

166 Bedford Highway, Halifax, NS, B3M 2J6 902-457-6788

**Bachelor of Education**  
**Supplementary Information Package**  
**September 2018 Entry**

## APPLICATION INSTRUCTIONS

Review the following sections to ensure your application is complete. Please note that your cover letter, resumé and case study response may be submitted electronically by emailing the documents as attachments to [admissions@msvu.ca](mailto:admissions@msvu.ca) . Please include your full name, birth date and student ID, if available, in the email.

### BASIC PROGRAM INFORMATION

Review the Basic Program Information for the Bachelor of Education - Elementary or the Bachelor of Education - Secondary to ensure you meet the pre-requisites or co-requisites for the program. Application materials are due in the Admissions Office **January 26, 2018**; however, we will continue to accept applications until all available positions are filled.

#### APPLICATION

Complete and submit an online Application Form for the program you wish to apply to:

- Bachelor of Education - Elementary
- Bachelor of Education - Secondary

#### APPLICATION FEE

Submit a \$40 non-refundable application fee. The fee can be paid online with a credit card immediately upon submission of the online application.

For other methods of payment, please see our website at the following link: <http://www.msvu.ca/en/home/beamountstudent/money/tuitionandotherfees/paymentoptions/default.aspx>

**If you wish to apply to both programs, you must submit an online application form for each program and pay the application fees for each program.**

#### TRANSCRIPTS OF ALL POST-SECONDARY EDUCATION

Submit an official transcript (in the institution's sealed envelope) from **each post-secondary institution you have attended, including institutions from which you received transfer credit/s**. Transcripts can be sent directly from the issuing institution to the Admissions Office, Mount Saint Vincent University or enclosed (in the university's sealed envelope) with the application package. Please note applicants do not have to submit a transcript for course work taken at the Mount.

#### International Transcript/s:

Official transcripts issued in a language other than English must be accompanied by an English translation signed by a notarized translator.

Applicants submitting transcripts for studies completed outside of North America (Canada and United States) must contact World Education Services (WES) to request a Credential Assessment of their transcript/s. The results of the transcript assessment are to be sent directly from WES to the Admissions Office and will form part of the applicant's completed B.Ed. application package.  
(Link for WES <https://www.wes.org/ca/> .)

#### PROGRAM ADMISSION REQUIREMENTS FORM (COMPLETION OF THE APPROPRIATE FORM IS REQUIRED)

Applicants must complete the appropriate admission requirements form, Elementary or Secondary, indicating how they meet the academic requirements of the program to which they are applying.

#### COVER LETTER

Applicants must submit a one-page letter of introduction. Applicants should draw attention to any special circumstances affecting their application and/or provide additional information that may be helpful to the Admissions Committee.

#### RESUMÉ

Applicants must submit their resumé on plain white paper, which outlines the following (include dates and descriptions where appropriate):

- Education
- Employment record (employer, type of work and responsibilities)
- Detail your experiences with children relevant to teaching
- Awards and recognitions
- Group, society, or community activities
- Hobbies, recreational, or leisure time activities
- Attributes that enhance your contribution to teaching

#### REFEREE CONTACT INFORMATION SHEET

For tracking purposes, applicants should provide a list of their three (3) referees. The appropriate form is included in this package.

#### REFERENCE FORMS – COMPLETION OF APPROPRIATE REFERENCE FORM/S IS REQUIRED.

• **One (1) Academic Reference (required form):** This reference form specifically addresses your most recent university experiences. Applicants who have not undertaken academic course work in the past 5 years may submit a Professional Reference using the Academic Reference form.

• **Two (2) General Suitability for Teaching References (required form):** Referees should be persons who are not related to the applicant, who are familiar with the applicant's recent experiences as they pertain to the education profession and who can provide an unbiased and objective assessment.

**NOTE: The Academic Reference form and the General Suitability for Teaching Reference forms are REQUIRED COMPONENTS of your B.Ed. application package and must be completed by the referees. It is therefore your responsibility to ensure your referees complete the appropriate form/s.** Referees should enclose the form in a sealed envelope signed across the seal and either return it to you for inclusion in your application package or to the address below:

Admissions Office  
Mount Saint Vincent University  
166 Bedford Hwy  
Halifax NS B3M 2J6  
Fax: 902-457-6498

#### CASE STUDY RESPONSE

Please respond, in an essay of no more than two pages (500 words), to the appropriate Elementary or Secondary case study.

#### STUDENTS WITH IDENTIFIED DISABILITIES

Upon admission to the Mount, students with identified disabilities (e.g., blind or visual impairments, deaf or hard of hearing, learning disabilities, ADD/ADHD, etc.) must register with Accessibility Services as soon as possible. For further information please visit the Accessibility Services website

<http://www.msvu.ca/en/home/studentervices/officeofstudentexperience/accessibilityservices/default.aspx>

#### PLEASE NOTE:

It is the applicant's responsibility to ensure their application is complete and all required documentation has been submitted to the Admissions Office by the deadline date. To track the status of your application, please contact the Admissions Office at [admissions@msvu.ca](mailto:admissions@msvu.ca) .

#### IS YOUR APPLICATION COMPLETE?

- Online application form submitted
- Application fee submitted
- Transcripts requested and submitted
- Cover Letter submitted
- Resumé submitted
- Elementary or Secondary Program Admission Requirements Form completed and submitted
- Referee Contact Information Sheet submitted
- Reference Forms
  - academic reference
  - suitability for teaching #1
  - suitability for teaching #2
- Case Study Response submitted

The Bachelor of Education – Elementary program is a highly sought after limited-access professional program. You should ensure, then, that you meet and wherever possible surpass the basic pre-requisites or co-requisites for this program.

### APPLICATION AND ADMISSION REQUIREMENTS

Only fully completed applications are forwarded to the Mount's Faculty of Education. When your application reaches the Faculty it will be reviewed according to the following criteria:

1. **UNDERGRADUATE DEGREE:** Completion of an undergraduate degree is required for admission to the Bachelor of Education program. Applicants completing the final year of an undergraduate degree may apply. If accepted, the undergraduate degree must be completed before beginning the B.Ed. Program.
2. **GRADES:** Normally the grade standard for the B.Ed. Program is a 'B'; however, the Mount does not simply select the students with the highest undergraduate marks; rather, marks are one indicator of academic success in post-graduate professional study.
3. **UNDERGRADUATE COURSE WORK:** Applicants to the B.Ed. - Elementary program should have completed:
  - 1.0 unit (6 credit hours) in university social studies coursework from any one or combination of the following disciplines – History (with a preference for local or Canadian History), Geography, Political Science, Anthropology, Sociology, Economics, Law, Classics, African Canadian Studies, Mi'kmaq Studies, Acadian Studies and/or Philosophy
  - 1.0 unit (6 credit hours) in university science coursework from any one or combination of the following disciplines - Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography, Interdisciplinary Study in Science and Environmental Studies
  - 1.0 unit (6 credit hours) in university Mathematics coursework with a preference for a course in fundamental concepts of math
  - 1.0 unit (6 credit hours) in university English coursework if undergraduate degree is delivered in English or 1.0 unit (6 credit hours) in university French coursework if undergraduate degree is delivered in French
  - 0.5 unit (3 credit hours) in Developmental Psychology, Child Psychology, or Educational Psychology (EDUC 3452 offered at the Mount will fulfill this requirement)

**Applicants who are missing some of these academic requirements may be considered for conditional acceptance providing these courses are completed by a deadline/s determined by the Faculty of Education.**

4. **REFERENCES:** Three references [one (1) academic and two (2) general suitability for teaching] are required. Referees should be from persons who are not related to the applicant, who are familiar with the applicant's recent experiences as they pertain to the education profession, should know the applicant in some professional or other responsible capacity, and should respond to the questions asked of them as fully as possible. **Reference forms are included in the Supplementary Information Package and must be completed by the referees.**
5. **EXPERIENCES (COVER LETTER AND RESUMÉ):** A one-page cover letter must accompany your resumé. Your resumé should include the nature and amount of experience you have had in areas relevant to teaching. This experience may include paid or voluntary work in elementary schools, but other experience with young people such as mentor, tutor or counselor will be considered.
6. **CASE STUDY:** Each applicant to the elementary program must submit an essay response, of no more than two pages (500 words), to the elementary case study included in the application package. Your response to the questions raised by the case study will be assessed by your ability to present well thought out responses in clear and correct prose.

**Candidates who are admitted to the program will be required to submit completed Criminal Records, with the Vulnerable Sector Search, and Child Abuse Registry checks by deadline dates that will be provided by the Faculty of Education. NOTE: For candidates residing outside of Nova Scotia, your Criminal Records Check and Child Abuse Search (or comparable search) must be completed within your home/local jurisdiction and the results delivered to the Faculty of Education by deadline dates determined by the Faculty.**

The application deadline is Friday **January 26, 2018** or until all available positions are filled. Students are admitted to the regular B.Ed. program in September only.

Questions? E-mail: [education@msvu.ca](mailto:education@msvu.ca)



**THIS IS A REQUIRED FORM AND MUST BE COMPLETED BY APPLICANTS TO THE ELEMENTARY PROGRAM.**

From your university transcript/s, please indicate in the chart below how you meet the B.Ed. Elementary academic and admission requirements.

APPLICANT NAME:			INTENDED GRADUATION DATE (MM/YY):	
INSTITUTION & DEGREE:				
REQUIREMENTS	COURSE NUMBER & TITLE	COURSE WEIGHT VALUE (UNITS OR CREDITS)		FOR OFFICE USE ONLY
		NUMBER OF UNITS/CREDITS COMPLETED	NUMBER OF UNITS/CREDITS IN PROGRESS	
<b>Social Studies (1.0 unit/6 cr hrs)</b> in university social studies coursework from any one or combination of the following disciplines - History (with a preference for local or Canadian History), Geography, Political Science, Anthropology, Sociology, Economics, Law, Classics, African Canadian Studies, Mi'kmaq Studies, Acadian Studies and/or Philosophy				Yes: _____ No: _____
				Missing: _____
				Comments: _____
				_____
<b>Science (1.0 unit/6 cr hrs)</b> in university science coursework from any one or combination of the following disciplines - Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography, Interdisciplinary Study in Science and Environmental Studies				Yes: _____ No: _____
				Missing: _____
				Comments: _____
				_____
<b>Mathematics (1.0 unit/6 cr hrs)</b> in university Mathematics coursework with a preference for a course in fundamental concepts				Yes: _____ No: _____
				Missing: _____
				Comments: _____
				_____
<b>English (1.0 unit/6 cr hrs)</b> in university English coursework if undergraduate degree is delivered in English or 1.0 unit (6 credit hours) in university French coursework if undergraduate degree is delivered in French				Yes: _____ No: _____
				Missing: _____
				Comments: _____
				_____
<b>Developmental Psychology, Child Psychology or Educational Psychology (0.5 unit/3 cr hrs)</b> EDUC 3452 offered at the Mount will fulfill this requirement				Yes: _____ No: _____
				Missing: _____
				Comments: _____
				_____

**NOTE:** Applicants who are missing some of these academic requirements may be considered for conditional acceptance providing these courses are completed by a deadline/s determined by the Faculty of Education.

The Bachelor of Education - Secondary program is a highly sought after limited-access professional program. You should ensure that you meet and wherever possible surpass the basic pre-requisites or co-requisites for this program.

### APPLICATION AND ADMISSION REQUIREMENTS

Only fully completed applications are forwarded to the Mount's Faculty of Education. The Mount considers applications in the following teachable fields (subject fields): Business Education, English, Family Studies, French, Mathematics, Science, Social Studies and Visual Arts. Other teachable fields (subject fields) may be considered: please contact the Faculty of Education for further information. When your application reaches the Faculty it will be reviewed according to the following criteria:

1. **UNDERGRADUATE DEGREE:** Completion of an undergraduate degree is required for admission to the Bachelor of Education program. Applicants completing the final year of an undergraduate degree may apply. If accepted, the undergraduate degree must be completed before beginning the Bachelor of Education Program.
2. **GRADES:** Normally the grade standard for the B.Ed. Program is a 'B'; however, the Mount does not simply select the students with the highest undergraduate marks; rather, marks are one indicator of academic success in post-graduate professional studies.
3. **UNDERGRADUATE COURSE WORK:** Applicants to the B.Ed. Secondary program will need to identify a first and a second teachable field (subject field). **Teachable fields** (subject fields) are made up of specific disciplines taught in the Nova Scotia public school system. Below are the teachable fields (subject fields) offered in the Secondary B.Ed. program at Mount Saint Vincent University (and their related disciplines):
  - Business Education
  - English
  - Family Studies (*Candidates should contact the Faculty of Education before applying.*)
  - French
  - Mathematics
  - Science:  
Related Disciplines: Biology, Chemistry, Environmental Studies, Geology/Earth Sciences, Oceanography, Physics
  - Social Studies:  
Related Disciplines: Acadian Studies, African Canadian Studies, Classics, Economics, Geography, History, Law, Mi'kmaq Studies, Political Science, Sociology
  - Visual Arts

Minimum academic requirements for first and second teachable fields (subject fields):

**First Teachable Field:** 5.0 units (30 credit hours) in a **first discipline** (normally major concentration) .

**Second Teachable Field:** 3.0 units (18 credit hours) in a **second discipline** (normally minor concentration).

#### Important information regarding related teachable disciplines:

- The first and second teachable disciplines must be in different teachable fields. For example, an applicant cannot have a first teachable discipline in Biology and a second teachable discipline in Physics, as both are under the teachable field of Science. The same also applies for the teachable field of Social Studies. An applicant cannot have a first teachable discipline in History and a second teachable discipline in Sociology. Both History and Sociology are Social Studies disciplines.
- For a first or a second teachable field in Business Education, applicants must have a **combination of courses** from among Business Administration, Commerce, Marketing, Accounting, Finance, Organizational Behaviour, Secretarial Arts.
- For a first or a second teachable field in Family Studies, applicants must have a **combination of courses from any two of the following three key theme areas:** Family Studies, Nutrition and Consumer Studies. *Candidates should contact the Faculty of Education before applying.*
- For a first or a second teachable field in French, applicants are expected to be competent in reading, writing, listening and speaking. Students will complete a practicum in a French Immersion class setting.
- For a first or a second teachable field in Visual Arts, applicants should have courses such as painting, ceramics, drawing, pottery, and/or sculpture, printmaking and photography.

**Applicants who are missing some of these academic requirements may be considered for conditional acceptance providing these courses are completed by a deadline/s determined by the Faculty of Education.**

4. **REFERENCES:** Three references [one (1) academic and two (2) general suitability for teaching] are required. Referees should be from persons who are not related to the applicant, who are familiar with the applicant's recent experiences as they pertain to the education profession, should know the applicant in some professional or other responsible capacity, and should respond to the questions asked of them as fully as possible. **Reference forms are included in the Supplementary Information Package and must be completed by the referees.**
5. **EXPERIENCES (COVER LETTER AND RESUMÉ):** A one-page cover letter must accompany your resumé. Your resumé should include the nature and amount of experience you have had in areas relevant to teaching. This experience may include paid or voluntary work in secondary schools, but other experience with young people such as mentor, tutor or counselor will be considered.
6. **CASE STUDY:** Each applicant to the secondary program must submit an essay response, of no more than two pages (500 words), to the secondary case study included in the application package. Your response to the questions raised by the case study will be assessed by your ability to present well thought out responses in clear and correct prose.

Candidates who are admitted to the program will be required to submit completed Criminal Records, with the Vulnerable Sector Search, and Child Abuse Registry checks **by deadline dates that will be provided by the Faculty of Education**. NOTE: For candidates residing outside of Nova Scotia, your Criminal Records Check and Child Abuse Search (or comparable search) must be completed within your home/local jurisdiction and the results delivered to the Faculty of Education **by deadline dates determined by the Faculty**.

The application deadline is Friday **January 26, 2018** or until all available positions are filled. Students are admitted to the regular B.Ed. program in September only.

Questions? E-mail: [education@msvu.ca](mailto:education@msvu.ca)

**THIS IS A REQUIRED FORM AND MUST BE COMPLETED BY APPLICANTS TO THE SECONDARY PROGRAM.**

From your university transcript/s, please indicate in the chart below how you meet the B.Ed. Secondary academic and admission requirements.

APPLICANT NAME:			INTENDED GRADUATION YEAR (MM/YY):		
INSTITUTION & DEGREE:					
REQUIREMENTS	COURSE NUMBER & TITLE	COURSE WEIGHT VALUE (UNITS OR CREDITS)		FOR OFFICE USE ONLY	
		NUMBER OF UNITS/CREDITS COMPLETED	NUMBER OF UNITS/CREDITS IN PROGRESS		
<p><b>First Teachable Field (subject field) - 30 credit hours</b>            Minimum of 30 cr hrs in one particular discipline taught at the junior/secondary levels of the Nova Scotia public school system. Refer to the Bachelor of Education – Secondary Basic Information Sheet (bullet #3) for acceptable disciplines.</p> <p><b>Identify the following:</b>            What is your first teachable field:            (e.g. English)            (e.g. Science)</p> <p>_____</p> <p>What is your first teachable discipline :            (e.g. not applicable for English)            (e.g. Physics (science))</p> <p>_____</p>				Yes: _____ No: _____  Missing: _____  Comments: _____ _____ _____	
<p><b>Second Teachable Field (subject field) – 18 credit hours</b>            Minimum of 18 cr hrs in one particular discipline taught at the junior/secondary levels of the Nova Scotia public school system. Refer to the Bachelor of Education – Secondary Basic Information Sheet (bullet #3) for acceptable disciplines.</p> <p><b>Identify the following:</b>            What is your second teachable field:            (e.g. Social Studies)            (e.g. Math)</p> <p>_____</p> <p>What is your second teachable discipline :            (e.g. History)            (e.g. not applicable for Math)</p> <p>_____</p>				Yes: _____ No: _____  Missing: _____  Comments: _____ _____ _____	

**NOTE: Applicants who are missing some of these academic requirements may be considered for conditional acceptance providing these courses are completed by a deadline/s determined by the Faculty of Education.**

Elementary applicants please respond, in an essay of no more than two pages (500 words-typed), to the case study below and the questions which follow it.

### Whom Must We Please?

From her earliest days as a Grade II elementary teacher, Amanda Redmond was passionate about encouraging her students to read for enjoyment and to develop in them a passion for reading and reflecting on what they read. For most of her seven years at her school, she had pursued this goal by making such reading the core of her “homework” assignments. Two or three days a week each child was to choose a book from the elementary library to take home overnight and to read and share with their families and friends. On an accompanying sheet, the students were asked to record information about the book as well as their comments and those of their friends and family.

Amanda was convinced of the benefits of extra reading time and the value of having students talk to their families and friends about the things they were reading. Her students seemed to enjoy these assignments, and she had received many positive comments from parents. One day in mid-October, however, Amanda had read to her class Tomie de Paola’s classic, *Strega Nona*, the story of a kindly “good witch” from southern Italy, who specializes in curing warts and headaches, finding husbands for young girls, and making pasta from a magic pasta pot. All the children loved the book, especially Amanda’s rendering of the different characters, and one student, Aliah Al-Ghebri, chose to take the book home.

The next morning, while reviewing the student reading folders, Amanda saw a note from Aliah’s mother that read, “I do not approve of this type of book, and I don’t want you to send home this or other books about witches or other evil people.” When Aliah returned the book, Amanda asked her about the story and was told, “My mother didn’t like the book, but I do.”

Amanda was now struggling with how best to respond. She did not wish a confrontation with Aliah’s parents, but she valued the freedom she gave to her students to make their reading choices. Should she now monitor the books the children chose from the library? Should she stop reading what she regarded as good books to her students? Should she call Aliah’s parents, and, if so, what could she say to them?

Adapted from William Hare and John P. Portelli (eds.), *What to Do? Case Studies for Educators (3rd Edition)*. Halifax, NS: EdPhil Books, 2003.

➤ Include a response to these questions in your essay:

1. How would you answer the questions that Amanda is asking herself?
2. Should teachers consult in advance with parents with respect to books their children read or have read to them?



Secondary applicants please respond, in an essay of no more than two pages (500 words-typed), to the case study below and the questions which follow it.

### What's the Point

Sooner or later, almost every teacher, particularly in secondary schools, will be faced with a question that most of them are ill-prepared to answer. Having put great effort and care into preparing their lessons and approaching them with enthusiasm, they will be asked, in a variety of forms, the question: "What is the point of doing this?" The question is often accompanied by a slight rolling of the eyes, a heavy sigh, a shaking of the head, even a tone of irritation, and may include the supplementary remarks or questions: "This is boring. I have no interest in this. Why do we have to read this? Why do we have to do this assignment? When are we ever going to need this?"

It came in late-October, while teaching a Grade X history class, for Robert d'Entremont. A columnist in the National Post had written a piece arguing that all arts degrees and even most science degrees were worthless in terms of getting a good job. While few students had read the column in full, most had seen it referred to on social media, and it seemed to have struck a chord with many of them. Students, on average, received over \$40,000 in public subsidies and still finished university with massive debt-loads, only to find that, if they could find a job at all, it was one that had little to do with what they had been studying.

Robert's first reaction was dismissive. Curriculum experts had agreed that it was an important part of every student's education. It had always been part of the school curriculum. He always had found history interesting and important, but what about students who didn't? One could say the same about any subject. Why should students have to study any subject that they didn't find interesting? Why were some subjects "compulsory", others "electives" and others ignored altogether in the curriculum? This led to more questions: "Do all subjects have to have an immediate practical value to be worth studying?"; "Is a subject worthless if it doesn't lead to a credential for a job?"; and "How would you know if you were interested in a subject until you had spent some time getting to know something about it?"

Adapted from William Hare and John P. Portelli (eds.), *What to Do? Case Studies for Educators (3rd Edition)*, Halifax, NS: EdPhil Books, 2003.

➤ Include a response to these questions in your essay:

1. How would you respond to the questions that the students and Robert asked?
2. What might the teacher have done to avoid reacting to the question in a defensive manner?



**Referee Contact Information Sheet – to be completed by applicant**

For tracking purposes, please assist us by providing a list of your three referees.

<b>Applicant</b>			
	Last Name	First & Middle Name	Former Last Name
<b>Intended Program</b>	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
			Date of Birth <b>(DD/MM only)</b>

Please list your referees' contact information below. It is the applicant's responsibility to ensure that referees forward the completed reference forms to the Admissions Office by the application deadline date.

	<b>Academic Reference</b>	<b>General Suitability</b>	<b>General Suitability</b>
Name			
Address			
Telephone			
E-mail			



Applicant Last Name First & Middle Name Former Last Name

Intended Program  Elementary  Secondary Date of Birth (DD/MM only)

Referee: The above-named applicant has applied for admission to one of Mount Saint Vincent University's Bachelor of Education (B.Ed.) programs.

Please check the box that best reflects your assessment of the applicant:

Table with 7 columns: Academic Qualities, Excellent, Very Good, Good, Fair, Poor, Unable to Comment. Rows include: Industry and application, Intellectual curiosity, Critical thinking ability, Oral communication skills, Writing skills, Organizational ability, Potential as an educator.

In addition to the above, please comment on what you believe this applicant will have to offer the field of education as a professional by responding to the following question.

Within the scope of the professional educator, what do you believe are this applicant's strongest assets?

Horizontal lines for handwritten response to the question above.

If you wish to provide further comments not covered in the above chart and question, you may attach a separate page.

Of approximately \_\_\_\_\_ students I have taught at the applicant's level, I would assess this student to be in the top \_\_\_\_\_%

How long have you known the applicant and in what capacity? \_\_\_\_\_

**Referee**

*please print*

Name (please print) _____		Signature _____		
Position _____		Institution / Company _____		
Mailing Address _____	City _____	Prov _____	Country _____	Postal Code _____
Telephone _____	email _____		Date (dd/mm/yyyy) _____	

Please enclose this Reference in a sealed envelope. Sign across the seal.  
Return the envelope directly to the Admissions Office (address below) or to the applicant  
by **January 26, 2018**.

**Admissions Office, Mount Saint Vincent University  
166 Bedford Highway, Halifax, Nova Scotia, B3M 2J6  
Fax: 902-457-6498**



General Suitability for Teaching Reference

THIS IS A REQUIRED FORM AND MUST BE COMPLETED BY THE REFEREE.

Applicant Last Name First & Middle Names Former Last Name

Intended Program [ ] Elementary [ ] Secondary Date of Birth (DD/MM only)

Referee: The above-named applicant has applied for admission to one of Mount Saint Vincent University's Bachelor of Education (B.Ed.) programs.

Please check the box that best reflects your assessment of the applicant:

Table with 7 columns: Suitability for Teaching, Excellent, Very Good, Good, Fair, Poor, Unable to Comment. Rows include: Ability to work under pressure, Adaptability / Flexibility, Problem solving ability, Communication skills, Knowledge and understanding of children / adolescents, Social responsibility and awareness, Organizational abilities, Work ethic.

In addition to the above, please comment on what you believe this applicant will have to offer the field of education as a professional by responding to the following question.

There are characteristics that help make a well-rounded educator. These can include, but are not limited to such things as, integrity, leadership, sound judgment, enthusiasm, interpersonal skills, compassion for others, social responsibility and awareness, open-mindedness. To the best of your ability, please comment on any of these or other characteristics of this applicant.

Multiple horizontal lines for handwritten or typed comments.

How long have you known the applicant and in what capacity? \_\_\_\_\_

**Referee**

*please print*

Name (please print) _____		Signature _____			
Position _____		Institution / Company _____			
Mailing Address _____	City _____	Prov _____	Country _____	Postal Code _____	
Telephone _____	email _____	Date (dd/mm/yyyy) _____			

Please enclose this Reference in a sealed envelope. Sign across the seal.  
Return the envelope directly to the Admissions Office (address below) or to the applicant  
by **January 26, 2018**.

**Admissions Office, Mount Saint Vincent University  
166 Bedford Highway, Halifax, Nova Scotia, B3M 2J6  
Fax: 902-457-6498**



How long have you known the applicant and in what capacity? \_\_\_\_\_

**Referee**

*please print*

Name (please print) _____		Signature _____		
Position _____		Institution / Company _____		
Mailing Address _____	City _____	Prov _____	Country _____	Postal Code _____
Telephone _____	email _____	Date (dd/mm/yyyy) _____		

Please enclose this Reference in a sealed envelope. Sign across the seal.  
Return the envelope directly to the Admissions Office (address below) or to the applicant  
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