

Bachelor of Education

Supplementary Information Package

2009-2010 Academic Year

Admissions Office
Mount Saint Vincent University
Halifax, Nova Scotia B3M 2J6
Canada
Tel: 902.457.6117
Fax: 902.457.6498
Email: admissions@msvu.ca

www.msvu.ca/applyonline
Discover the difference.

Application Instructions

Review the following sections to ensure your application is complete. Please note that your writing sample, cover letter and resume may be submitted electronically by emailing the documents as attachments to admissions@msvu.ca.

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. Please note all application materials must be received by the Admissions Office by January 30th, 2009 for September enrolment. Applications received after the deadline date will be considered only if there is space remaining in the program.

Application

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

- Bachelor of Education (Elementary)
- Bachelor of Education (Secondary)

Please ensure that all sections are completed and that you have signed and dated the Certification section of the form.

If you wish to apply to both programs, you must submit a separate Application for Admission form and supplementary information package, and pay the application fees for each program.

Application Fee

Submit a \$40 non-refundable application fee. Cheques and money orders can be made out to Mount Saint Vincent University.

Transcripts

Submit two copies of the official transcript (in the university's sealed envelope) from each postsecondary institution you have attended. 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 transcripts for course work taken at MSVU.

Writing Sample

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

Affirmative Action Policy Form (Optional)

Mount Saint Vincent University's Faculty of Education has adopted an affirmative action policy for members of the African-Nova Scotian and Mi'kmaw communities. Completion of this form is optional.

Cover Letter

This one-page letter of introduction gives applicants the opportunity to draw attention to any special circumstances affecting their application or add any further information that may be helpful to the Admissions Committee.

Resume

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

- Education
- Employment record (employer, type of work and responsibilities)
- Experiences relevant to teaching
- Awards and recognitions
- Group, society, or term activities
- Hobbies, recreational, or leisure time activities
- Personal assets that enhance your contribution to teaching (skills, abilities, and community involvement)
- Computer skills

Reference Forms

Three letters of reference are required: one Academic Reference and two General Suitability for Teaching References:

- **Academic Reference:** 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.

- **General Suitability for Teaching References:** Both references should address your general suitability for teaching. Referees should be from persons at arms length from the applicant and familiar with her/his recent experiences.

Send the appropriate Reference form to your referee. Your referee should complete the form, 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

Residence & Housing

- Information and application for on-campus housing is sent with the Letter of Admission. Students interested in living in residence should complete the application promptly, as space is limited, and return it to the Housing Office (902.457.6356 or housing@msvu.ca).
- MSVU offers three styles of residence: Westwood, 158-bed, co-ed residence with apartment-style and dormitory accommodations; Assisi Hall, 12-story co-ed building with single and double rooms for 142 students; and The Birches, five townhouses each with 21 single rooms. (Townhouses are designated either female or co-ed.)

Students with Identified Disabilities

- Upon admission to MSVU, students with identified disabilities (e.g., visual or hearing impairment, learning disabilities, ADD/ADHD, etc.) are required to arrange an appointment with the Disabilities Services Co-ordinator at 902.457.6567 for a confidential discussion of their needs. Please refer to the University *Academic Calendar* for further information.

Language Requirements

- Students whose first language is not English must submit official reports with acceptable scores from the Michigan English Language Test, the Test of English as a Foreign Language (TOEFL), the CanTest, the International English Language Training System (IELTS) or the Canadian Academic English Language Test (CAEL).
- MSVU has a long-standing partnership with the East Coast School of Languages (ECSL) for training in English as a Second Language. Applicants who meet our admission requirements but whose English skills do not meet language requirements are referred to ECSL for assessment. Depending on ECSL's recommendation, students can begin at any of the five levels of the English for Academic Purposes (EAP) program. Upon completion of the fourth level, students can study part-time at MSVU. The fifth level is offered at MSVU, and upon its completion, students become full-time MSVU students. The EAP program does not require students to write any other English language proficiency exams. Contact the Admissions Office for additional information 902.457.6117 or admissions@msvu.ca.

The Bachelor of Education (Elementary) program is a competitive, limited-access professional program. As the number of applicants for this highly sought-after program increases each year, competition for places is very intense, even among applicants with very strong qualifications. You should ensure, then, that you meet and wherever possible surpass the basic pre-requisites or co-requisites for this program.

1. To ensure that your application will be forwarded to MSVU's Faculty of Education, you must meet the following minimum requirements:
 - You must have completed at least 7.5 units (45 credit hours) of your undergraduate degree in teachable subjects as defined by the Nova Scotia Department of Education. These include most basic arts and science courses except those in philosophy, psychology and religious studies or other subjects not taught in Nova Scotia schools.
 - You must have maintained a grade-point-average of 3.0 or better in at least the last 10 units (60 credit hours) of your first degree.
2. When your application reaches MSVU's Faculty of Education, it will be reviewed according to the following six criteria:
 - a) **Grades:** MSVU does not simply select the students with the highest undergraduate marks. Rather, marks are one indicator of academic success in post-graduate professional studies.
 - b) **Course Work:** Among the basic teachable subjects, applicants to the BEd (Elementary) program should have completed **at least**:
 - 1.0 full unit (6 credit hours) in English (or if your undergraduate degree was delivered in French, at least 1.0 full unit in French)
 - 1.0 full unit in Canadian or local history
 - 0.5 unit (3 credit hours) in one of the following: history, geography, economics, or political science
 - 1.0 full unit (6 credit hours) in a pure science, with a laboratory (e.g. biology, chemistry, physics, or interdisciplinary studies in science)
 - 0.5 unit (3 credit hours) in fundamental concepts of mathematics
 - 0.5 unit (3 credit hours) in developmental, child or educational psychology

The listing above represents minimum requirements. Applicants who are missing some of these components might be considered for admission, but if admitted to the program, these courses must be completed by the beginning of the second year in the program. A higher rating in this category is given to those applicants with more academic background in the core subjects taught in elementary schools: science, mathematics, language arts, social studies, and fine arts.

- c) **References:** References are evaluated on the basis of what your referees say about you and how well they know your particular aptitude for teaching. Your referees should be at arms-length, should know you in some professional or other responsible capacity, and should respond to the questions asked of them as fully as possible.
- d) **Experiences:** Your resume is evaluated on the basis of the nature and amount of experience you have had in areas relevant to teaching. This experience includes, ideally, paid or voluntary work in elementary schools, but other experience such as work with young people as teacher, mentor, tutor, or counselor will be considered. A one-page letter of introduction should accompany your resume.
- e) **Writing Sample:** 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 evaluated on the basis of what you say and how you say it. In other words, attention will be given to your ability to present well thought out responses in clear and correct prose.
- f) **Computer Skills:** You must have demonstrable competence in educational technologies such as word processing, e-mail, the Internet and other computer applications.

3. On the basis of the criteria outlined above, a limited number of applicants will be invited for a personal interview at MSVU. The thoroughness and thoughtfulness of your responses to the questions at the interview, any new information brought forward in the interview, and your professional demeanor will influence the ratings given by the interviewers. At the time of the interview, you may be asked to write a competency test in basic mathematics.
4. The evaluation of your file and your interview will be taken into account in determining the awarding of available seats in the program.
5. Candidates offered admission to the program must submit completed criminal record and Child Abuse Registry checks by the deadlines dates that will be provided by the Faculty of Education.
6. In view of the large and growing number of applicants to the BEd (Elementary) program and the time required to review files, the Faculty of Education does not provide individual advising/counseling for applicants to whom we are unable to offer a place. Applicants who wish to re-apply should attempt to strengthen their applications in each of the areas outlined in (2 a-f) above. General academic advice for the BEd program is available through the office of the Dean of Professional Studies (902.457.6400 for an appointment).
7. The application deadline is January 30, 2009. Students are admitted to the BEd program in September only. There is no part-time BEd program Mount Saint Vincent University.

The Bachelor of Education (Secondary) program is a competitive, limited-access professional program. As the number of applicants for this highly sought-after program increases each year, competition for places is very intense, even among applicants with very strong qualifications. You should ensure, then, that you meet and wherever possible surpass the basic pre-requisites or co-requisites for this program.

1. To ensure that your application will be forwarded to MSVU's Faculty of Education, you must meet the following minimum qualifications:
 - You must have completed at least 7.5 units (45 credit hours) of your undergraduate degree in teachable subjects as defined by the Nova Scotia Department of Education. These include most basic arts and science courses except those in philosophy, psychology and religious studies or other subjects not taught in Nova Scotia schools.
 - You must have maintained a grade-point-average of 3.0 or better in at least the last 10 units (60 credit hours) of your first degree, or in your major and minor fields.
2. When your application reaches MSVU's Faculty of Education, it will be reviewed according the following six criteria:
 - a) **Grades:** MSVU does not simply select the students with the highest undergraduate marks. Rather, marks are one indicator of academic success in post-graduate professional studies.
 - b) **Course Work:** Assessment of applications considers the range of courses within teachable areas. For example: applicants with a concentration in mathematics are expected to have completed course work that covers calculus, linear/matrix algebra, and statistics. Applicants in English should have a broad background in literature and composition, including poetry, short fiction, and the works of Shakespeare.

You must have completed **at least:**

First Teachable:

- 5.0 full units (30 credit hours) in one discipline taught in Nova Scotia secondary schools (e.g. business, English, family studies, French, mathematics, science (biology, chemistry, physics), social studies (history, geography, economics, political studies), and visual arts)

Second Teachable:

- 3.0 full units (18 credit hours) in a second discipline taught in Nova Scotia secondary schools (e.g. those disciplines listed above)

Please note: Students with a major (30 credit hours) in a discipline within one broad subject area (e.g. history, geography, or economics, which fall under Social Studies) must complete the equivalent of a minor (18 credit hours) in a discipline within a separate broad subject area (e.g. biology, chemistry, or physics, which fall under Science).

You must also have completed, either as part of the course work as noted above or in addition to it, at least:

- 1.0 unit (6 credit hours) in English (or French if your undergraduate degree was delivered in French)
- 1.0 unit (6 credit hours) from among history, geography, economics, political studies, philosophy, Canadian studies, African Canadian studies, Mi'kmaw studies
- 1.0 unit (6 credit hours) from among mathematics, science (excluding psychology) or computer studies
- 0.5 unit (3 credit hours) in developmental, adolescent or educational psychology

Applicants missing some of these components may be considered for admission on condition that they complete these courses before the beginning of their first year or, in some cases, the second year of the program.

A higher rating might be given to applicants with a broader academic background in the core subjects taught in their teachable subject area. Students with a concentration in biology are advised to complete course work in chemistry and physics, and students with a concentration in history are advised to complete course work in geography, economics, or political studies whenever possible.

See reverse

- c) **References:** References are evaluated on the basis of what your referees say about you and on how well they know your particular aptitude for teaching. Your referees should be at arms-length, should know you in some professional or other responsible capacity, and should respond to the questions asked of them as fully as possible.
 - d) **Experiences:** Your resume is evaluated on the basis of the nature and amount of experience you have had in areas relevant to teaching. This experience includes, ideally, paid or voluntary work in secondary schools, but other experience with young people as teacher, mentor, tutor or counselor will be considered. A one-page letter of introduction should accompany your resume.
 - e) **Writing Sample:** 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 evaluated on the basis of what you say and how you say it. In other words, attention will be given to your ability to present well thought out responses in clear and correct prose.
 - f) **Computer Skills** You must have demonstrable competence in educational technologies such as word processing e-mail, the Internet and other computer applications.
3. On the basis of the criteria outlined above, a limited number of applicants will be invited for a personal interview at MSVU. The thoroughness and thoughtfulness of your responses to the questions at the interview, any new information brought forward in the interview, and your professional demeanor will influence the ratings given by the interviewers.
 4. The evaluation of your file and your interview will be taken into account in determining the awarding of available seats in the program.
 5. Candidates who are offered admission to the program must submit completed criminal records and Child Abuse Registry checks by the deadline dates that will be provided by the Faculty of Education.
 6. In view of the large and growing number of applicants to the BEd (Secondary) program and the time required to review files, the Faculty of Education does not provide individual advising/counseling for applicants to whom we are unable to offer a place. Applicants who wish to re-apply should attempt to strengthen their applications in each of the areas outlined in (2 a-f) above. General academic advice for the BEd program is available through the office of the Dean of Professional Studies (902.457.6400 for an appointment).
 7. The application deadline is January 30, 2009. Students are admitted to the BEd program in September only. There is no part-time BEd program at Mount Saint Vincent University.

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

All You Need is Care

Jacqueline Crytzer has been teaching Grade III at Irondale Elementary School since she began her career three years ago. An enthusiastic teacher, she believes in the importance of supporting and developing the unique qualities of each child without being judgmental about them. She has willingly taken students that other teachers did not want, in accordance with her motto: “Every child is special. Relax, stimulate their curiosity, and let them know that it is O.K. to make mistakes for they can learn from them.” This year, however, Jacqueline’s views and practices have been questioned by some of her colleagues.

In early October, several things went missing from Jacqueline’s classroom. She brought this to the attention of her class and told the children, “I’m sure that no one from this class would have stolen any of these things.” The following week, she noticed a boy in the class taking money from the jar in which she kept pizza money collected on the hot lunch days. Jacqueline decided, however, that “it would not be appropriate to identify either in private or in public what I had seen.” Instead, she decided to develop some class activities that dealt with stealing and its consequences. She brought in several books, a couple of films, and told stories dealing with the subject of honesty. The children were encouraged to write in their journals about honesty and discuss the materials in class; they even worked collaboratively on a song about honesty and stealing. Jacqueline was convinced that the children had learned valuable lessons about honesty without her having to lecture them on the subject or punish anyone.

In December, however, more money had been taken from the classroom. This time Jacqueline discussed the matter directly with her students. She told them that since she was sure they knew that stealing was wrong, the money had to have been misplaced accidentally. She said that she would give them time before lunch to help her look for the missing money and promised a reward for whoever was able to find it. After several minutes, she noticed the boy who she had seen taking money from the pizza jar in October take money from his pocket, walk to the science corner, then call out, “I found it, Miss, I found the money!” Jacqueline encouraged the other children to applaud the boy for “finding the lost money”, gave him his reward, and gave him a hug before they dismissed for lunch. Jacqueline saw no need to mention the boy’s deception, for, in her view, he had “learned his lesson.”

Some of the other teachers, however, weren’t so sure. “What had the children really learned?” they asked. “Did they learn that you can steal repeatedly and still be rewarded?” Jacqueline still thought that she had done the right thing, but for the first time in her teaching career she began to have serious doubts about her approach.

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. Was the teacher’s approach to dealing with these incidents ethically appropriate?
2. What values do you think the children in her class have learned?
3. What would you have done if you were in Jacqueline’s position?

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

Fill in the Blank

The complaints had been growing for years – students graduating from high school without meeting even minimal standards of competency in language and mathematics, teachers prepared to give students a “social pass” to the next grade, schools wallowing in mediocrity. It would have been difficult to be unaware of media-led dissatisfaction with the schools. True or not, the rhetoric had become sufficiently powerful that education officials were in reactive mode, and some jurisdictions had begun to introduce mandatory tests in English and mathematics as a condition for receiving a graduation certificate. At Renforth High School, where Joe McIntyre was head of the mathematics department, these tests were administered at Grade X but could be completed any time before the end of Grade XII.

Joe had serious misgivings about standardized testing, but he understood that passing them was a condition for graduation and tried to ensure that his students did as well as possible on the mathematics test. The exam itself was not particularly difficult, but it did require some preparation and practice and was a challenge for students who doubted their ability to “do math”.

The tests were administered twice each year, in January and May, and on May 10th Joe prepared to invigilate the test for 50 students, most of whom were in Grade X, taking the test for the first time, some Grade XIs taking the test for the second time, and one Grade XII student, Robert Hall, now taking the test for the fourth time and facing the prospect of not graduating with his class-mates.

Joe had been running after-school tutorials for students who planned to take the test, and Robert had attended a few times. Joe was convinced that Robert had the ability to pass the test, but he tended to make careless errors and sometimes to guess, when he could have taken more time to work out the answers. But if all went well on the day, he would make it.

At 11:30 a.m., Joe collected the papers and the students began to file out. Robert gave a “thumbs up” as he left, and Joe immediately began to look over his exam paper. He had started well and even answered correctly some difficult questions, but then there were several wrong answers, and Joe knew that it would be a close call. Then Joe noticed that Questions 13 and 19, had not been answered at all, and the four multiple-choice options had been left blank. “But he knew those!” Joe said to the empty room. Those questions had been covered in his tutorial the previous week, and Joe had answered them correctly. No doubt, Joe thought, he had left them blank intending to return to them later, but perhaps had forgotten to do so.

Joe picked up a pencil from a desk, quickly filled in the appropriate blanks, gathered up the papers and put them in the official envelope. Case closed. Now Robert would receive his high school diploma and his future would be that much brighter. The end justifies the means.

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. Are there any circumstances in which you would support a teacher taking such a step?
2. Is Joe’s action ethically defensible?
3. What would you have done if you were in Joe’s position?

Applicant

_____ Last Name _____ First & Middle Names _____ Former Last Name _____

please print

_____ Mailing Address _____ City _____ Prov _____ Country _____ Postal Code _____

Intended Program

Elementary Secondary

Referee: The above-named student has applied for admission to one of Mount Saint Vincent University's Bachelor of Education (BEd) programs. We request your assistance in the assessment of the applicant's suitability for the teaching profession. We are seeking those students who are academically competent, literate and articulate, and who display the kinds of qualities important in teaching. Thank you for your co-operation.

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

Academic Qualities	Excellent	Very Good	Good	Fair	Poor	Unable to Comment
Industry and application						
Intellectual curiosity						
Oral communication skills						
Organizational ability						
Writing skills						
Potential as a teacher						

We also require your written comments on these or any other qualities which may help in making a decision about admitting the applicant to the BEd program. Please use the reserve side of this page. You may also attach an additional page, if required.

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

_____ Name (please print) _____ Signature _____

please print

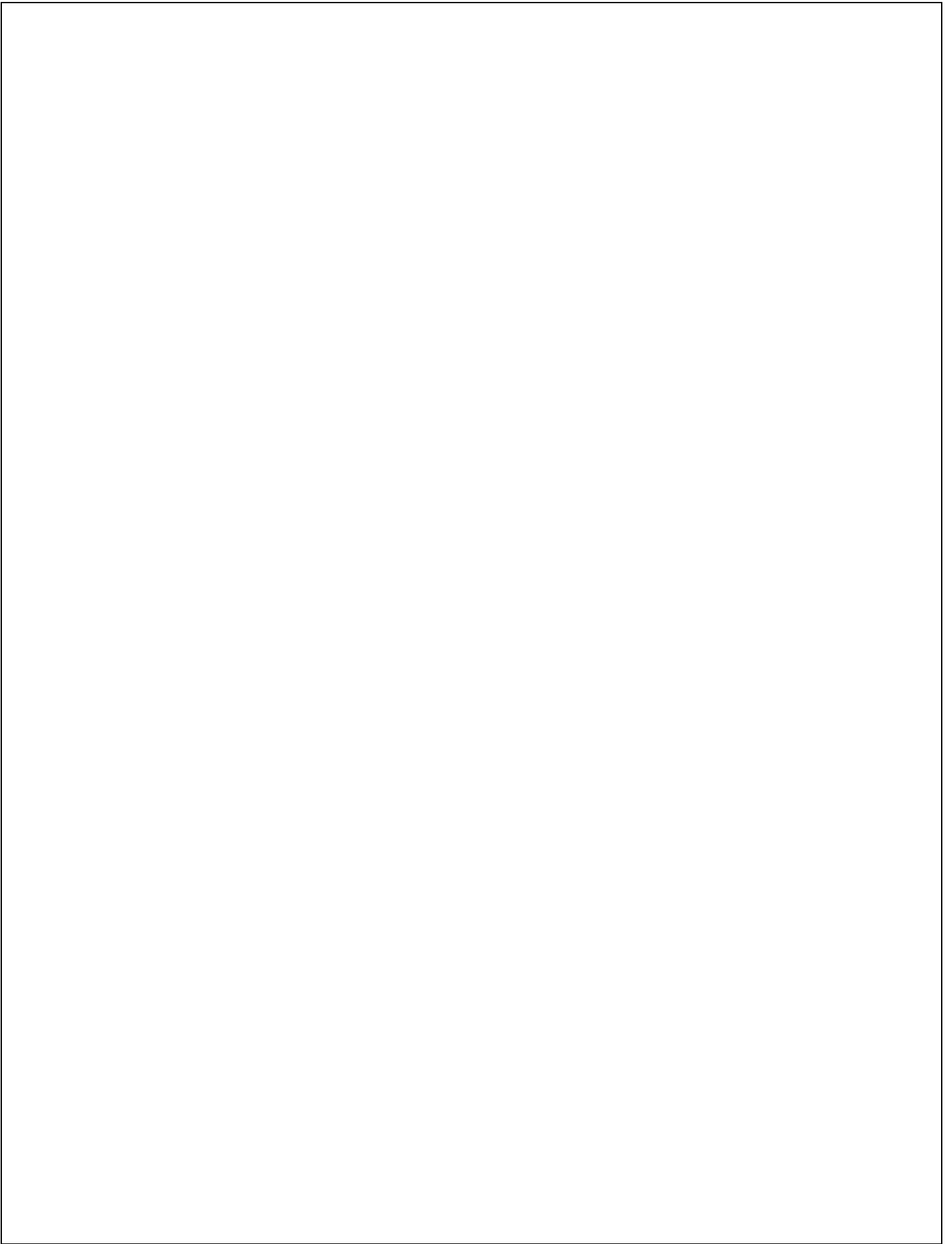
_____ Position _____ Institution / Company _____

_____ Mailing Address _____ City _____ Prov _____ Country _____ Postal Code _____

_____ Telephone _____ email _____ Date (dd/mm/yyyy) _____

Please enclose this Reference in the attached envelope. Please seal the back of the envelope, sign across the seal and return the envelope to the Applicant or forward directly to:

**Admissions Office
Mount Saint Vincent University
166 Bedford Highway
Halifax, Nova Scotia, B3M 2J6
Fax: 902.457.6498**



Applicant _____
Last Name First & Middle Names Former Last Name

please print _____
Mailing Address City Prov Country Postal Code

Intended Program Elementary Secondary

Referee: The above-named student has applied for admission to one of Mount Saint Vincent University's Bachelor of Education (BEd) programs. We request your assistance in the assessment of the applicant's suitability for the teaching profession. We are seeking those students who are academically competent, literate and articulate, and who display the kinds of qualities important in teaching. Thank you for your co-operation.

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

Academic Qualities	Excellent	Very Good	Good	Fair	Poor	Unable to Comment
Ability to work under pressure						
Adaptability / flexibility						
Communication skills						
Knowledge and understanding of children / adolescents						
Time management skills						
Work ethic						

We also require your written comments on these or any other qualities which may help in making a decision about admitting the applicant to the BEd program. Please use the reserve side of this page. You may also attach an additional page, if required.

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

Referee _____
Name (please print) Signature

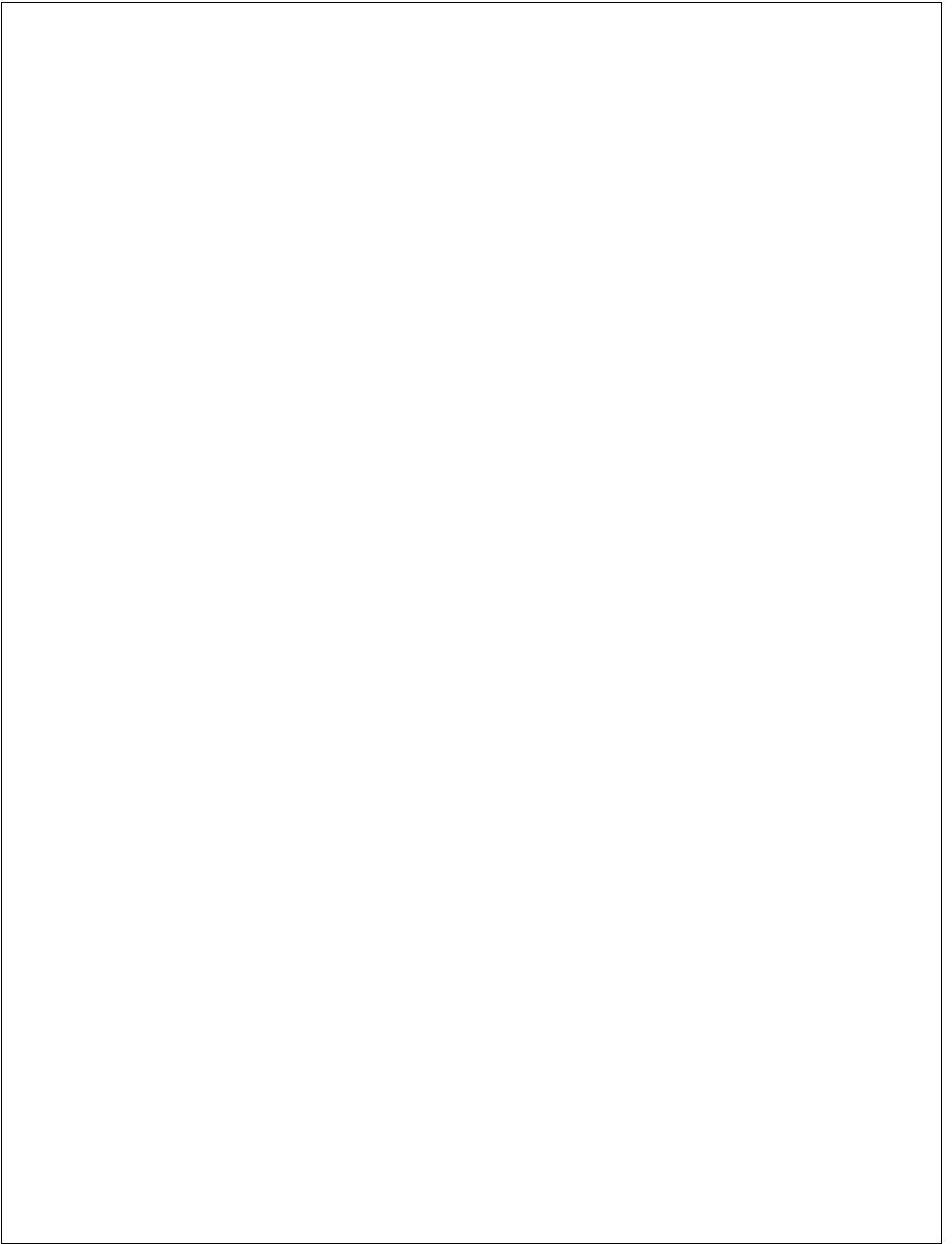
please print _____
Position Institution / Company

_____ Mailing Address City Prov Country Postal Code

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Please enclose this Reference in the attached envelope. Please seal the back of the envelope, sign across the seal, and return the envelope to the Applicant or forward directly to:

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Applicant _____
Last Name First & Middle Names Former Last Name

please print _____
Mailing Address City Prov Country Postal Code

Intended Program Elementary Secondary

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

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We also require your written comments on these or any other qualities which may help in making a decision about admitting the applicant to the BEd program. Please use the reserve side of this page. You may also attach an additional page, if required.

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

Referee _____
Name (please print) Signature

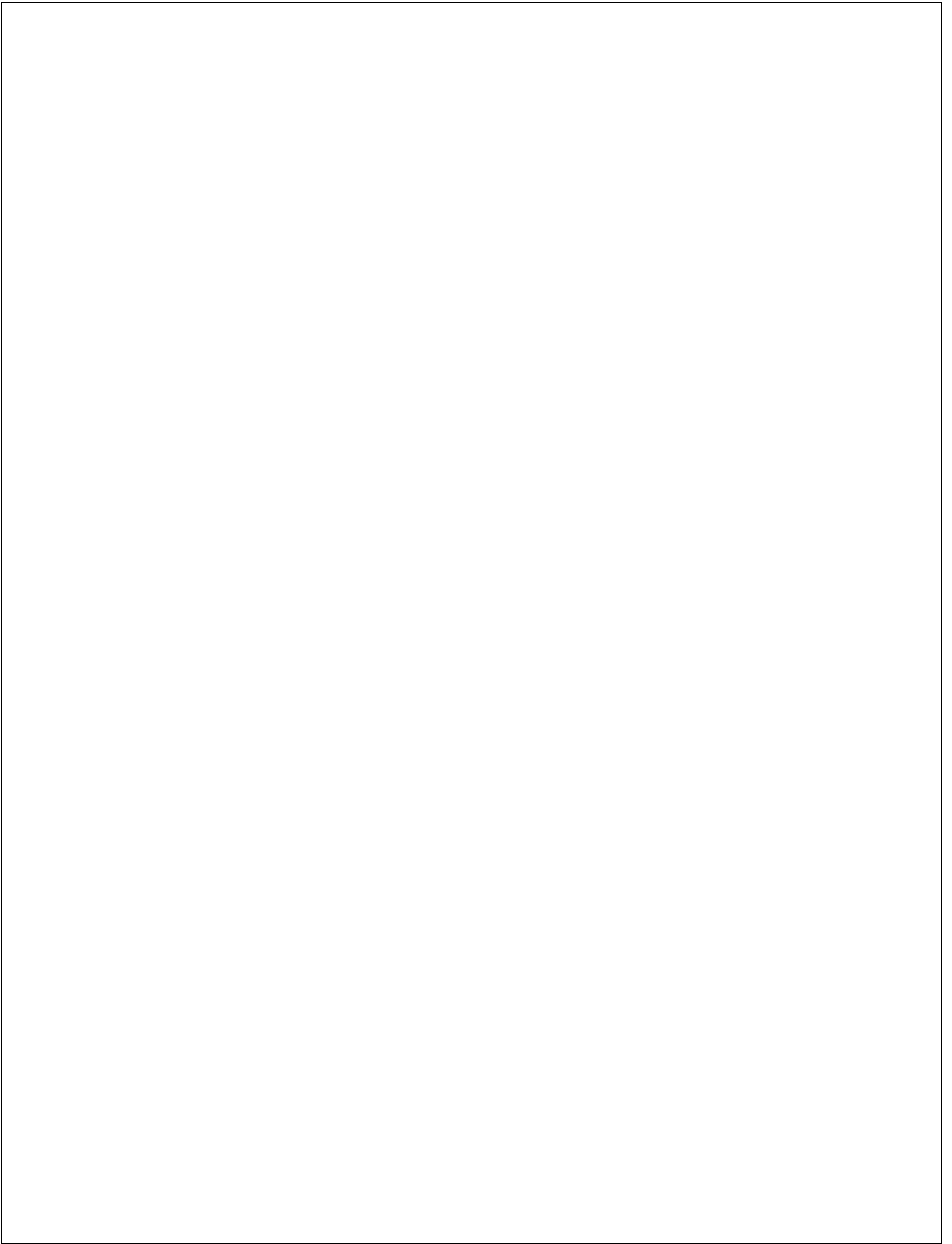
please print _____
Position Institution / Company

Mailing Address City Prov Country Postal Code

Telephone email Date (dd/mm/yyyy)

Please enclose this Reference in the attached envelope. Please seal the back of the envelope, sign across the seal, and return the envelope to the Applicant or forward directly to:

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Mount Saint Vincent University
166 Bedford Highway
Halifax, Nova Scotia, B3M 2J6
Fax: 902.457.6498**



Mount Saint Vincent University's Faculty of Education has adopted an affirmative action policy for members of the African-Nova Scotian and Mi'kmaw communities. Completion of this form is optional.

**Personal
Information**

_____ Last Name _____ First & Middle Names _____ Former Last Name _____

please print

_____ Mailing Address _____ City _____ Prov _____ Country _____ Postal Code _____

Cognizant of the historical inequities that have placed indigenous Nova Scotian Black and Mi'kmaw students at a disadvantage within the province's education system, the Faculty of Education at Mount Saint Vincent University has adopted an "affirmative action" policy to increase opportunities for members of these historically underrepresented groups to participate in the Bachelor of Education Degree at the Mount.

Pursuant to this policy, all indigenous Black-Nova Scotian and Nova Scotian Mi'kmaw applicants will be interviewed and considered for admission to the B.Ed. program. Up to 10 places in the B.Ed. program (5 in Elementary and 5 in Secondary) will be reserved to applicants from these two identified communities who a) meet the minimum published academic requirements for admission to the B.Ed. program, b) have received satisfactory scores in the review of their application files, and c) have been recommended for admission following a personal interview. Applicants who have had successful interviews but who do not meet the minimum published academic or other requirements for admission to the B.Ed. program may be offered a conditional admission that will allow them an opportunity to meet those requirements within a reasonable period of time.

Please explain your eligibility in relation to the Faculty's affirmative action policy for members of the African-Nova Scotian and Mi'kmaw communities.

Signature of Applicant

Date (dd/mm/yyyy)

Forward your completed application package to:
Admissions Office
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