Acadia.

- A Master degree from a recognized university in education or in a related field of study (a cognate discipline);
- Normally, a graduate thesis in a field related to their doctoral studies. Those applicants who have not completed a thesis are required to submit evidence of their ability to undertake research in education through the completion of a qualifying research paper of sufficient depth and scope to reflect their research competence (details at the PhD website);
- Evidence of scholarly preparation to conduct research, normally including graduate level courses in quantitative and/or qualitative research methods and design;

- Three letters of reference, normally including two academic and one professional;
- A recent *curriculum vitae* indicating current initiatives in education and any academic, scholarly work to date;
- A letter of intent indicating a proposed area of study from among the six interrelated themes of educational studies;
- Identification of potential supervisor(s)
- A minimum of A- or 80 percent average in their highest degree; and,
- An interview with a selection committee that is a subcommittee of the IDAC (if deemed necessary).

Note: Qualified applicants will only be admitted if a suitable supervisor and program can be provided.

Note: English Language Proficiency - to achieve success in this doctoral program, applicants must demonstrate strong reading, writing and comprehension skills in the English language.

Application Process and Deadlines

Note: The Doctoral Program Application Package is available from the Doctoral Program Office in the Faculty of Education and online at the inter-university PhD website at www.nsphdeducation.ca.

- Applicants apply for their institution of choice (the Mount, Acadia or St. F. X.) through the Doctoral Program Office by **November 15th** for July 1st entry;
- The IDAC will review all applications and, by majority agreement, recommend acceptance of applicants to the participating institutions;
- For any applicants recommended to the Mount, the Doctoral Program Coordinator will confirm an appropriate (research) supervisor;
- The MSVU Registrar's Office will inform the applicant, in writing after March 1, regarding the decision of the IDAC. The Mount becomes the Institution of Record for all doctoral students formally admitted to the Mount;
- In addition to specific doctoral program requirements and regulations set out at the PhD website, Mount students are bound by the regulations and procedures pertaining to graduate studies at the Mount;
- Each supervisor (dissertation supervisor) will arrange for an entry meeting for the student to develop a preliminary plan of study and an initial outline of the proposed research area. A Final Plan of Study will be submitted to the Doctoral Program Office, normally by August 15 of the first year.

Residency and Period of Study

Students must complete 4.0 units of coursework (GEDU 9001-9005, 9010) by undertaking full-time studies during four consecutive terms (14-month residency). Candidates who have defended their comprehensive portfolio may choose to attend on a part-time basis while completing their proposal and dissertation. They must defend their dissertation within three years after successful completion of the portfolio, but no later than seven years after entering the doctoral program, unless an extension has been granted. Students must register in a minimum of 1.0 unit per year.

Program Requirements

Note: Students take GEDU 9001 and 9002 on site in July at one of the three universities. The site for these two courses

will rotate amongst the three universities from year-to-year. Students complete GEDU 9010 and 9100 with their dissertation supervisor and their committee at their Home Institution of Record. The remaining courses are delivered using an e-learning platform.

Note: In some instances, doctoral students may arrange to enrol in an existing topic-related Master level course, augmented with doctoral level analysis and applications.

Note: Doctoral students have the right to take courses and seminars and use the academic facilities of any of the three participating universities in accordance with their approved plan of study.

Required Courses

<input type="checkbox"/> GEDU 9001	0.5 unit
<input type="checkbox"/> GEDU 9002	0.5 unit
<input type="checkbox"/> GEDU 9003	0.5 unit
<input type="checkbox"/> GEDU 9004	0.5 unit
<input type="checkbox"/> GEDU 9005	0.5 unit
<input type="checkbox"/> GEDU 9010	1.5 units
<input type="checkbox"/> GEDU 9100	3.0 units

Required/Electives Courses

At the time of admission, students will be advised if they are required, and they may choose, to complete (in consultation with supervisor and with approval from IDAC):

<input type="checkbox"/> GEDU 9006	0.5 unit
<input type="checkbox"/> GEDU 9007	0.5 unit
<input type="checkbox"/> GEDU 9008	0.5 unit
<input type="checkbox"/> GEDU 9009	0.5 unit

Courses

GEDU 9001
Foundations of Educational Inquiry 0.5 unit
Co-requisite(s): GEDU 9001 is a co-requisite of GEDU 9002 and is a prerequisite for the remaining courses in the program.

An examination of the purpose, process, nature and ideals of education. Students engage with enduring educational philosophical and theoretical traditions and perspectives, the history of educational thought and the philosophy of education, in particular. A variety of foundational perspectives provide deeper understandings of the theoretical and methodological underpinnings of education.

GEDU 9002
Methodological Perspectives on Educational Research 0.5 unit
Co-requisite(s): GEDU 9002 is a co-requisite of GEDU 9001 and is a prerequisite for the remaining courses in the program.

An examination of the import of methodological paradigms in educational research (building on the foundations of educational inquiry). Students investigate: (a) ontological assumptions; (b) epistemological views; (c) the role of logic, sound evidence and justified beliefs; (d) axiology (values and biases); and, (e) rhetorical (research reporting structures) components of educational inquiry.

GEDU 9003

Doctoral Seminar:

Contemporary Educational Theory 0.5 unit

Prerequisite(s): GEDU 9001 and GEDU 9002. GEDU 9004 is a co-requisite of GEDU 9003.

An exploration of how educational philosophy, research paradigms and theories are manifested in contemporary educational research debates and dialogues. Through an intensive examination of a range of theories that inform studies in education, students gain an advanced and comprehensive understanding of contemporary educational theory within the Canadian and international contexts.

GEDU 9004

Focused Educational Studies 0.5 unit

Prerequisite(s): GEDU 9001 and GEDU 9002. GEDU 9003 is a co-requisite of GEDU 9004.

A focused exploration of research topics reflective of the current roster of doctoral students. In a seminar setting, individual students study the research and theoretical literature in the educational area(s) that background and inform their research interest(s).

GEDU 9005

Advanced Research Seminar: Focus on Methods 0.5 unit

Prerequisite(s): GEDU 9001 and GEDU 9002

Students gain detailed knowledge and technical expertise related to methods appropriate to their research question(s), aligned with philosophical and methodological orientations. Issues related to research design process are addressed, as they differ from method to method.

GEDU 9006

Special Topics Educational Studies 0.5 unit

GEDU 9007

Special Topics Educational Studies 0.5 unit

Prerequisite(s): GEDU 9001 and GEDU 9002

An exploration of a selected topic in educational studies to provide students with detailed knowledge and further preparation for advanced research.

GEDU 9008

Directed Study 0.5 unit

GEDU 9009

Directed Study 0.5 unit

Prerequisite(s): GEDU 9001 and GEDU 9002

A Directed Study related to topics in educational studies. The curriculum for this course will be determined by the supervisor of the course in consultation with the student and other faculty members, as necessary.

GEDU 9010

Comprehensive Examination:

Research/Scholarly Portfolio 1.5 units

Co-requisite(s): students complete the first five required 2.5 units (GEDU 9001, 9002, 9003, 9004 and 9005) and any additional special topics (GEDU 9006, 2007) and/or independent studies (GEDU 9008, 2009) while generating the contents of their portfolio.

Develop and orally defend an extensive scholarly portfolio demonstrating sufficient breadth, depth, creativity and engagement to undertake substantive research in the field. Comprising 10-15 artifacts, students will demonstrate knowledge and competence in each of five areas: general, in-depth, research, professional and collegial, and teaching and instruction. Graded Pass/Fail

GEDU 9100

Dissertation

3.0 units

Prerequisite(s): successful completion of all coursework and successful completion of GEDU 9010.

Dissertation must constitute a substantial and original contribution to the study of education. To complete this course, students must prepare a research proposal for approval by an appropriate faculty dissertation committee, complete the proposed study, and publicly defend the completed draft in a final oral examination. Graded Pass/Fail

Teaching and Learning Centre

The Teaching and Learning Centre supports the advancement of teaching and learning at the Mount. It provides teaching and course support to course instructors and academic departments, and fosters a learning environment that builds on the university's strong academic programs and expertise.

The Mount prides itself on providing a rich variety of programs and methods of delivery to meet the diverse needs of today's students. It ensures courses are accessible to all by using a variety of course delivery modes – in-person, online, blended, and multi-access.

Information about the Teaching and Learning Centre can be found at msvu.ca/tlco/. For assistance or to receive further information, please email tlc@msvu.ca.

University Facilities at a Glance

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University Facilities at a Glance

5 - University Facilities at a Glance

University Facility	Physical Location
Aboriginal Student Centre	46 Melody Drive (<i>lower level</i>)
Accessibility Services	EMF Library, Room 127G
Art Gallery	Seton, 1 st floor
Athletics/Recreation	Rosaria, 1 st floor
Black Student Support Office	Seton, Room 337
Bookstore	Rosaria, Room 304
Career Services	McCain Centre, Room 306
Centre for Academic Advising and Student Success	Seton, Room 303
Centre for Women in Business (CWB)	McCain Centre, Room 411
Child Study Centre	behind the Seton Annex
Co-operative Education Program	McCain Centre, Room 312
Counselling Services	EMF Library, Room 127G
Dean's Office	Seton, Room 304
Financial Services/Student Accounts	Evaristus, Room 206/211
Health Services	Assisi Hall, 2 nd floor
Information Technology and Services	EMF Library, 1 st floor
International Education Centre	Seton Annex
International Exchange Program	Seton Annex
Library	EMF Library
Office of Graduate Studies	Seton, Room 301
Online Learning	EMF Library, 1st floor
Nova Scotia Centre on Aging	McCain Centre, Room 201
Recruitment	Evaristus, Room 216
Registrar's Office, Financial Aid	Evaristus, Room 204/207
Residence Life	Evaristus, Room 202
Students' Union	Rosaria, 1 st floor
Teaching and Learning Centre	EMF Library, 1st floor
The Alexa McDonough Institute for Women, Gender and Social Justice	McCain Centre
University Advancement	Advancement House
University Relations	Evaristus, Room 249
Writing Resource Centre	EMF Library, Room 205

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