

Mount Saint Vincent University

Mailing address: 166 Bedford Highway
Halifax, Nova Scotia
Canada B3M 2J6

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

FAX Centre: 902-457-6455

World Wide Web: www.msvu.ca

Frequently Called Numbers

Location	Telephone	Fax	E-Mail
Academic Advising	(902) 457-6400	(902) 443-8211	advising@msvu.ca
Admissions Office	(902) 457-6117	(902) 457-6498	admissions@msvu.ca
Bookstore	(902) 457-6157	(902) 445-2743	jean.mckay@msvu.ca
Class Cancellation (recording)	(902) 457-6566		
Distance Learning and Continuing Education	(902) 457-6511	(902) 443-2135	distance@msvu.ca
Financial Services	(902) 457-6277	(902) 443-1414	financial.services@msvu.ca
Library (Circulation)	(902) 457-6250	(902) 457-6445	circdesk@msvu.ca
Registrar's Office	(902) 457-6117	(902) 457-6498	registrar@msvu.ca
Security - EMERGENCY	6111		
Security - parking	(902) 457-6286		glenn.hollett@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 from the Registrar and online at www.msvu.ca, 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.

The official up-to-date Graduate Academic Calendar is on the web at www.msvu.ca

Table of Contents

Section 1 - General Information

Academic Course Add/Drop Dates 2009-2010	6
Important Dates in the University Year 2009-2010	7
Introduction	10
Glossary of Terms	10
The University	13

Section 2 - Academic Regulations and Information

Admissions	16
Application Fee	16
Application Deadlines	16
Deferral of Admission	16
Language Proficiency	16
Categories of Students	16
Admission Requirements for Transfer	
Students	17
Prior Learning Assessment	17
Students With Disabilities	17
Regulations (General)	17
Registration	17
Authorized External Courses and Concurrent	
Registration	18
Minimum Institutional Credit Requirement	18
Class Attendance	18
Transcripts	18
Academic Advising	18
Graduate Level Grading Scheme	19
Examination Policy	19
Standing	20
Failure	20
Time Limit for Program Completion	20
Thesis Requirement	20
Academic Appeals Procedures	21
Academic Offences	22
Academic Offence Appeals Procedures	24
Student Judicial System	26
Email Communication	26
Regulations Governing Computer Use	26
Other Regulations	27
Graduation	27
Prizes Awarded At Convocation	27
Financial Awards	28
External Financial Assistance	28
Bursaries Available Through The Mount	28
Scholarships	28
Fellowships and Assistantships	28

Section 3 - Financial Information

Fees and Financial Policies	30
-----------------------------	----

Section 4 - Program Descriptions

Applied Human Nutrition	32
Child and Youth Study	33
Education	34
Curriculum Studies	34
Educational Foundations	36
Educational Psychology	36
Elementary and Middle School Education	39
Literacy Education	40
Studies in Lifelong Learning	40

Master of Arts in School Psychology	41
Research Master of Arts	42
Family Studies and Gerontology	42
Public Relations	43
Women and Gender Studies	44
Distance Learning	45

Section 5 - Course Descriptions

Applied Human Nutrition (GAHN)	48
Child and Youth Study (GCYS)	49
Education	50
Generic Courses (GEDU)	50
Curriculum Studies (GCRD)	51
Educational Foundations (GFDD)	53
Educational Psychology (GEPY)	55
Elementary and Middle School	
Education (GEMS)	58
Literacy Education (GLIT)	61
Studies in Lifelong Learning (GSLL)	62
School Psychology (GSPY)	64
Research Master of Arts (GREA)	66
Family Studies and Gerontology (GFSG)	67
Public Relations (GPRL)	68
Women and Gender Studies (GWGS)	70

Section 6 - University Facilities

The Art Gallery	72
Evaristus Chapel	72
Athletics/Recreation	72
The Bookstore	72
The Library	72
Information Technology and Services	73
Distance Learning and Continuing Education	73
Student Affairs	74
Students' Union	77
The Child Study Centre	77
The Institute for the Study of Women	77
The Learning Centre	78
Centre for Women in Business	78
Nova Scotia Centre on Aging	78

Index	79
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General Information

1

Academic Course Add/Drop Dates 2009-2010

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)
SUMMER SESSION I - 2009				
April 27-June 26, 2009 (Distance Learning)	Monday, April 20, 2009	Tuesday, May 26, 2009	Tuesday, May 26, 2009	Thursday, June 11, 2009
May 11-June 26, 2009 (On-campus)	Monday, May 4, 2009	Tuesday, May 26, 2009	Tuesday, May 26, 2009	Thursday, June 11, 2009
May 11-June 3, 2009	Monday, May 4, 2009	Friday, May 15, 2009	Friday, May 15, 2009	Monday, May 25, 2009
June 4-June 26, 2009	Monday, June 4, 2009	Wednesday, June 10, 2009	Wednesday, June 10, 2009	Wednesday, June 17, 2009
SUMMER SESSION II - 2009				
July 6-August 21, 2009 (On-campus and Distance)	Monday, June 29, 2009	Monday, July 20, 2009	Monday, July 20, 2009	Wednesday, August 5, 2009
July 6-July 28, 2009	Monday, June 29, 2009	Friday, July 10, 2009	Friday, July 10, 2009	Friday, July 17, 2009
July 29-August 21, 2009	Monday, July 29, 2009	Wednesday, August 5, 2009	Wednesday, August 5, 2009	Wednesday, August 12, 2009
FALL TERM/FULL YEAR 2009-2010				
September 9, 2009 -April 12, 2010	Wednesday, September 16, 2009	Thursday, November 5, 2009	Thursday, November 5, 2009	Monday, February 1, 2010
FALL TERM ONLY 2009				
September 9 -December 7, 2009	Wednesday, September 16, 2009	Wednesday, October 7, 2009	Wednesday, October 7, 2009	Thursday, November 5, 2009
WINTER TERM ONLY 2010				
January 5-April 12, 2010	Tuesday, January 12, 2010	Wednesday, February 3, 2010	Wednesday, February 3, 2010	Wednesday, March 10, 2010

- * Some on-campus and most distance courses begin prior to May 11, 2009. Consult summer session timetable and WebAdvisor for start date of all courses.
- * Graduate calendar: Offsite Education courses may begin earlier than May 11, 2009.
- * For financial deadlines and refund dates, visit <http://www.msvu.ca/WebAdvisor>.
- * Add and drop deadlines for Mount courses offered for degrees in association with Bermuda College and the University of St. Martin are the deadlines in effect in those institutions.

Academic Appeals Deadline

For Courses Taken In	Deadline Date
Summer Session I - 2009	Friday, July 17, 2009
Summer Session II - 2009	Tuesday, September 22, 2009
Fall Term 2009	Monday, January 18, 2010
Fall/Winter 2009-10	Friday, May 21, 2010
Winter Term 2010	Friday, May 21, 2010

Important Dates in the University Year 2009-2010

2009

April

Wednesday	1	Reminder to students: Consult Summer Session Timetable and WebAdvisor for the start dates of all courses. Most distance courses and some campus courses begin prior to May 11. Deadline for application to Master of Arts in Women and Gender Studies program
Monday	6	Classes End
Tuesday	7	Reading Day
Wednesday	8	Exams begin at 9:15 a.m.
Thursday	9	Deadline for payment of all Summer Session I fees, except co-op fees - after this date, fees are due upon registration
Friday through Monday	10-13	Easter Weekend - University Closed
Saturday	18	Exams end at 9:00 p.m.
Sunday	19	Rosaria Dining Hall closes at 10:00 a.m. Residences Close at 12:00noon
Monday	20	Seton Café commences with Summer Hours
Monday	27	Summer Session I begins for most courses offered through distance education. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses.
Thursday	30	Final date to clear 2008-09 fall-term IP grades Rosaria Dining Hall opens for Conferencing and limited service

May

Monday	11	Summer Session I begins for most on-campus courses. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses. Some on-campus courses begin prior to May 11
Thursday and Friday	14-15	Spring Convocations
Monday	18	Victoria Day - University Closed
Friday	29	Final date to clear 2008-09 full-unit or winter-term INC grades

June

Friday	19	Deadline for payment of all Summer Session II fees - after this date, fees are due upon registration
Friday	26	Application deadline for international applicants for September 2009 Summer Session I ends
Tuesday	30	Summer co-op fees due

July

Wednesday	1	Canada Day - University Closed
Monday	6	Summer Session II begins for on-campus and distance courses

Wednesday	15	Deadline to file Intent to Graduate for Fall 2009 Convocation
Friday	31	Final date to clear Summer Session I INC grades

August

Monday	3	Halifax Metro Natal Day - University Closed
Friday	14	Application deadline for September 2009 entry, new admissions and re-activations
Friday	21	Summer Session II ends
Monday	31	Final date to clear 2008-09 full-year and winter-term IP grades

September

Saturday	5	Westwood Apartments open at 12:00 p.m.
Sunday	6	Residences open at 12:00 p.m. Rosaria Dining Hall open for residence
Monday	7	Labour Day - University Closed Meal plan commences at 5:00 p.m.
Tuesday	8	Orientation Day Seton Café opens
Wednesday	9	Classes begin
Wednesday	16	Last date to drop full year and fall term courses without financial penalty. See Tuition Refund Schedule in Financial Information on MSVU website Deadline for payment of fall fee instalment in order to confirm registration (except for payment of co-op fees) Passport to Learning registration opens
Wednesday	30	Final date to clear 2009 Summer Session II INC grades

October

Friday	9	No refund for fall term courses dropped after this date
Monday	12	Thanksgiving Holiday - University Closed
Sunday	25	Fall Convocation
Friday	30	Final date to clear 2009 Summer Session I IP grades
Saturday	31	Deadline for payment of co-op fees for fall term

November

Monday	2	Application deadline for January entrance to graduate programs except Master of Arts in School Psychology and Master of Science in Applied Human Nutrition
Friday	6	Application deadline for in-course bursaries
Wednesday	11	Remembrance Day - University Closed
Monday	16	Deadline to file Intent to Graduate for Spring 2010 Convocation

December

Monday	7	Classes end
Tuesday	8	Reading Day
Wednesday	9	Exams begin at 9:15 a.m.

Thursday 17 Exams end at 10:00 p.m.
Seton Café closes
Friday 18 Rosaria Dining Hall closes at 10:00 a.m.
Residences close at 12:00 p.m.
Tuesday 22 Final date to clear 2009 Summer Session II
IP grades

*Refer to page 6 for academic course add/drop dates

2010

January

Friday	1	New Year's Day - University Closed
Sunday	3	Rosaria Dining Hall opens
Monday	4	University re-opens Residences open at 10:00 a.m. Rosaria Dining Hall opens at 12:00 p.m.
Tuesday	5	Classes begin Seton Café opens
Tuesday	12	Last date to drop winter term courses without financial penalty. See Tuition Refund Schedule in Financial Information on MSVU website Deadline for payment of winter term fee instalment in order to confirm registration (except for payment of winter term co-op fees)
Thursday	14	Application deadline for Master of Arts in School Psychology for September 2010
Wednesday	27	Caritas Day. No classes will be held on this day
Friday	29	Final date to clear fall-term INC grades Application deadline for BEd program for September 2010

February

Tuesday	2	No refund for winter term or full year courses dropped after this date
Monday	22	Study Break week begins

March

Monday	1	Classes resume Application deadline for graduate programs except for Master of Arts in Women and Gender Studies and Master of Arts in School Psychology for September 2010 entrance
Friday	12	Application deadline for Entrance Scholarships for September 2010 Application deadline for BAA (CYS), BPR for September 2010

April

Thursday	1	Reminder to students: Consult Summer Session Timetable and WebAdvisor for the start dates of all courses. Some courses begin prior to May 10 Deadline for application to Master of Arts in Women and Gender Studies program
Friday through Monday	2	Easter Weekend - University Closed
Friday	5	
Friday	9	Deadline for payment of all Summer Session I fees, except co-op fees - after this date, fees are due upon registration
Monday	12	Classes End
Tuesday	13	Reading Day
Wednesday	14	Exams begin at 9:15 a.m.
Monday	19	Last date to register for Summer Session I courses beginning prior to May 10 including all distance courses
Friday	23	Exams end at 10 p.m.

Saturday	24	Rosaria Dining Hall closes at 10:00 a.m. Residences close at 12:00 p.m.
Monday	26	Summer Session I begins for most courses offered through distance education. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses Seton Café commences with summer hours
Friday	30	Final date to clear 2009-10 fall-term IP grades Last day to register for Summer Session I courses beginning on or after May 10

May

Monday	10	Summer Session I begins for most on-campus courses. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses. Some on-campus courses begin prior to May 10
Thursday and Friday	20	Spring Convocations
Monday	21	
Monday	24	Victoria Day - University Closed
Monday	31	Final date to clear 2009-10 full-unit or winter-term INC grades

June

Friday	18	Deadline for payment of all Summer Session II fees - after this date, fees are due upon registration
Friday	25	Application deadline for international applicants for September 2010 Summer Session I ends
Wednesday	30	Summer co-op fees due

July

Thursday	1	Canada Day - University closed
Monday	5	Summer Session II begins for on-campus and distance courses

August

Monday	2	Halifax Natal Day - University closed
Friday	20	Summer Session II ends

* Refer to page 6 for academic course add/drop dates

General Information

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
- Women and Gender Studies

The University confers degrees of:

- Master of Applied Human Nutrition
- Master of Science in Applied Human Nutrition
- Master of Arts in Child and Youth Study
- Master of Arts in Education
- Master of Education
- Master of Arts in Family Studies and Gerontology
- Master of Arts in Public Relations
- Master of Public Relations
- Master of Arts in School Psychology
- Master of Arts in Women and Gender Studies (offered in co-operation with St. Mary's University)

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

Glossary of Terms

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.

Academic Advisor

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

Alumna

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

Authorized External Course (AEC)

Previously called "letter of permission". An official document granting prior approval to take a course from another university for credit at the Mount. Forms are from the Registrar's and Deans' Offices.

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, Deans' Offices, Distance Learning and Continuing Education and Assisi Information Desk. The Calendar is also located on the Mount website at www.msvu.ca.

Course Change Form

The form must be completed if changes, including section changes are made after registration and submitted to the Registrar's Office according to specified registration and withdrawal dates. Available from the Registrar's, Deans', Financial Services' Offices and Assisi Information Desk. See "Withdrawal", page 18.

Cross-listed Course

A course which is offered by two departments or at graduate and undergraduate levels and carries both department or level names as part of its course number is a cross-listed course. e.g., GAHN 6414/NUTR 4414 Nutrition Education in the Community is one course but is listed as GAHN 6414 Nutrition Education in the Community and NUTR 4414 Nutrition Education in the Community. The transcript will read as GAHN 6414/NUTR 4414 Nutrition Education in the Community.

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 grade.

Degree Requirements

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

Elective

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

Exam Conflict

Examples of an exam conflict might be: scheduled to write three exams in three consecutive writing times, or if your exam times overlap, or if you have a work commitment which you cannot change. The deadlines for reporting exam conflicts to the Registrar's Office are posted with the detailed exam schedule.

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 www.msvu.ca in October and February. The seating plan is posted outside the Registrar's Office, the Seton Auditorium and online at www.msvu.ca

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 Financial Information in the Final Timetable.

Full-time Students

Full-time students are enrolled in three or more units of credit during the September to April academic year. Graduate students enrolled in the Thesis 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 term/academic session 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 WebAdvisor.

Graduate Student

A student enrolled in a graduate program.

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).

Intention to Graduate Form

Students must complete this form when enrolling in their final session of coursework. The form indicates when you intend to graduate, Spring or Fall Convocation, the program you are completing and the name wanted on the parchment. Form is available in the Registrar's, Deans' Offices, the Assisi Information Desk and online at www.msvu.ca.

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 regulations for registration in thesis, p.21

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.

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, grades and other important information.

Non-degree

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

NXM

A course notation given in full-time 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 ½ or fewer units of credit during the September to April academic year.

Permanent Address and “Other” Addresses

Students must notify the Registrar’s Office of any changes to the permanent address to receive grades, registration material and other important information mailed out after classes end. Change of address for Christmas and summer vacations 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.

Registration Statement

Issued by the Registrar’s Office, the Registration Statement lists registered, wait listed and deleted courses and labs for each academic session, including course name and unit value. The Registration Statement provides an opportunity to check “official” registrations and report any missing or incorrect information to the Registrar’s Office.

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.

Sexual Harassment Advisor

A consultant who provides information on sexual harassment issues and investigates complaints on behalf of students, staff and faculty. The Sexual Harassment Officer can be reached on campus at 457-6242.

Student Judicial System

A student judicial system for non-academic infractions is in effect. 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.

A copy of the student judicial code is available from the Secretary of Senate, the Student Affairs Department, and the Students’ Union.

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 timetables are published on the Mount’s website at www.msvu.ca.

Transcript

The official academic record of a student’s registrations at the Mount. It lists the courses and results, including withdrawals and failures for each academic year and summer session. Transcripts includes intended degree, degree changes and academic standing.

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 “Admission Requirements for Transfer Students”, page 17.

Tuition Structure

Tuition fees are assessed on a per unit of credit 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.

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.

WebAdvisor

WebAdvisor is the University’s Web interface that allows students to search the class timetable, register and pay for courses, view a statement of financial account, and access grades.

WF

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

WP

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

The University

Mission

At Mount Saint Vincent University, we are committed to academic excellence, and our passion is a rich and rewarding university experience. We are dedicated to the pursuit of knowledge: scholarship, teaching, and intellectual endeavour of the highest quality, and we promote accessibility through flexible learning opportunities and services. We are inspired by our strong tradition of social responsibility and our enduring commitment to the advancement of women. Our people are our foundation and our relationships are built on respect and accountability.

Vision

We will be the national leader in creating the best university experience for all members of our community and in developing thoughtful, engaged citizens who make a positive impact on their world.

Values

Academic Freedom, Accountability, Creativity, Engagement, Professionalism, Respect.

Destination 2012 is the University's Strategic Plan and consists of four strategic goals:

1. **Quality:** to provide the highest quality teaching, learning and research experience for students, faculty and the community.
2. **Advancement of Women:** to create and maintain programs and activities which demonstrate our enduring commitment to the advancement of women.
3. **Engagement:** to create a university experience in which all members of the community are engaged in achieving the University's mission and reflecting its values.
4. **Accessibility:** to increase opportunities for students to participate in Mount Saint Vincent University programs.

Academic Regulations and Information

2

Academic Regulations and Information

Admissions

Address all applications and inquiries concerning admissions to graduate programs to:

Graduate Admissions
Admissions Office
Mount Saint Vincent University
166 Bedford Highway
Halifax, Nova Scotia
B3M 2J6

Phone: (902) 457-5542
Fax: (902) 457-6498
E-mail: admissions@msvu.ca

Application forms are available from the Admissions Office and on-line at www.msvu.ca and must be returned to the Admissions Office when completed. Two letters of reference (three for school psychology and women and gender studies), a statement of intent, a résumé and two copies of each official transcript of post-secondary study are required.

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 Admissions Office 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.

Application Fee

A non-refundable application fee of \$50 for Graduate Studies must accompany the application form and only application forms accompanied by the fee (cheque or money order in Canadian funds) will be processed. Current fees are listed on the application form.

Application Deadlines (for September entrance)

Master of Applied Human Nutrition	March 2, 2009
Master of Science in Applied Human Nutrition	March 2, 2009
Master of Arts in Child and Youth Study	March 2, 2009
Master of Arts in Education	March 2, 2009
Master of Education	March 2, 2009
Master of Arts in School Psychology	January 15, 2009
Master of Arts in Family Studies and Gerontology	March 2, 2009
Master of Arts in Public Relations and Masters of Public Relations	March 2, 2009

Master of Arts in Women and Gender Studies	April 1, 2009
January entrance to programs except School Psychology and Applied Human Nutrition	November 2, 2009
Scholarship consideration-Women and Gender Studies	January 31, 2009

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.

Deferral of Admission

Once an offer of admission is accepted, 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**, prior to September 1 of the year of acceptance. Students granted such deferrals must confirm their intention to register in the subsequent academic year by the closing date of application for the program.

Language Proficiency

If an applicant's first language is not English, 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 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 the East Coast School of Languages (ECSL) for assessment.

Categories of Students

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

1. *Degree graduate students.* These students are fully enrolled in a graduate program, having been admitted after following the admissions procedures detailed below.
2. *Visiting students.* These students are taking a course for transfer of credit to another institution. They must provide written permission from the home university and must complete required forms at the Registrar's Office.
3. *Non-degree students.* Students may be admitted to graduate courses if they gain entry to the University as non-degree students by completing the required forms at the Registrar's Office and obtaining the permission of the instructor(s). *Non-degree student status does not guarantee admission to a graduate program.* A maximum of two units taken as a non-degree student may be transferred into a graduate program. Applicants should note that courses completed as a non-degree student will not necessarily be credited toward a graduate degree.

Section 2

Additional Admission Requirements

In addition to these general standards, individual programs have specific requirements outlined in the programs section of this Calendar and detailed on the application form for Graduate Admission.

Admission Requirements for Transfer Students

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

Normally a maximum of two 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.

Prior Learning Assessment

The Mount recognizes learning that applicants have acquired through institutes, corporate and/or on-the-job training programs and educational settings not normally eligible for transfer credit. Policies exist currently in the areas of challenge for credit and portfolio assessment. Students should consult the appropriate academic department for information.

Students With Disabilities

Mount Saint Vincent University accepts applications from students with disabilities and admits academically qualified applicants in accordance with the University's admission policy. Upon acceptance, students must contact the Coordinator of Disability Services as soon as possible in order to ensure they receive accommodations in a timely manner.

For more information, see www.msvu.ca/student-affairs/Disability-Services.

Regulations (General)

Registration

See "*Important Dates in the University Year*"- Section 1- 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:

1. have been formally admitted to the University;
2. have met the necessary financial obligations: if newly admitted, paid the required confirmation deposit; or, if previously registered, have cleared all outstanding financial obligations;
3. have obtained the required approvals for proposed coursework and submitted the official university registration form to the Registrar or on WebAdvisor. Distance learning students must have formally completed distance 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.
4. as a part of the registration process, students must also open a financial account with Financial Services and be formally charged-up 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 WebAdvisor. 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 one unit of credit 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 Admissions Office. Students should contact the Graduate Admissions Officer for information prior to submitting an application.

Leaves of Absence

Students with bona fide reasons, such as illness or parental leave, for not registering in one unit of credit 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 to the Dean of Graduate Studies, prior to the start of the semester in which the leave begins. Students may normally be granted a leave for twelve months only once in their program. Students on leave of absence are not entitled to University services nor to any kind of supervision during the period of their leave.

Change in Course Registration

Students may change their registration in courses during the first week of each semester 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 obtain a change of course form (add/drop form) from the Office of the Dean or Registrar and write the course number being deleted and the number of the course being added, before returning the form to the Registrar's Office or make the changes online through WebAdvisor. It is students' responsibility to keep their registration records accurate and up to date through the submission of course change (add/drop) forms. Alternately, students may submit changes by letter or by FAX as noted above. Only changes made in writing or on WebAdvisor will be recorded. Distance Learning students must complete Distance 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.

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 (add/drop) form, or letter (containing all the relevant information from an add/drop forms) to the Registrar. Distance Learning students must complete Distance 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.

Please refer to the table **Academic Course Add/Drop Dates 2009-2010** on page 6.

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 19)

Authorized External Courses and Concurrent Registration

For the current Authorized External Course regulations consult the Registrar's Office page of the Mount's website at www.msvu.ca/registrar-services.

Minimum Institutional Credit Requirement

Normally, students may take a maximum of two units of coursework as authorized external courses or transfer in a maximum of two units of coursework toward a Mount Saint Vincent University masters degree.

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. Where such a case is found, the student will be assigned a failing grade in the courses with overlapping times.

It is the prerogative of the instructor to determine when a student's scholastic standing in any course is being affected adversely by absence. The instructor then, in consultation with the appropriate dean, will determine whether or not the student should be dismissed from the course.

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.

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. Students may obtain an unofficial copy of their own transcript upon request.

Academic Advising

Students are encouraged to confer regularly with the graduate program co-ordinator 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.

Graduate Level Grading Scheme

Letter Grade	Descriptor	Grade Points	Numerical Guidelines
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	60-69
P	Pass in Courses on P/F Scale	Neutral	
F	Failure	0	below 60
F*	Failure Resulting from Academic Offence	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	Withdrawal with academic penalty (deadline driven)	0	

INC

The notation "Incomplete (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.

IP

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 regulations for registration for thesis, p.21.

DEF

A notation of "Deferred (DEF)" can 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 faculty. A student whose circumstances warrant a grade of DEF must submit a Petition to Request a Grade of Deferred (DEF) form to the Registrar's Office no later than 15 days prior to the expiration of the INC grade. The Registrar, Dean and faculty member will 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 within six months of the date the DEF notation is made. 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.

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.

Examination Policy

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 at the undergraduate level taught at the University
2. There will be an examination period at the end of each semester 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.
3. The value of the examination must be at least 30 percent of the work of the semester, 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 70 percent of the total mark for a course.
5. The student must have received at least one mark and/or evaluation in each course prior to the examination period in each semester.
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.

General Exam Rules for Students

1. Students should not take coats, briefcases, headsets, or large purses into the examination room, except in the case of an open book exam. If students must bring these articles into the examination room, they must be left at the front door of the room and not brought to their seats.
2. Smoking, eating and drinking are not permitted.
3. Students are not permitted to wear ball caps while writing exams.
4. Students are required to turn off cell phones, watch alarms and/or pagers while writing exams.
5. There will be no talking in the examination room.
6. Students must display their valid Mount Saint Vincent University Student ID Card during each exam.
7. 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.
8. 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.
9. Students requiring assistance should raise their hands and not leave their seats.
10. 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.
11. If a student misses an examination due to illness, she/he must inform the Registrar promptly and submit a medical certificate from a family physician or from the Health Office Nurse directly to the Registrar.

Exam Conflicts

If a student has overlapping exam times, a work commitment that can not be changed, or is scheduled to write three exams in three consecutive writing times, an exam conflict should be reported to the Registrar's Office. Documentation may be required.

Standing

Students must maintain a minimum B average (3.0 GPA) in the courses required for their degree program. Notwithstanding the requirement for a "B" average, students will be ineligible to continue in their programs if they obtain a "C" grade in more than one unit of coursework, or an "F" in any course.

If students do not meet these standards, their registration in the graduate program in which they are enrolled will be terminated. Thus, to continue in a graduate program students must:

1. maintain a "B" average in the courses taken for the degree;
2. have a "C" grade in no more than one unit of coursework;
3. have no failing grades.

Failure

A student who receives a grade of "F" or "F*" in any course will be dismissed from the Program. Such a student may make an application for readmission to the Graduate Studies Program and Policy Committee. Students should write a letter to the Committee in care of the Registrar detailing any special circumstances. Normally only one re-application to the Program will be considered.

Time Limit for Program Completion

Students must complete all program requirements towards masters 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 one unit of credit 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 at www.msvu.ca/graduatestudies, to the Dean of Graduate Studies, prior to the start of the semester in which the leave begins. Students may normally be granted a leave for up to twelve months only once in their program. Students on leave of absence are not entitled to University services nor 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 in writing to the Dean of Graduate Studies, before the end of the fifth year. Normally only students completing the thesis requirement will be granted an extension.

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 theses are available on the Graduate Studies website at www.msvu.ca/graduatestudies.

Registration for Thesis

Students in programs requiring a thesis must register in the thesis course no later than one semester after the completion of their coursework and must maintain registration in the thesis by paying the thesis continuation fee for each 12 month period until the semester in which the thesis receives final approval.

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 offenses, 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 Chair of the Department as early in the term as possible. The Academic Appeals policy is not intended to apply to course management issues.

A. 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 at the end of this section. 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 and paying the fee of \$25. 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 departmental 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 on a standard form, 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.
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.

B. 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 and 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. A fee of \$25 must be paid at this stage. At this point the faculty member involved will be informed by the Registrar that a petition to the Committee has been launched.
- 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.
 - 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.
 - 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.
 - All proceedings of the Committee are confidential.

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 Chair of the Department 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 or members of the Committee at the hearing. 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.
- 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.

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.

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.

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.

Other

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

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 distance 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 Chair of the Department. If the faculty member is the Chair of the Department, 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

5. notification to the student(s) with copies to the Registrar, faculty member, Chair of the Department and the Dean. 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, Chair of the Department 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.

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.

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, Chair of the Department 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, Chair of the Department 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.

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 cases. The Committee will have the right to call on the Chair of the Department 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, Chair of the Department and the Dean (and the President, in the case of expulsion). The Registrar will follow through on the Committee's decision.

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.

Student Judicial System

A student judicial system for non-academic infractions is in effect. It exists to maintain an environment that is hospitable and conducive to academic study and extra-curricular activities for both women and men. One of its premises is that non-academic standards of behaviour are as important to the quality of university life as are academic standards. It sets out what constitutes the misconduct for which students of the University are subject to discipline, and procedures for dealing with 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 the Dean of Student Affairs (457-6360). They must be in writing and in as much detail as possible regarding the misconduct being alleged. The Dean of Student Affairs then forwards a copy of the complaint to the respondent asking for a written response, and may begin an investigation. A hearing is scheduled by 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.

A copy of the student judicial code is available from the Secretary of Senate, the Student Affairs Department, and the Students' Union.

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 webmail, go to webmail@msvu.ca and login using your Mount Novell username and password.

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:

1. 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;
2. impeding others or interfering with their legitimate use of computing facilities (this includes but is not limited to

3. sending obscene, threatening, or repeated unnecessary messages or downloading pornographic material);
3. 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;
4. interfering with the normal operation of computing systems or attempting to subvert the restrictions associated with such facilities;
5. using computing resources for purposes not in accordance with educational and/or research activity;
6. 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;
7. using the Internet and other computing resources for purposes deemed to be "recreational" to 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 his/her 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 he/she was 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 Dean of Student Affairs 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.

Other Regulations

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

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, a Convocation is held in May and in October.

Students must notify the Registrar of their intention to graduate by November 15 for spring convocation and by July 15 for fall convocation. The appropriate form is available from the Registrar's Office. A graduation fee is also required. Credentials will not be awarded 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 so informing the Registrar. Information on the ceremonies and the *in absentia* alternative are automatically sent to students who file an "Intention to Graduate" form with the Registrar.

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.

Prizes Awarded At Convocation

Senate Medals of Distinction

Pewter medals are awarded by the Senate to recognize the top graduating master students in each program area. Students are nominated by their departments. These medals are presented at both the May and October ceremonies.

President's Prizes

Special awards donated by the University President are given to members of the May and October 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 alumnae.

Kappa Gamma Pi

Kappa Gamma Pi is the National Catholic College Graduate Honor 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 May convocation. Students graduating the previous October are equally eligible with May graduands for this award.

The Graduate Thesis Award

A special award presented by the Graduate Studies 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 October convocation. Students graduating the previous May are equally eligible with October graduands for this award.

Financial Awards

External Financial Assistance

Many students partially finance their education through the Canada Student Loan Plan administered by their home province. For details, contact your provincial student aid office. The address in Nova Scotia is:

Nova Scotia Department of Education
Student Assistance
PO Box 2290, Halifax Central
Halifax, Nova Scotia B3J 3C8
Metro telephone number: 424-8420
Toll free: 1-800-565-8420
Website: studentloans.ednet.ns.ca

A Financial Aid Manager is available on campus to assist students with their loan 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, such as library assistants, office help, receptionists and switchboard operators. Application forms for on-campus work are available from the personnel office.

Off-campus jobs available to students are listed in the Career Placement Centre located on campus in Evaristus.

The Financial Aid Office maintains information files on scholarships and bursaries available from sources independent of Mount Saint Vincent University. Notices of such awards are regularly advertised in the University student newspaper, and on bulletin boards throughout the University.

Bursaries Available Through The Mount

Bursaries are need-based awards intended to assist students in financial difficulty 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. Applications are available from the Financial Aid Office, as well as, the Registrar's Office, Students' Union and online at www.msvu.ca in October. **Completed applications must be received in the Financial Aid Office by 4 p.m. on Friday, November 6, 2009.**

Scholarships

Deadline for applications is March 1, unless otherwise stated. Applications should be made to the individual's department or the Dean of Graduate Studies.

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, excelled academically and demonstrated that they will make a significant contribution. Separate awards for full and part-time students are available. Applications are available from departments and the Office of the Dean of Graduate Studies. **Application deadline: May 15**

Fellowships and 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. The deadline for applications for Graduate Education Programs, Scholarships and Assistantships is **March 1**. Applications and inquiries should be addressed to the graduate department to which you are making application.

The Graduate Studies Scholarships, Assistantships & Awards Committee awards additional assistantships in the Fall Semester. Interested students should contact the Graduate Co-ordinator for their program.

For details of University bursaries, scholarships, and prizes, consult www.msvu.ca.

For details on individual graduate scholarships, please consult www.msvu.ca/graduatestudies

Financial Information

3

Financial Information

Fees and Financial Policies

Fees and financial policies for 2009-2010 have not yet been determined. Fees listed on the website are those in effect for 2008-2009 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 www.msvu.ca/Financial-Information/index.asp , when available.

Program Descriptions

4

Program Descriptions

Applied Human Nutrition

Chair

Theresa Glanville, BScHEc (MSVU),
Pdt (Victoria General Hospital), MS (Boston),
PhD (Toronto), 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 nutrition with an emphasis on issues related to community nutrition. The programs explore the theoretical foundations of community nutrition through critical reflection on current research and practice within the discipline.

Admission Requirements

Students will normally have completed an undergraduate degree in nutrition, dietetics, foods or related health professions, e.g., nursing, health education, pharmacy, with a minimum of a B average (GPA 3.0). Credit in the following undergraduate courses will normally be required: one-half unit applied statistics; one unit biochemistry; one unit physiology; one unit sociology, psychology or communications; one unit 3000-level and one unit 4000-level human nutrition.

Students seeking registration as a professional dietitian via the Master of Science Applied Human Nutrition and Internship Education Program must meet Dietitians of Canada (DC) undergraduate education competencies. Please consult the Department of Applied Human Nutrition or Dietitians of Canada (www.dietitians.ca) for information.

Students must complete the Graduate Studies Application Package available online at www.msvu.ca, from the Admissions Office or from the Department of Applied Human Nutrition, by **March 1** for fall admission.

Master of Science Applied Human Nutrition and Master of Applied Human Nutrition Program Requirements

The program will require completion of five units. For the thesis option, this will be four units plus thesis; for the non-thesis option, this will be five units of coursework. Degree requirements may be completed on a part-time basis.

Required Courses (3 ½ units for thesis option or 2 ½ units for non-thesis option)

GAHN 6608	Methods of Nutrition Research	half unit
GAHN 6614	Ethical Aspects of Research and Practice in Nutrition	half unit
GEPY 6608	Intermediate Statistics and Research Design	half unit
▶ One unit from		
GAHN 6600	Recent Research in Nutrition*	half unit
GAHN 6602	Contemporary Issues in Food, Health and Disease*	half unit
GAHN 6607	Nutrition Education*	half unit
GAHN 6609	Nutrition and Population Health Assessment*	half unit
GAHN 6616	Community Education*	half unit

*offered in alternate years

▶ For thesis option
GAHN 6691 Thesis Seminar one unit

Electives (1 ½ units for thesis option or 2 ½ units for non-thesis option)

Electives should be selected in consultation with the graduate studies advisor in accordance with the candidate's chosen area of emphasis. Students may select courses listed under any Mount graduate programs (GAHN, GFSG, GCYS, GSSL, GEDU, etc.) or other university graduate programs. If selecting electives from other universities, students must obtain formal approval; see page 18 for information regarding authorized external courses.

Internship Education Program

The Internship Education Program is open to individuals who are enrolled in the Master of Science Applied Human Nutrition program and who wish to meet Dietitians of Canada (DC) education competencies. To be eligible for the Internship Education Program, students must be graduates of a DC 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. Following successful completion of all MScAHN program requirements **and** the internship education courses (GAHN 5501, 5502, and 5503), 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.

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 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 Integrated Internship Program (students may still complete the MScAHN)

Child and Youth Study

Chair

Michael Fitzgerald, BA (Western Ontario), BEd, MEd
(Victoria), PhD (Alberta), Associate Professor

Admission Requirements

To be admitted into the Master of Arts in Child and Youth Study program, students will:

1. have completed a four-year baccalaureate degree with a minimum of a B average (GPA of 3.0)
2. provide evidence of successful work experience with children/youth.

A Bachelors degree from an accredited university in a social science area (e.g., early childhood; child and youth study; psychology; education; social work; family studies; sociology) is preferred. Undergraduate courses in research methods and statistics are required of all applicants. Some students may be required to complete additional undergraduate or graduate coursework and obtain a minimum of B in these courses prior to acceptance into the program.

Students must complete the Graduate Studies Application Package available online at www.msvu.ca, from the Admissions Office by **March 1** for fall admission.

Degree Requirements

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. The academic advisor will be responsible for overseeing the student's program. The student and academic advisor will prepare the student's program in compliance with program requirements. Each student's program will be submitted to the Graduate Admissions Committee (CYS) for approval. Students wishing to take coursework at another university while registered at the Mount must comply with Mount Saint Vincent University regulations regarding transfer of credit and obtain the necessary authorized external course forms. Any changes to a student's program must be approved by the student's academic advisor and Graduate Admissions Committee (CYS).

The program requires a minimum of five units, including a one-unit thesis. Academic standing and grading criteria as outlined on page 19 will be followed.

Required Courses

GCYS 6011	Developmental Issues for Children and Youth	half unit
GCYS 6012	Social Contexts of Child and Youth Care	half unit
GCYS 6013	Intervention and Evaluation for Children and Youth	half unit
GCYS 6014	Administration and Leadership in Child and Youth Care	half unit
▶ Statistics: one-half unit required such as:		
GEPY 6608	Intermediate Statistics and Research Design or equivalent statistics course	half unit
▶ Research Methods: one-half unit research methods such as:		
GEDU 6100	Experimental Research Methods	half unit

GEDU 6107	Qualitative Research Methods	half unit
GEDU 6170	Seminar: Focus on Research Literacy	half unit
GFSG 6606	Research Methods	half unit
▶ Thesis		
GCYS 6130	Thesis	one unit

Electives (one unit)

Courses within the Graduate Child and Youth Study Department or within other departments at the Mount or other universities may be selected to meet the required one unit. A maximum of one unit may be taken by directed study or special topics courses in GCYS, as listed below.

GCYS 6190	Directed Study	half unit
GCYS 6029	Special Topics in Child and Youth Study	half unit
GCYS 6039	Special Topics in Child and Youth Study	half unit

Education

Dean

James Sharpe, BSc (Mount Allison), MA (Columbia), EdD (Toronto)

Director of Teacher Education

Robert Bérard, BA (Antioch), MA (McMaster), BEd (Dalhousie), PhD (McMaster), Professor

Director of Graduate Education

Sue McGregor, BSc (UPEI), MScHEc (Alberta), PhD (Strathclyde), Professor

General Information

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

- Curriculum Studies (general program and concentrations in the education of young adolescents, teaching English as a second language and supporting learners with diverse needs and exceptionalities)
- Educational Foundations
- Elementary Education
- Educational Psychology (concentrations in evaluation, human relations, education of the deaf or hard of hearing, and education of the blind or visually impaired)
- Literacy Education
- School Psychology
- Studies in Lifelong Learning

Program Options Include

- MEd non-thesis (all programs except School Psychology),
- MA (all programs) and a
- Research Master of Arts (all programs).

Application Deadline

Mount Saint Vincent University accepts applications to all graduate programs except School Psychology on a continuous basis. Applications including all letters of reference, transcripts and other required information will be accepted up to **March 1** 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 should be received by **November 1**. The deadline for application to the Master of Arts in School Psychology program is **January 15**.

The Graduate Studies Application Package is available online at www.msvu.ca from the Admissions Office.

Curriculum Studies

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 the education of young adolescents, teaching English as a second language and supporting learners with diverse needs and exceptionalities

are also offered. Programs are developed in consultation with the faculty advisor, who must approve all course selections.

As well, cohort groups of interested participants have been organized in a variety of focus areas including teaching diverse learners, technology integration, curriculum leadership, and rural education.

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.

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.

General Curriculum Studies Program

Master of Education Degree Program Requirements

This is a non-thesis degree program consisting of five 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:

Required Courses

GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit

► GCRD Elective Courses

Two units of graduate courses in curriculum studies, i.e., courses designated GCRD, selected in consultation with a faculty advisor.

► Elective Courses

Two units from other graduate course offerings, selected in consultation with a faculty advisor.

Master of Arts Degree Program Requirements

The Master of Arts in Education program consists of four 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.

► Required Courses

GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit
GEDU 6170	Seminar: Focus on Research Literacy	half unit

One-half unit of credit from:		
GEDU 6100	Experimental Research Methods	half unit
GEDU 6107	Qualitative Research Methods	half unit
GEDU 6150	Independent Study in Research Methods	half unit

A minimum of one unit from courses designated GCRD, selected in consultation with a faculty advisor.

GEDU 6130	MAEd Thesis	one unit
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► Electives

One unit of coursework from other graduate offerings, selected in consultation with a faculty advisor.

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

The MEd Curriculum Studies: Supporting Learners with Diverse Needs and Exceptionalities meets the general requirements for the MEd Curriculum Studies. It is a non-thesis graduate degree consisting of five 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.

► Required Courses

GEDU 6140	Graduate Project Seminar	half unit
GEDU 6170	Seminar: Focus on Research Literacy	half unit
GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit
GCRD 6330	Assessment for Learning I	half unit
GCRD 6331	Assessment for Learning II	half unit
GCRD 6332	Programming for Students with Learning Differences I	half unit
GCRD 6333	Programming for Students with Learning Differences II	half unit
GCRD 6334	Classroom Organization and Programming for Learners with Behavioral Challenges	half unit
GCRD 6335	School Culture and Inclusive Practices	half unit

Note: This concentration is available for part-time study only.

Master of Education in Curriculum Studies: Teaching English as a Second Language (TESL)

The MEd Curriculum Studies: TESL is a non-thesis graduate degree including five and one-half units of coursework. In place of the research, general curriculum, and elective course in the general MEd Curriculum Studies, students opting for this route will follow a prescribed set of courses designed to address the classroom instruction needs

of teachers working with English as second language learners. The program is designed primarily as a pedagogical rather than a research degree. This program is offered and conferred jointly by Mount Saint Vincent University and Saint Mary's University.

► Required Courses

GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit
GCRD 6303	Principles of Language Acquisition for Education	one unit
GCRD 6304	Linguistics for Teachers	one unit
SMU EDUC 5661	Language, Culture and Education	half unit
SMU EDUC 5656	Curriculum and Instruction in Teaching English as a Second or Foreign Language, Part I	half unit
SMU EDUC 5657	Curriculum and Instruction in Teaching English as a Second or Foreign Language, Part II	half unit
SMU EDUC 5658	Pedagogical Grammar for ESL Teachers	half unit
SMU EDUC 5659	Seminar and Practicum in TESL	half unit

Education of Young Adolescents Concentration

This concentration is designed to provide opportunities for teachers of young adolescents to explore how classrooms and schools can become more responsive to the needs of these young people through rethinking curriculum, assessment and school organization.

Note: The Education of Young Adolescents Concentration has been revised. It will be offered beginning in the academic year 2009-2010. Courses must be chosen in consultation with a faculty advisor. For further information, please contact the Co-ordinator of Curriculum Studies.

Master of Education Degree Program Requirements

The Master of Education program consists of five units of coursework.

► Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit
GCRD 6317	Curriculum in Practice I	half unit
GCRD 6318	Curriculum in Practice II	half unit

One and one-half units from courses designated GCRD, selected in consultation with a faculty advisor.

► Elective courses

One unit of coursework from other offerings selected in consultation with a faculty advisor.

Master of Arts in Education Degree Program Requirements

The Master of Arts degree program requires four units of coursework and a thesis.

► Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit
GCRD 6317	Curriculum in Practice I	half unit

GCRD 6318 Curriculum in Practice II	half unit
GEDU 6130 MAEd Thesis	one unit

One-half unit of credit from:

GEDU 6100 Experimental Research Methods	half unit
GEDU 6107 Qualitative Research Methods	half unit
GEDU 6150 Independent Study in Research Methods	half unit

► Electives

One unit of coursework from other offerings selected in consultation with a faculty advisor.

Educational Foundations

General Information

The Master of Education and Master of Arts in Education programs in Educational Foundations will provide students with a critical perspective on educational issues, policies, and practices—one that is informed by an understanding of selected foundational disciplines appropriate to the student's interest. These programs, which are based on the notion of teachers as critical/reflective practitioners, will offer a course of studies in the humanistic and/or social scientific realm of the field of education.

The majority of each student's program will be from among Educational Foundations subjects (for example, philosophy, history, and sociology). However, elsewhere in the Faculty of Education there are a number of courses with a strong foundational component; these include courses in curriculum studies, literacy education, lifelong learning, elementary and middle school education, and educational psychology. With the approval of the program, a student may select appropriate designated foundational courses in other areas. For a list of designated foundational courses consult the MSVU Graduate Education webpage: www.msvu.ca/education/GradHomepage/EducationalFoundations/education/Foundationsindex.asp. Students may take a limited number of courses at another university if this is appropriate to their program.

Students may wish to pursue a Foundations degree focussed on a particular issue or problem and should consult with their faculty advisor. For example, students may build a concentration in courses which critically examine:

1. value issues as they arise in education;
2. political issues dealing with policy, ideology and decision-making in education;
3. issues of social difference in education - historical, contemporary and cross-cultural (such as gender, race, class, etc.);
4. historical, social and cultural perspectives relating to educational issues;
5. peace and social justice issues;
6. arts, media and culture.

While these concentrations provide some guidance, students may develop a Foundations program in other ways depending on the expertise of faculty in the Faculty of Education. Whatever the student's interest, the program of study must conform to the Master of Education or Master of Arts in Education degree requirements.

From time to time specialized programs within Educational Foundations are offered to groups of students admitted as special cohorts, (eg in Educational Leadership). These programs are offered part-time over a two-year period

including the summer sessions. 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 minimum 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 Educational Foundations.

Master of Education Degree Program Requirements

The Master of Education degree requires the completion of five units of coursework.

Required Courses

GEDU 6170 Seminar: Focus on Research Literacy half unit
Two and one-half units in GFDD courses or designated foundational courses.

Electives

Two units chosen in consultation with a faculty advisor.

Master of Arts in Education Degree Program Requirements

The Master of Arts in Education degree requires the completion of five units: four units of coursework plus a thesis (worth one unit of credit).

Required Courses

GEDU 6170 Seminar: Focus on Research Literacy half unit
GEDU 6130 MAEd Thesis one unit

Half unit from:

GEDU 6107 Qualitative Research Methods half unit
GEDU 6100 Experimental Research Methods half unit
GEDU 6150 Independent Study in Research Methods half unit

Two units in GFDD courses or designated foundational courses.

Electives

One unit chosen in consultation with a faculty advisor.

Educational Psychology

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 of their advisor. The program concentrations for the Blind or Visually Impaired and the Deaf or Hard of Hearing are generally started in July.

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 a one year successful teaching experience in the public school system. For teachers with previous training in 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 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.

Evaluation Concentration

Note: The Evaluation Concentration will not be offered during the academic year 2009-2010.

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 plan to continue in their current role as a teacher, for example, but who wish to enhance their evaluation skills as a teacher and member of the school community, 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, and teaching and learning, as they relate to evaluation. In addition, the graduate degree provides preparation to undertake research.

Evaluation Concentration - Master of Education Degree (Non-Thesis) Program Requirements

The Master of Education degree requires the completion of five full units of coursework.

► Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GEPY 6601 Statistics	half unit
GEPY 6603 Curriculum and Program Evaluation	half unit
GEPY 6604 Problems in Measurement and Evaluation	half unit

One unit from:

GEPY 6602 Theories of Learning: Contemporary Perspectives	half unit
GEPY 6605 Evaluation in the Classroom	half unit
GEPY 6606 Values Reasoning	half unit
GEPY 6607 Practicum in Evaluation	half unit

► Electives

Two units chosen in consultation with a faculty advisor.

Evaluation Concentration - Master of Arts in Education Degree Program Requirements

The Master of Arts in Education degree requires the completion of four full units of coursework plus a thesis.

► Required Courses

GEPY 6601 Statistics	half unit
GEDU 6130 MAEd Thesis	one unit

One unit from:

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GEDU 6107 Qualitative Research Methods	half unit
GEDU 6100 Experimental Research Methods	half unit
GEDU 6150 Independent Study in Research Methods	half unit

One unit from:

GEPY 6602 Theories of Learning: Contemporary Perspectives	half unit
GEPY 6605 Evaluation in the Classroom	half unit
GEPY 6606 Values Reasoning	half unit
GEPY 6607 Practicum in Evaluation	half unit

► Electives

One and one-half units chosen 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 teachers 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 plan to continue in their current role as a teacher, for example, but who wish to enhance their human relations skills as a teacher and member of the school community 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.**

Human Relations Concentration - Master of Education Degree (Non-Thesis) Program Requirements

► Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
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Two and one-half units from:

GEPY 6642 Theory and Practice of Human Relations II	half unit
GEPY 6643 Current Theories of Personality	half unit
GSPY 6823 The Psychology of Child and Adolescent Development	half unit

GEPY 6644 Group Process in Education	half unit
GEDU 6645 Mediation and Conflict Resolution	half unit
GEPY 6646 Human Relations Program Design	half unit
GEPY 6647 Issues in Human Relations	half unit

▶ Electives

Two units chosen in consultation with a faculty advisor.
Human Relations Concentration - Master of Arts in Education Degree Program Requirements

The Master of Arts in Education degree program requires the completion of four units of coursework plus a thesis.

▶ Required Courses

One unit from:

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GEDU 6107 Qualitative Research Methods	half unit
GEDU 6100 Experimental Research Methods	half unit
GEDU 6150 Independent Study in Research Methods	half unit

Two units from:

GEPY 6642 Theory and Practice of Human Relations II	half unit
GEPY 6643 Current Theories of Personality	half unit
GEPY 6644 Group Process in Education	half unit
GEPY 6645 Mediation and Conflict Resolution	half unit
GEPY 6646 Human Relations Program Design	half unit
GEPY 6647 Issues in Human Relations	half unit

GEDU 6130 MAEd Thesis	one unit
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▶ Electives

One unit chosen in consultation with a faculty advisor

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

Education of Students who are Blind or Visually Impaired Concentration

Note: The next program is scheduled to start in July 2010.

Students should be aware that this program requires practicum placements in various locations and at various times which may involve travel which is the responsibility of the student.

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).

Education of Students who are Blind or Visually Impaired - Master of Education (Non-Thesis) Program

Students registered in the Master of Education in Educational Psychology non-thesis program for the education of students with visual impairment must complete 5 ½ units of graduate work.

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.

▶ Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GSPY 6823 The Psychology of Child and Adolescent Development	half unit
GEPY 6911 Functional Implications of Visual Impairment	half unit
GEPY 6912 Foundations of Orientation and Mobility for Teachers of the Visually Impaired	half unit
GEPY 6913 Literacy for Students who are Blind/Visually Impaired	half unit
GEPY 6914 Assistive Technology for Students who are Blind/Visually Impaired	half unit
GEPY 6915 Assessment and Program Planning for Learners with Visual Impairments	half unit
GEPY 6917 Seminar and Internship for Students with Visual Impairments	one unit
GEPY 6918 Curriculum and Instructional Strategies for Students with Visual Impairments I	half unit
GEPY 6919 Curriculum and Instructional Strategies for Students with Visual Impairments II	half unit

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

Education of Students Who are Deaf or Hard of Hearing Concentration

Note: The next program is scheduled to start in July 2010.

Students should be aware that this program requires practicum placements in various locations and at various times which may involve travel which is the responsibility of the student.

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.

Education of Students who are Deaf or Hard of Hearing - Master of Education (Non-Thesis) Program

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 ½ units of graduate work.

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.

► Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GSPY 6823 The Psychology of Child and Adolescent Development	half unit
GEPY 6903 Audiology/Auditory Development for Students who are Deaf/Hard of Hearing	half unit
GEPY 6904 Aural/Oral Rehabilitation	half unit
GEPY 6905 Communication for Deaf or Hard of Hearing	half unit
GEPY 6909 Implications of Deafness for Diagnostic Assessment and Curriculum Access I	half unit
GEPY 6910 Implications of Deafness for Diagnostic Assessment and Curriculum Access II	half unit
GEPY 6906 Seminar and Internship	one unit
GEPY 6922 A Comparative Analysis of Language Development in Students with Normal Hearing and Students Who are Deaf or Hard of Hearing I	half unit
GEPY 6923 A Comparative Analysis of Language Development in Students with Normal Hearing and Students Who are Deaf or Hard of Hearing II	half unit

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

Elementary and Middle School Education

General Information

The MEd and MA 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 programs students examine their own teaching and are encouraged to develop their own curriculum materials.

Admission Requirements

To be admitted to a Master of Education 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 Degree (Non-Thesis) Program Requirements

Students registered in the Master of Education non-thesis program in Elementary and Middle School Education must complete five full units of graduate work. Some students may be required to complete additional prerequisite courses.

Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GEMS 6424 Seminar: Focus on Teaching	half unit
One unit from:	
GEMS 6421 Principles and Practices of Curriculum Construction	half unit
GEMS 6422 Knowledge and the Curriculum	half unit
GEMS 6423 Crucial Issues in Elementary and Middle School Education	half unit
GFDD 6521 Critical Thinking and Education	half unit
GFDD 6522 Open-Mindedness and Education	half unit
GEPY 6605 Evaluation in the Classroom	half unit

Two units from subject areas in the elementary and/or middle school curriculum:

- Creative Arts (art, music, drama)
- Language Arts
- French
- Mathematics
- Science
- Social Studies
- Values/Moral/Religious Education

See pages 58 to 61 for course descriptions. Check current timetable to see which courses are offered.

Electives

One unit of credit selected in consultation with a faculty advisor.

Master of Arts in Education Degree Program Requirements

Students registered in the Master of Arts in Education program in Elementary and Middle School Education must complete four units of graduate work and an acceptable thesis (one unit). Some students may be required to complete additional prerequisite courses.

Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
GEDU 6130 MAEd Thesis	one unit
Half unit from:	
GEDU 6100 Experimental Research Methods	half unit
GEDU 6107 Qualitative Research Methods	half unit
GEDU 6150 Independent Study in Research Methods	half unit

One unit from:		
GEMS 6421	Principles and Practices of Curriculum Construction	half unit
GEMS 6422	Knowledge and the Curriculum	half unit
GEMS 6423	Crucial Issues in Elementary and Middle School Education	half unit
GFDD 6521	Critical Thinking and Education	half unit
GFDD 6522	Open-Mindedness and Education	half unit
GEPY 6605	Evaluation in the Classroom	half unit

One unit from subject areas in the elementary and/or middle school curriculum

Electives

One unit selected in consultation with a faculty advisor.

Literacy Education

General Information

The Master of Education and Master of Arts in Education programs in Literacy Education are intended to help teachers respond confidently and effectively to the varied and complex demands of fostering literacy learning in schools and community sites—as classroom teachers, literacy tutors, program developers and supervisors, resource specialists, consultants, and administrators. The programs combine a focus on theoretical understanding of current research and issues in literacy education with an exploration of implications for practice.

Admission Requirements

Minimum requirements for admission to the programs are a bachelor's degree and evidence of one year successful teaching experience (or its equivalent). For those teaching in the public school system, a BEd or its equivalent is also required. Those involved in literacy education other than in the school system do not require a BEd for admittance to the program and are encouraged to apply. Normally, a minimum average of B (GPA 3.0) is required for admittance.

This degree may be completed on a full-time or part-time basis. The degree is available at off-campus locations throughout Atlantic Canada with some courses available via distance learning.

Master of Education (Non-Thesis) Program Requirements

Students registered in the Master of Education non-thesis program must complete five full units of graduate work. Some students may be required to complete additional prerequisite courses.

Required Courses

GLIT 6727	Literacy Learning I	half unit
GLIT 6728	Literacy Learning II	half unit
GEDU 6170	Seminar: Focus on Research Literacy	half unit

Any two units from Literacy Education courses.

Electives

One and one-half units selected in consultation with a faculty advisor.

Master of Arts in Education Program Requirements

Students registered in the Master of Arts in Education program in Literacy Education must complete four full units of

graduate work and an acceptable thesis. Some students may be required to complete additional prerequisite courses.

Required Courses

GLIT 6727	Literacy Learning I	half unit
GLIT 6728	Literacy Learning II	half unit
GLIT 6753	Research Seminar in Literacy Education	half unit
GLIT 6754	Research Seminar in Literacy Education	half unit
GEDU 6170	Seminar: Focus on Research Literacy	half unit
GEDU 6130	MAEd Thesis	one unit

Half unit from:

GEDU 6100	Experimental Research Methods	half unit
GEDU 6107	Qualitative Research Methods	half unit
GEDU 6150	Independent Study in Research Methods	half unit

Elective

One unit selected in consultation with a faculty advisor.

Studies in Lifelong Learning

General Information

The Master of Education (non-thesis) and Master of Arts in Education 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 Degree Program Requirements

The Master of Education degree program consists of five full units of coursework including a project.

This degree may be completed on either a full-time or part-time basis.

Required Courses

GSSL 6200	Introduction to Studies in Lifelong Learning	half unit
GSSL 6206	Lifelong Learning Processes	half unit

GSSL 6207 Graduate Seminar in Lifelong Learning half unit
 GSSL 6290 Practicum in Lifelong Learning one unit
 GEDU 6140 Graduate Project Seminar half unit
 One and one-half units from courses designated GSSL or GEDU

Elective Courses

One-half unit to be selected in consultation with a faculty advisor.

Master of Arts in Education Degree Program Requirements

The Master of Arts in Education degree requires five full units of coursework including a thesis.

This degree may be completed on either a full-time or part-time basis.

Required Courses

GSSL 6200 Introduction to Studies in Lifelong Learning half unit
 GSSL 6206 Lifelong Learning Processes half unit
 GSSL 6290 Practicum in Lifelong Learning one unit
 GEDU 6130 MAEd Thesis one unit
 One unit of courses designate GSSL or GEDU

One-half unit from:

GEDU 6100 Experimental Research Methods half unit
 GEDU 6107 Qualitative Research Methods half unit
 GEDU 6150 Independent Study in Research Methods half unit

Elective Courses

One-half unit to be selected in consultation with a faculty advisor.

Master of Arts in School Psychology

General Information

The Master of Arts Program in School Psychology is a clinical, 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 certification as a psychologist in provinces/territories where masters level preparation is permitted. As well, the program is designed to enable participants to move to PhD 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 in psychology or equivalent. In addition, a degree in education is preferred and considered necessary in some provinces in order to work in the schools. A high academic standing (normally a minimum of B+ (GPA 3.3)) is expected.
2. Related work/volunteer experience.
3. Three letters of reference attesting to academic and work experiences, and personal characteristics.

4. Prior to admission the most promising applicants will be interviewed to evaluate their understanding of and motivation for entry into the field of school psychology.

Note to Applicants re: Psychology and Education Certification Requirements

Applicants to the program should be aware that certification 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 Board of Examiners in Psychology and Teacher Certification Departments to determine specific requirements.

Master of Arts in School Psychology Program Requirements

Note: As part of its continuous review process, the MASP 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.

Required Courses (10 units)

GSPY 6801 Perspectives on Schooling: Implications for the Role of the School Psychologist half unit
 GSPY 6817 Strategies for Intervention with Learning Difficulties: A Developmental Perspective half unit
 GSPY 6819 Seminar and Internship in School Psychology one unit
 GSPY 6820 Child Clinical Psychology half unit
 GSPY 6822 Ethical Principles and Practices in Professional Psychology half unit
 GSPY 6824 Perspectives on Diversity: Implications for the Practice of School Psychology half unit
 GSPY 6840 Clinical Practice 1: Seminar in School Psychology Consultation Skills half unit
 GSPY 6841 Practicum in School Psychology Consultation Skills half unit
 GSPY 6842 Clinical Practice 2: Seminar in Psychological Assessment one unit
 GSPY 6843 Practicum in Psychological Assessment one unit
 GSPY 6844 Clinical Practice 3: Therapeutic Interventions for Psychological Practice I half unit
 GSPY 6845 Clinical Practice 4: Seminar in Therapeutic Intervention in Psychological Practice II half unit
 GSPY 6846 Practicum in Therapeutic Interventions in Psychological Practice half unit
 GSPY 6847 Seminar in Strategies for Managing Behavioural Concerns half unit
 GEDU 6130 MAEd Thesis one unit
 GEPY 6608 Intermediate Statistics and Research Design half 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 necessitate travel and this is the responsibility of the student.

Research Master of Arts

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 focus of the degree is research and it may be taken in any of the graduate program areas offered by the Faculty of Education. The program requires a minimum of five units. Coursework will vary according to the background of the student. The thesis can count for a minimum of one unit and a maximum of five 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 Admissions Office 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.

Degree Requirements

Students registered in the Research Master of Arts program must complete the program of study that was approved for admission to the program. 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 five units.

Family Studies and Gerontology

Chair

Deborah Norris, BHEc (MSVU), MSc (Alberta), PhD (Dalhousie), Associate Professor

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 ½ 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.

Students must complete the Graduate Studies Application Package available online at www.msvu.ca, from the Admissions Office by **March 1** 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.

Master of Arts in Family Studies and Gerontology Program Requirements

The program will require completion of five units, including a one unit thesis.

Required Courses (3 units)

GEPY 6608 Intermediate Statistics and Research Design	half unit
GFSG 6606 Research Methods	half unit
GFSG 6613 Critical Theories in Family Studies and Gerontology	half unit
GFSG 6633 Social Policies on Family and Aging	half unit
GFSG 6691 Thesis	one unit

Electives

GFSG 6610 Family Life Education	half unit
GFSG 6612 Family Relations Across the Life-Course	half unit
GFSG 6615 Program Planning: Implementation and Evaluation	half unit
GFSG 6650 Special Topics	half unit
GFSG 6658 Independent Study	half unit

Depending on the field of interest, students may take up to one unit of graduate coursework in other graduate programs at the Mount (e.g., child and youth study, education, 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 distance learning.

Public Relations

Chair

Amy Thurlow, APR, BPR (MSVU), MA (SMU), PhD (SMU),
Assistant Professor

General Information

The Master of Arts in Public Relations and the Master of Public Relations 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 Arts in Public Relations or the Master of Public Relations degrees students must have completed:

1. A Bachelor of Public Relations (or 4-year equivalent degree in a related field) with a minimum of a B average (GPA 3.0) in the final two years of study.
- OR
2. An undergraduate degree in any field with a minimum of a B average (GPA 3.0) in the final two years of study **and** a minimum of three years of Public Relations-related work experience (resume and portfolio required). Candidates who provide documentation of professional accreditation from the Canadian Public Relations society or the International Association of Business Communicators (or equivalent) will not be required to provide a portfolio.
- OR
3. An undergraduate degree in any field with a minimum of a B average (GPA 3.0) in the final two years of study. Such applicants may be admitted to the MPR but will be required to complete additional graduate and undergraduate coursework to meet degree requirements.

Applicants in this category will be accepted every other Fall beginning in September 2008. Required coursework will be specified in the individual student's letter of admission.

NOTE: Applicants admitted in this category must be aware that it will take them two years of full-time study to complete requirements for the Masters of Public Relations.

All applicants must have completed a minimum of a half unit of statistics at the undergraduate level. 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.

Students must complete the Graduate Studies Application Package available online at www.msvu.ca from the Admissions Office by **March 1** for fall admission.

Admission to the MA (PR) will be based on the availability of the Department of Public Relations 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.

Degree Requirements

All students will be assigned an academic advisor upon admission who will be responsible for overseeing the student's program of study.

Master of Arts (Public Relations) Program Requirements

The program will require completion of five units which includes a one unit thesis.

Required Courses

GPRL 6101	Quantitative & Qualitative Research Methods in Public Relations	half unit
GPRL 6102	Communication Theory	half unit
GPRL 6104	Organizational Theory & Public Relations Leadership	half unit
GPRL 6105	Media, Culture & Society	half unit
GPRL 6106	Public Relations Ethics & Law	half unit
GPRL 6230	Thesis	one unit

Elective Courses (1 ½ units from the following)

GPRL 6103	Advanced Study in Communication Theory	half unit
GPRL 6107	Graduate Seminar in PR Education	half unit
GPRL 6108	PR and Public Opinion Research	half unit
GPRL 6201	Independent Study	half unit
GPRL 6202	Special Topics in Public Relations	half unit

Master of Public Relations Program Requirements

The program will require completion of five units which includes a half unit project seminar.

Required Courses

GPRL 6101	Quantitative & Qualitative Research Methods in Public Relations	half unit
GPRL 6102	Communication Theory	half unit
GPRL 6104	Organizational Theory & Public Relations Leadership	half unit
GPRL 6105	Media, Culture & Society	half unit
GPRL 6106	Public Relations Ethics & Law	half unit
GPRL 6220	Project Seminar	half unit

Elective Courses (1 ½ units from the following)

GPRL 6103	Advanced Study in Communication Theory	half unit
GPRL 6107	Graduate Seminar in PR Education	half unit
GPRL 6108	PR and Public Opinion Research	half unit
GPRL 6201	Independent Study	half unit
GPRL 6202	Special Topics in Public Relations	half unit

Women and Gender Studies

Mount Saint Vincent University Co-ordinator

Mary Delaney, BSc (MSVU), MSc, PhD (Pennsylvania State)
Associate Professor

General Information

The Masters of Arts in Women and Gender Studies is offered 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.

Application and 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 five-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.

Upon admission, each student will be assigned an advisor by the Graduate Admissions and Program Committee. This advisor will normally be a faculty member at the University to which the student is admitted. Applications, including all letters of reference, transcripts and other required information, will be accepted up to **April 1** for inside and outside Canada. Applications for scholarship consideration will be accepted up to **January 31**.

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 on the website at www.msvu.ca/applyonline or from the Admissions Office admissions@msvu.ca.

Program Requirements

The Joint MA in Women and Gender Studies requires the completion of three units of coursework plus a two unit thesis.

GWGS 6601 Feminist Theory	half unit
GWGS 6602 Feminist Methodology	half unit
GWGS 6603 Graduate Seminar	half unit
*GWGS 6699 Thesis	two units

*Elective in Theory or Method	half unit
*Free Elective	one unit

*see below for further information.

Elective in Theory/Method half unit

Each student will take a half-unit course in advanced theory or methods at the graduate level appropriate to the area of research. Normally, this course will be selected from those already offered at the graduate level within other programs at local universities. Admission to these courses will be with the permission of the instructor in consultation with the student's advisor.

Free Elective one unit

Chosen in consultation with the student's advisor, this could include an independent study, or an appropriate graduate course in another department.

Thesis two 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.

In consultation with the Graduate Women and Gender Studies Program Co-ordinator, 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.

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 one unit of credit per year.

Distance Learning

The Mount's innovative distance learning program provides flexible access to programs and courses for students in Halifax, across the region and around the world. Students enrolled at other universities also take advantage of this program to take electives or specialized courses towards completion of their degrees.

Courses are delivered using an online course management system and a variety of media and technologies from television broadcast to web-based virtual classrooms. More than ten undergraduate programs and several graduate degrees can be completed through distance learning, and close to 200 courses are offered each year.

All relevant information including distance course listings is available online at www.msvu.ca/distance. For assistance, contact Distance Learning and Continuing Education by telephone at (902) 457-6511 or 1-800-665-3838, by fax at (902) 443-2135, or by e-mail at distance@msvu.ca.

Course Descriptions

5

Course Descriptions

Applied Human Nutrition (GAHN)

GAHN 5501

Administrative Internship one unit

Prerequisite: acceptance into the MScAHN and the internship education program

An internship providing practical preparation as required to fulfill the educational competencies defined by Dietitians of Canada. The focus is on increased complexity, critical thinking, problem solving, independence of action, interaction, skill and knowledge within the administrative dietetic practice area.

GAHN 5502

Clinical Internship one unit

Prerequisite: acceptance into the MScAHN and the internship education program

An internship providing practical preparation as required to fulfill the educational competencies, defined by Dietitians of Canada. The focus is on increased complexity, critical thinking, problem solving, independence of action, interaction, skill and knowledge within the clinical dietetic practice area.

GAHN 5503

Community Internship one unit

Prerequisite: acceptance into the MScAHN and the internship education program

An internship providing practical preparation as required to fulfill the educational competencies defined by Dietitians of Canada. The focus is on increased complexity, critical thinking, problem solving, independence of action, interaction, skill and knowledge within the community dietetic practice area.

GAHN 6400

Issues in Food Product Development half unit

Prerequisite: permission of the instructor

An introduction to the experimental techniques used in the conversion of basic ingredients to formulated food products. Special emphasis will be given to nutrition/health issues and food quality/safety concerns as they influence new food product development and technological advances. Note: Students who have received credit for HUE 400 or HUEC 4400 may not take this course for credit. (Also listed as NUTR 4400)

Laboratory required

GAHN 6409

Medical Nutrition Therapy II half unit

Prerequisite: permission of the instructor

Topics covered will include diseases of the renal system, cardiovascular system, endocrine system, neurological system, inborn errors of metabolism, and weight management. Note: Students who have received credit for NUTR 4403 may not take this course for credit. (Also listed as NUTR 4409)

Laboratory required

GAHN 6414

Nutrition Education in the Community half unit

Prerequisite: permission of the instructor

The theoretical perspectives that form the basis of nutrition education and their application to the development of educational strategies and programs to improve the public's eating habits will be studied. Developments in nutrition education research, the role of the political and legislative process in health promotion, and the effectiveness of nutrition education interventions will be examined. Note: Students who have received credit for HUE 314 or HUEC 3314 or 4414 may not take this course for credit. (Also listed as NUTR 4414)

Laboratory Required

GAHN 6417

Management and Revenue Generation in Nutrition and Food Services half unit

Prerequisites: permission of the instructor

A study of the theory, policies and practices involved in planning, management and revenue generation for nutrition, food service or dietetic enterprises. Topics include human management; time management; financial management; and marketing strategy. Note: Students who have received credit for HUE 416 or HUEC 4417 may not take this course for credit. (Also listed as NUTR 4417)

Laboratory required

GAHN 6600

Recent Advances in Nutrition Research half unit

The course will focus on research methodologies in nutrition and the application of these tools to research in the community, clinical, and laboratory settings. These tools will be used to critically examine the nutrition research literature in such areas as aging, behaviour, exercise, obesity, safety and adequacy of the food supply, and food selection for prevention of chronic disease.

GAHN 6602

Contemporary Issues in Food, Health and Disease half unit

An examination of the latest research findings concerned with the nutritional implications of food components. The mechanisms of how food components influence health or disease, the emergence of dietary supplements, and gene-diet interactions are examples of the types of issues examined.

GAHN 6607

Nutrition Education half unit

An examination of educational theories, research perspectives and methods from selected disciplines within the behavioural and natural sciences that are applicable to food and nutrition education, intervention and research efforts.

GAHN 6608
Methods of Nutrition Research half unit

Prerequisite: admission to the master program or special student status

This course will examine the elements of the research process. Emphasis will be given to various designs and methodologies which may be used for research in nutrition and dietetics. Attention will be given to new approaches in both quantitative and qualitative research methodologies.

GAHN 6609
Nutrition and Population Health Assessment half unit

An examination of nutrition and population health in the community setting. Emphasis will be placed on principles underlying derivations and application of nutrient requirements, and the theoretical basis of nutritional assessment. Epidemiology principles will be used to predict nutritional risk in the community and to evaluate community level interventions.

GAHN 6614
Ethical Aspects of Research and Practice in Nutrition half unit

A critical study of selected contemporary issues in research in nutrition, with specific reference to the ethical assumptions informing them. Students should have an understanding of current literature and research in the field.

GAHN 6616
Community Education half unit

A study of the theories and processes for educating people in a variety of settings, from a range of backgrounds, using various methods including mass media, group and individual techniques and non-formal strategies. Theories of communications, educational psychology and adult education will be applied to community based nutrition education..

GAHN 6650
Special Topics half unit

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. Students may take a maximum of one unit of credit as Special Topics.

GAHN 6658
Independent Study half unit

Prerequisites: permission of the chairperson 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. No more than one-half unit of credit towards a graduate degree may be acquired through independent study.

GAHN 6691
Thesis Seminar one unit

Prerequisites: GAHN 6608 and two units of masters credit
A seminar designed for candidates who are preparing a thesis in human nutrition.

Child and Youth Study (GCYS)

GCYS 6011
Developmental Issues for Children and Youth half unit

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

An examination of selected topics in human development. The course will focus on the implications for professional child and youth care practice in selected settings of the dynamic interplay of biology, experience and culture that affects child and adolescent development. Note: Students who have received credit for GSPY 6823 may not take this course for credit.

GCYS 6012
Social Contexts of Child and Youth Care half unit

Prerequisite: 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. Consideration will be given to the role of the helping professional in promoting the health and welfare of children, youth, and their families, in a social context.

GCYS 6013
Intervention and Evaluation for Children and Youth half unit

Prerequisite: 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 the field of intervention for children and youth. Techniques for assessing and evaluating children, youth, families, environments, and programs will be discussed. Emphasis will be placed on ethical issues, developmentally appropriate practices and accountability. Note: Students who have received credit for GCYS 6030 may not take this course for credit.

GCYS 6014
Administration and Leadership in Child and Youth Care half unit

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

A detailed examination of issues related to leadership and administration of child and youth care programs. The focus will be on the roles and responsibilities of administrators including human resources management, communications, program development and evaluation, community involvement, and relations with the profession, government, and other agencies
Note: Students who have received credit for GCYS 6070 may not take this course for credit.

GCYS 6130
Thesis one 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 6029
Special Topics in Child and Youth Study half unit

GCYS 6039
Special Topics in Child and Youth Study half unit

Prerequisite: Admission to the MA(CYS) 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 6190
Directed Study half unit

Prerequisite: permission of Committee for the MA(CYS) Graduate Admissions.

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.

GCYS 6609
Graduate Internship half unit

Prerequisite: permission of the department

A minimum 150 hours of supervised internship related to the student's professional and/or academic interests. Students will complete required written assignments as well as demonstrate professional competence in the placement. This course cannot be counted among the five units required for graduation.

Education

Generic Courses (GEDU)

GEDU 6100
Experimental Research Methods half 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 half unit

Prerequisite: 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 one 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 half 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 half 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 6151
Independent Study half unit

GEDU 6152
Independent Study half unit

GEDU 6153
Independent Study one unit

Individual reading and research projects designed to meet the special needs of graduate students. The graduate student must make arrangements with the faculty member in advance of registration.

GEDU 6154 Summer Institute	half unit	GCRD 6311 New Directions in Mathematics Education: Instructional Practices	half unit
GEDU 6155 Summer Institute	half unit	This course examines instructional practices in mathematics education from both a theoretical and a practical perspective. These techniques are analysed in terms of the assumptions which support their use, their application, and their effectiveness. The learning theories of Piaget, Skemp, and the constructivists will be reviewed. While mathematical subject matter is not the major emphasis of the course, it will often be the vehicle for discussion of the instructional practices.	
GEDU 6156 Summer Institute	one 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 6170 Seminar: Focus on Research Literacy	half unit	GCRD 6312 New Directions in Mathematics Education: Programs of Study	half unit
<i>Prerequisite: permission of the instructor</i> 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.		This course examines current trends in content and professional development in mathematics education at the secondary level. Content areas to be reviewed include number, algebra, geometry and measurement, problem solving, probability and statistics, fractions and decimals, function, and discrete mathematics. Techniques for evaluating teaching and for evaluating mathematics programs will also be investigated.	
Curriculum Studies (GCRD)			
GCRD 6301 Foundations of Curriculum Studies I	half unit	GCRD 6313) Geography in Education	one unit
This courses provide an introduction to curriculum studies as a field for scholarly inquiry and professional practice. The course will examine issues concerning development, evaluation, and implementation of curricula and in particular focus on the intersections among the concerns of each sub-field.		This course explores questions of space and environment as avenues for increased understanding of our world. While of obvious value to teachers in the social studies, the course is designed to benefit teachers of any grade level or subject area by suggesting ways in which sound geographic understanding can contribute to their teaching.	
GCRD 6302 Foundations of Curriculum Studies II	half unit	GCRD 6314 New Dimensions for Curriculum in Geography	half unit
<i>Prerequisite: GCRD 6301 or permission of the instructor</i> This course provides a continuation to curriculum studies as a field for scholarly inquiry and professional practice. The course will further examine issues concerning development, evaluation, and implementation of curricula and in particular focus on the intersections among the concerns of each sub-field.		This course is designed for those who teach, plan, or supervise courses of study in geography/social studies, or Maritime Studies, at the secondary level. It considers the implications of geographical thought for curriculum development, course planning, and teaching, and it suggests bridges between geography and other fields of study.	
GCRD 6303 Principles of Language Acquisition for Education	one unit	GCRD 6315 Critical Pedagogy I	half unit
Intended primarily for teachers of English as a second or foreign language (ESL/EFL), this course focuses on the nature of language acquisition including the written language, is followed by a detailed examination of the variables involved in the acquisition of additional language by older learners.		This course provides an introduction to educational practices as forms of cultural politics. It examines theoretical frameworks (critical theory, feminisms, postcolonialism, poststructuralism, etc.) for analyses of the intersections of knowledge, power and identity in and through the everyday work of education. Particular emphasis is given to the constitutive processes of gendering, racialization, etc. within educational institutions. Counter-pedagogies, those which can name, challenge and more democratically reconstitute such processes and effects, are the primary focus of the course.	
GCRD 6304 Linguistics for Teachers	one unit	GCRD 6316 Critical Pedagogy II	half unit
The focus of this course is on the relevance of language for educational settings. It examines the sound, word, sentence and meaning of systems of English within the context of language teaching. Central concepts of sociolinguistics and psycholinguistics which relate to language in education will also be addressed. The course is intended for teachers of English as a second language but is also appropriate for teachers of English and language arts.		<i>Prerequisite: GCRD 6315 or permission of the instructor</i> This course provides a continuation of the examination of educational practices as forms of cultural politics. It examines theoretical frameworks (critical theory, feminisms, postcolonialism, poststructuralism, etc.) for analyses of the	

intersections of knowledge, power and identity in and through the everyday work of education. Particular emphasis is given to the constitutive processes of gendering, racialization, etc. within educational institutions. Counter-pedagogies, those which can name, challenge and more democratically reconstitute such processes and effects, are the primary focus of the course.

GCRD 6317

Curriculum in Practice I half unit

This course provides an introductory focus on what teachers do in classrooms. Emphasis is given to considering ways in which teachers, supervisors and researchers might inquire into classroom life. This process of inquiry is seen as a cornerstone of professional development.

GCRD 6318

Curriculum in Practice II half unit

Prerequisite: GCRD 6317 or permission of the instructor
This course provides a continued focus on what teachers do in classrooms. Emphasis is given to considering ways in which teachers, supervisors and researchers might inquire into classroom life. This process of inquiry is seen as a cornerstone of professional development.

GCRD 6319

History of Educational Ideas half unit

An examination of the social, cultural, and ideological forces that have affected ideas about curriculum and its relationship to contemporary educational practices. Various aspects of curriculum such as design, evaluation, implementation, and research are explored. (Also listed as GFDD 6512)

GCRD 6320

Global Issues and Education I half unit

This course is an introduction designed to enable teachers to bring global perspectives into their classrooms. The course has particular relevance for global and social studies teachers, but also provides ideas in global education across the curriculum. Participants will examine the international context and will seek to identify and resolve fundamental questions.

GCRD 6321

Global Issues and Education II half unit

Prerequisite: GCRD 6320 or permission of the instructor
This course is a continuation of GCRD 6320, and is designed to further enable teachers to bring global perspectives into their classrooms. The course has particular relevance for global and social studies teachers, but also provides ideas in global education across the curriculum. Participants will examine the international context and will seek to identify and resolve fundamental questions.

GCRD 6322

Education and Development I half unit

This course provides an introduction to inter-related concepts of education and development. Education is not only the single biggest enterprise in many developing countries but is seen as the vehicle for higher social and economic well-being. This expectation, with its economic, political, social, and cultural implications, is critically examined within

the process of development planning and implementation strategies.

GCRD 6323

Education and Development II half unit

Prerequisite: GCRD 6322 or permission of the instructor
This course provides a continuation of the examination of inter-related concepts of education and development. Education is not only the single biggest enterprise in many developing countries but is seen as the vehicle for higher social and economic well-being. This expectation, with its economic, political, social, and cultural implications, is critically examined within the process of development planning and implementation strategies.

GCRD 6324

Cultural Politics and the Teaching of English half 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. (Also listed as GLIT 6731)

GCRD 6325

Reading and Teaching Popular Culture half 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. (Also listed as GLIT 6732)

GCRD 6330

Assessment for Learning I half unit

Prerequisite: 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 half unit

Prerequisite: 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 half unit <i>Prerequisite: GCRD 6331</i> A critical examination of current practices, research, and educational policies as well as teachers' personal and practical knowledge around 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 6382 Bilingualism and Bilingual Education half unit <i>Prerequisites: Bachelor of Education and second language teacher training; fluent French and permission of the instructor</i> An introduction to bilingualism and a survey of bilingual education: principles, history, and models, with special emphasis on immersion schools.
GCRD 6333 Programming for Students with Learning Differences II half unit <i>Prerequisite: GCRD 6332 (may be taken concurrently)</i> 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 6383 Current Issues in Bilingual Education half unit <i>Prerequisites: GCRD 6382 and permission of the instructor</i> A detailed study of current issues in bilingual education, focussing on language acquisition process and interaction in second language classroom settings.
GCRD 6334 Classroom Organization and Programming for Learners with Behavioral Challenges half 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.	Educational Foundations (GFDD) GFDD 6510 History of Canadian Education half 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.
GCRD 6335 School Culture and Inclusive Practices half 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.	GFDD 6511 Race, Culture and Education: Introduction to Anti-racism Education half unit This course examines critical theories of race and culture in educational institutions. It focuses primarily on the ways the concepts of race and culture intersect with issues of gender, sexuality and class in the educational context. In order to analyse the impact of racial and cultural identifications in education, the course examines specific case studies of majority-minority relations in Canada. In addition, the course explores implications for pedagogical practices, that is how educators ensure that structures of learning address ethnic and racial minority concerns.
GCRD 6353 Research Seminar in Curriculum Studies half unit GCRD 6354 Research Seminar in Curriculum Studies half unit GCRD 6355 Research Seminar in Curriculum Studies one unit A seminar course for MEd or MA students in a topic related to curriculum studies. Topics will vary. May be taken more than once for credential credit.	GFDD 6512 History of Educational Ideas half unit An examination of the social, cultural, and ideological forces that have affected ideas about curriculum and its relationship to contemporary educational practices. Various aspects of curriculum such as design, evaluation, implementation, and research are explored. (Also listed as GCRD 6319)
GCRD 6356 Special Topics in Curriculum Studies half unit GCRD 6357 Special Topics in Curriculum Studies half unit GCRD 6358 Special Topics in Curriculum Studies one 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. May be taken more than once for credential credit.	GFDD 6513/GCRD 6305 Schooling and Social Justice half unit An exploration of the connections between curriculum theorizing and practices, ways in which social issues are brought to bear upon curriculum, and how curriculum is impacted by the everyday lived experiences of students and teachers. This course also focuses on developing strategies for socially just classrooms.

GFDD 6514
The Aesthetic in Experience half unit
Prerequisite: admission to MEd or MAEd Education Foundations, Curriculum Studies or Literacy graduate degree programs.

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: Marx to Habermas half unit

An introduction to some of the most important critical thinkers in the western radical tradition. The ideas of Marx, Lenin, Lukacs, Gramsci, Horkheimer, Adorno, Marcuse, Habermas and others have had a profound impact on contemporary intellectual life and educational thought and practice. This seminar engages this tradition in dialogue towards understanding the possibilities for emancipatory learning in our time. Note: Students who have received credit for GFDD 6524 may not take this course for credit.

GFDD 6516
Gender and Education half unit
Prerequisites: BEd or equivalent and permission of the instructor

An introduction to issues and debates around questions of gender and education. The course will also provide an overview of current debates within education from a feminist perspective. Students will learn to identify and understand the varieties of feminism existing today and their contributions to the field of education. Note: Students who have received credit for GFDD 6530 may not take this course for credit.

GFDD 6517
Teachers, Their Organizations and Decision-Making in Education half 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. Note: Students who have received credit for GFDD 6540 may not take this course for credit.

GFDD 6518
Multiculturalism and Education half 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. Note: Students who have received credit for GFDD 6541 may not take this course for credit.

GFDD 6520
Contemporary Philosophy of Education half unit
This course examines the development of philosophy of education in the contemporary era, from the work of early twentieth century philosophers of education through the great debate about the nature of philosophy of education and the

emergence of an analytical tradition to the anti-foundational challenges and the role of philosophy of education in a digital age.

GFDD 6521
Critical Thinking and Education half 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 half 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 half 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 half 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 within educational practice, research and pedagogies broadly defined.

GFDD 6532.
Social Issues in the Curriculum half 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 half 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 half 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 6553

Research Seminar in Educational Foundations half unit

GFDD 6554

Research Seminar in Educational Foundations half unit

GFDD 6555

Research Seminar in Educational Foundations one unit

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

GFDD 6556

Special Topics in Educational Foundations half unit

GFDD 6557

Special Topics in Educational Foundations half unit

GFDD 6558

Special Topics in Educational Foundations one 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. May be taken more than once for credential credit.

Educational Psychology (GEPY)

GEPY 6601

Statistics half unit

The course focuses attention on descriptive statistics, inferential statistics, correlation, analysis of variance, factorial experiments, and analysis of covariance. It also introduces the student to the use of one statistical computer package.

GEPY 6602

Theories of Learning: Contemporary Perspectives half unit

An examination of learning, thinking and thinking about thinking from a number of learning theory perspectives. Historical and more contemporary versions of behavioural and cognitive learning theories will be explored. Consideration of emerging constructivist, contextual theories and theories of situated cognition will provide students with contemporary perspectives of this evolving field.

GEPY 6603

Curriculum and Program Evaluation half unit

Prerequisite: 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 studies, and critically appraise evaluation reports. Results of major program and curriculum evaluations will be studied.

GEPY 6604

Problems in Educational Measurement and Assessment half unit

Prerequisite: 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 half unit

Prerequisite: 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 half unit

Prerequisite: GEDU 6170

An analysis of issues using the process of values reasoning. This process involved 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 half unit

Prerequisites: GEPY 6603 and GEDU 6170 and registration in the Evaluation concentration

This course involves seminar meetings and individual placements in schools or other agencies to work with personnel responsible for program evaluation. Designed to provide experience with planning, conducting and reporting on program evaluations. Issues addressed in the seminar will include working as part of an evaluation team, working with program personnel, the politics of program evaluation, keeping track of the evaluation process, and ethical conduct, as well as other issues based on student needs as they arise in the practicum.

GEPY 6608

Intermediate Statistics and Research Design half unit

Prerequisite: 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	half unit	
GEPY 6642		
Theory and Practice of Human Relations II	half 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.		
Note: Students who have received credit for GED 614 and 652 may not take GEPY 6642 for credit		
GEPY 6643		
Current Theories of Personality	half 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	half 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	half 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	half 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	half unit	
<i>Prerequisite: registration in the Human Relations route. This is normally the last course taken in the Human Relations concentration.</i>		
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	half unit	
GEPY 6654		
Research Seminar in Educational Psychology	half unit	
GEPY 6655		
Research Seminar in Educational Psychology	one unit	
A seminar course for MEd or MA students in a topic related to Educational Psychology. Topics will vary. May be taken more than once for credential credit.		
GEPY 6656		
Special Topics in Educational Psychology	half unit	
GEPY 6657		
Special Topics in Educational Psychology	half unit	
GEPY 6658		
Special Topics in Educational Psychology	one 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. Note: These courses may be taken more than once for credential credit.		
Note: The following courses are specialized courses for the education of the blind or visually impaired and the deaf or hard of hearing. The courses are taught at the Atlantic Provinces Special Education Authority (APSEA).		
GEPY 6903		
Audiology/Auditory Development for Students who are Deaf/Hard of Hearing	half unit	
An introduction to audiology, auditory development, auditory training, speech reading, speech perception and production and speech teaching methods. Each topic is covered in module format.		
GEPY 6904		
Aural/Oral Rehabilitation	half unit	
An introduction to aural/oral rehabilitation with a focus on the use of remedial hearing including the use of hearing aids and cochlear implants.		
GEPY 6905		
Communication for the Deaf/Hard of Hearing	half 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	one 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; promotion of language development and communication skills in deaf children.

GEPY 6907

Special Topics in Deaf/Hard of Hearing half unit
GEPY 6908

Special Topics in Deaf/Hard of Hearing half unit
Pre-requisite: permission of the instructor

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 half unit

An introduction to current knowledge in the area of assessment, curriculum development and implementation for students who are deaf or hard of hearing. Note: Students who have received credit for GEPY 6901 may not take this course for credit.

GEPY 6910

Implications of Deafness for Diagnostic Assessments and Curriculum Access II half 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. Note: Students who have received credit for GEPY 6901 may not take this course for credit.

GEPY 6911

Functional Implications of Visual Impairment half 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 half 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 half 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 half 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 half 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 one 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 half 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 half unit

Prerequisite: 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 half unit

GEPY 6921

Special Topics in the Education of

Learners with Visual Impairments half 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 half 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 half 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)

Creative Arts

GEMS 6410

Art in the Elementary and Middle School

Curriculum: Theory and Practice I half unit

Prerequisite: permission of the instructor

This course will deal with curricular applications and organization in art in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6411

Art in the Elementary and Middle School Curriculum:

Theory and Practice II half unit

Prerequisites: GEMS 6410 and permission of the instructor

This course will deal with curricular applications and organization in art in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6412

Creative Arts in the Elementary and Middle School

Curriculum: Theory and Practice I half unit

Prerequisite: permission of the instructor

This course will deal with curricular applications and organization in the creative arts in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6413

Creative Arts in the Elementary and Middle School

Curriculum: Theory and Practice II half unit

Prerequisites: GEMS 6412 and permission of the instructor

This course will deal with curricular applications and organization in the creative arts in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6414

Drama in the Elementary and

Middle School Curriculum: Theory and Practice I half unit

Prerequisite: permission of the instructor

This course will deal with curricular applications and organization in drama in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6415

Drama in the Elementary and

Middle School Curriculum: Theory and Practice II half unit

Prerequisites: GEMS 6414 and permission of the instructor

This course will deal with curricular applications and organization in drama in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6416

Music in the Elementary and

Middle School Curriculum: Theory and Practice I half unit

Prerequisite: permission of the instructor

This course will deal with curricular applications and organization in music in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6417
Music in the Elementary and Middle School Curriculum: Theory and Practice II half unit
Prerequisites: GEMS 6416 and permission of the instructor
 This course will deal with curricular applications and organization in music in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6418
Special Topics in Elementary and Middle School Creative Arts one unit
 GEMS 6419
Special Topics in Elementary and Middle School Creative Arts half unit
Prerequisite: permission of the instructor
 These courses are designed to allow students to study in greater depth a topic in the creative arts that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

Foundations

GEMS 6421
Principles and Practices of Curriculum Construction half unit
Prerequisite: 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 6422
Knowledge and the Curriculum half unit
Prerequisite: permission of the instructor
 A study of the implications of the nature of knowledge for the elementary and middle school curriculum: the conditions of knowledge; the structure of knowledge theories; the patterns of curriculum; the current debate on curriculum; the justification of curricular decisions.

GEMS 6423
Crucial Issues in Elementary and Middle School Education half unit
Prerequisite: 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
Seminar and Project: Focus on Teaching half unit
Prerequisite: permission of the instructor
 This course is designed to integrate the student's coursework through the completion of a project related to some aspect of elementary or middle school education. It will normally be the last course students take in the Master of Education, elementary and middle school education program.

GEMS 6425
Special Topics in Elementary and Middle School Education: Psychological Perspectives half unit
Prerequisite: permission of the instructor
 This course is designed to allow students to study in greater depth topics in psychological issues relating to elementary and middle school education.

French

GEMS 6431
French in the Elementary and Middle School Curriculum: Theory and Practice I half unit
Prerequisite: permission of the instructor
 This course will deal with curricular applications and organization in French in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6432
French in the Elementary and Middle School Curriculum: Theory and Practice II half unit
Prerequisites: GEMS 6431 and permission of the instructor
 This course will deal with curricular applications and organization in French in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6436
Special Topics in Elementary and Middle School French one unit

GEMS 6437
Special Topics in Elementary and Middle School French half unit
Prerequisite: permission of the instructor
 These courses are designed to allow students to study in greater depth a topic in French that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

Language Arts

GLIT 6727
Foundations of Literacy Learning I half unit
 See Literacy Education course listings.

GLIT 6728
Foundations of Literacy Learning II half unit
 See Literacy Education course listings.

GEMS 6446
Special Topics in Language Arts one unit

GEMS 6447
Special Topics in Language Arts half unit
Prerequisite: 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 6461

Mathematics in the Elementary and Middle School Curriculum: Theory and Practice I half unit

Prerequisite: permission of the instructor

This course will deal with curricular applications and organization in mathematics in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6462

Mathematics in the Elementary and Middle School Curriculum: Theory and Practice II half unit

Prerequisites: GEMS 6461 and permission of the instructor

This course will deal with curricular applications and organization in mathematics in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6463

Clinical Diagnosis and Remediation in Mathematics half unit

Prerequisite: EDUC 5461 and/or 5463

with permission of the instructor

This course will focus on clinical procedures in mathematics. The course will entail an examination of problematic areas, making inferences about causes of difficulties, developing aids and procedures for assessing and remediating learning problems in elementary and middle school mathematics.

GEMS 6464

Clinical Practicum in Mathematics half unit

Prerequisites: GEMS 6463 and permission of the instructor

A practicum which includes assessing the mathematical capabilities of children, administering remediation programs in a supervised clinical setting, regular group seminars, and tutorials.

GEMS 6466

Special Topics in Elementary and Middle School Mathematics one unit

GEMS 6467

Special Topics in Elementary and Middle School Mathematics half unit

Prerequisite: 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: Theory and Practice I half unit

Prerequisite: 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 6472

Science in the Elementary and Middle School Curriculum: Theory and Practice II half unit

Prerequisites: GEMS 6471 and 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 6476

Special Topics in Elementary and Middle School Science one unit

GEMS 6477

Special Topics in Elementary and Middle School Science half unit

Prerequisite: 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: Theory and Practice I half unit

Prerequisite: 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 6482

Social Studies in the Elementary and Middle School Curriculum: Theory and Practice II half unit

Prerequisites: GEMS 6481 and 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 6486

Special Topics in Elementary and Middle School Social Studies one unit

GEMS 6487

Special Topics in Elementary and Middle School Social Studies half unit

Prerequisite: 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.

Values/Morals/Religious Education

GEMS 6491

Values/Moral/Religious Education: Theory and Practice I half unit

Prerequisite: permission of the instructor

This course will deal with curricular applications and organization in values/moral/religious education in the

elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6492

**Values/Moral/Religious Education:
Theory and Practice II** half unit

Prerequisites: GEMS 6425 and permission of the instructor

This course will deal with curricular applications and organization in values/moral/religious education in the elementary and middle school as they arise from the examination of theoretical perspectives.

GEMS 6496

**Special Topics in
Values/Moral/Religious Education** one unit

GEMS 6497

**Special Topics in
Values/Moral/Religious Education** half unit

Prerequisite: permission of the instructor

These courses are designed to allow students to study in greater depth a topic in values/moral/religious education 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** half unit

GEMS 6454

**Research Seminar in Elementary and
Middle School Education** half unit

GEMS 6455

**Research Seminar in Elementary and
Middle School Education** one unit

A seminar course for MEd or MA students in a topic related to elementary and middle school education. Topics will vary. May be taken more than once for credential credit.

GEMS 6456

**Special Topics in Elementary and
Middle School Education** half unit

GEMS 6457

**Special Topics in Elementary and
Middle School Education** half unit

GEMS 6458

**Special Topics in Elementary and
Middle School Education** one 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)

GLIT 6722

**Assessing and Teaching
At-Risk Literacy Learners** one unit

Prerequisite: GLIT 6728 or equivalent

The major focus of the course is the assessment and instruction of at-risk readers, ages five through adult. Writing problems are also addressed.

Practicum hours required

GLIT 6724

Literature for Children and Young Adults I half 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 half 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 half 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 half unit

Prerequisite: 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 half unit

Prerequisite: 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 half unit

Prerequisite: 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 Cultural Politics and the Teaching of English half 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. (Also listed as GCRD 6324)	GLIT 6790 Language and Literacy Education II half unit GLIT 6791 Language and Literacy Education II half unit <i>Prerequisites: GLIT 6771 or 6772 and GLIT 6781 or 6782</i> Major issues in language and literacy education will be examined as students consider research methods, and develop and trial their own research design.
GLIT 6732 Reading and Teaching Popular Culture half 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. (Also listed as GCRD 6325)	GLIT 6792 Theory and Practice of Writing one 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.
GLIT 6753 Research Seminar in Literacy Education half unit GLIT 6754 Research Seminar in Literacy Education half unit GLIT 6755 Research Seminar in Literacy Education one unit A course designed for students in the Master of Arts Program in literacy education. May be taken more than once for credential credit.	Studies in Lifelong Learning (GSLL) GSLL 6200 Introduction to Studies in Lifelong Learning half 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. Note: Students who have received credit for GAED 6203 may not take this course for credit.
GLIT 6756 Special Topics in Literacy Education half unit GLIT 6757 Special Topics in Literacy Education half unit GLIT 6758 Special Topics in Literacy Education one 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. May be taken more than once for credential credit.	GSLL 6201 The Historical Legacy of Studies in Lifelong Learning half unit An introduction to the rich historical legacy of studies in lifelong learning. Note: Students who have received credit for GAED 6201 may not take this course for credit.
GLIT 6771 Issues in Language and Literacy Research half unit GLIT 6772 Issues in Language and Literacy Research half unit A seminar course allowing for an examination of selected topics in language and literacy research.	GSLL 6202 Contemporary Perspectives in the Study of Lifelong Learning half unit A consideration of key contemporary contributors to studies in lifelong learning. This course engages student in an in-depth examination of the theories and practices of select contemporary topics in the field. Note: Students who have received credit for GAED 6202 may not take this course for credit.
GLIT 6781 Language and Literacy Education I half unit GLIT 6782 Language and Literacy Education I half unit <i>Prerequisite: GLIT 6771 or 6772</i> An advanced-level course that will take as its focus an extensive review of the theoretical, practical and research literature related to a major research issue in language and literacy education.	GSLL 6206 Lifelong Learning Processes half 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 half unit An advanced exploration of theoretical and research issues related to studies in lifelong learning. Note: Students who have received credit for GAED 6204 may not take this course for credit.

<p>GSSL 6211 Lifelong Learning and Culture half unit A consideration of lifelong learning as a cultural practice. The course pursues the nature of contemporary post-modern culture and its implications for lifelong learning. Note: Students who have received credit for GAED 6211 may not take this course for credit.</p>	<p>GSSL 6218 Lifelong Learning in International Contexts half unit A consideration of the major learning challenges confronting third-world theorists and practitioners in studies of lifelong learning and an examination of selected exemplary lifelong learning projects in various regions of the world. Note: Students who have received credit for GAED 6218 may not take this course for credit.</p>
<p>GSSL 6212 Methods for Fostering Lifelong Learning half unit An overview of effective processes for fostering lifelong learning. Students share perspectives on best practices in lifelong learning contexts while continuing to develop their skills with various teaching and learning methods. Note: Students who have received credit for GAED 6212 may not take this course for credit.</p>	<p>GSSL 6219 Lifespan Development half 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. Note: students who have received credit for GAED 6219 may not take this course for credit.</p>
<p>GSSL 6213 Diversity Issues in Lifelong Learning half unit A consideration of the constraints of race, gender, sexual orientation, ethnicity and class (and other cultural exclusions) on the learning process, and an exploration of the various pedagogical strategies designed to foster non-discriminatory lifelong learning practices. Note: Students who have received credit for GAED 6213 may not take this course for credit.</p>	<p>GSSL 6220 Policy Issues in Lifelong Learning half 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/retraining of the Canadian labour force, literacy, higher education). Note: Students who have received credit for GAED 6220 may not take this course for credit.</p>
<p>GSSL 6214 Community Education and Development half 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. Note: Students who have received credit for GAED 6214 may not take this course for credit.</p>	<p>GSSL 6221 Designing Contexts for Lifelong Learning half 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. Note: Students who have received credit for GAED 6221 may not take this course for credit.</p>
<p>GSSL 6215 Continuing Professional Education half 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. Note: Students who have received credit for GAED 6215 may not take this course for credit.</p>	<p>GSSL 6222 Social Issues and Lifelong Learning half unit A consideration of the ways lifelong learning is inextricably bound up with the central social issues any society faces at any point in time. An examination of selected social issues confronting Canadians such as unemployment and retraining, technology, the information age, bioethics, eco-degradation, racism, etc., for their implications for lifelong learning and educational practice. Note: Students who have received credit for GAED 6222 may not take this course for credit.</p>
<p>GSSL 6216 Creating the Educative Workplace half unit An overview of the contemporary reorganization of work and an investigation of the implications for lifelong learning in the workplace. Note: Students who have received credit for GAED 6216 may not take this course for credit.</p>	<p>GSSL 6223 Feminists Perspectives in Lifelong Learning half unit This course explores a range of feminist theories and research in relation to lifelong learning.</p>
<p>GSSL 6217 Lifelong Learning in Post-Secondary Institutions half unit A consideration of lifelong learning in post-secondary institutions, with a focus on private vocational colleges, community colleges, and universities. An examination of issues in post-secondary education like the impact of new technologies, purpose and mission of the post-secondary institution, staff development, and community participation. Note: Students who have received credit for GAED 6217 may not take this course for credit.</p>	<p>GSSL 6256 Special Topics in Lifelong Learning half unit GSSL 6257 Special Topics in Lifelong Learning half unit GSSL 6258 Special Topics in Lifelong Learning one 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.</p>

GSLL 6290

Practicum in Studies in Lifelong Learning one unit

An application for learning within an experiential context where students can develop skills and test theories. In consultation with the instructor, students develop an appropriate practicum placement. Each practicum placement is negotiated anew and each is considered a complex learning environment requiring intensive engagement and interaction. All students commit approximately 100 hours to their practicum placement over two terms. Note: Students who have received credit for GAED 6290 may not take this course for credit.

School Psychology (GSPY)

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 half 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 half unit

Prerequisites: completion of 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 half unit

Prerequisite: 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 one unit

Prerequisites: registration in the MASP 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 half unit

Prerequisite: 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 half 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 half unit

Prerequisite: 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 half unit

Prerequisite: 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 half unit

Prerequisite: 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 half unit

Prerequisite: 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 half unit

Prerequisite: 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 one unit

Prerequisite: 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 one unit

Prerequisite: 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. To be taken concurrently with GSPY 6842. 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 half unit

Prerequisite: 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 half unit

Prerequisites: 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 half unit

Prerequisite: 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 half unit

Prerequisites: 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.

<p>GSPY 6849 Advanced Seminar in Psychological Assessment half unit <i>Prerequisites: completion of GSPY 6842 and 6843 or equivalent and permission of the instructor.</i> Critical examination and development of advanced assessment strategies, techniques and skills in selected areas of psychological, neuropsychological and personality/behavioural assessment.</p>	<p>methods, techniques, and resources will form a part of the course.</p>
<p>GSPY 6850 Advanced Practicum in Psychological Assessment half unit <i>Prerequisites: completion of GSPY 6842 and 6843 or equivalent and permission of the instructor. To be completed concurrently with GSPY 6849</i> Development of advanced assessment strategies, techniques and skills in selected areas of psychological, neuropsychological and personality/behavioural assessment through an integrated practicum.</p>	<p>GSPY 6872 Psycho-educational Assessment half unit <i>Prerequisites: an undergraduate course in assessment/measurement theory or equivalent and GSPY 6870 or 6871 or equivalent</i> 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</p>
<p>GSPY 6853 Research Seminar in School Psychology half unit GSPY 6854 Research Seminar in School Psychology half unit GSPY 6855 Research Seminar in School Psychology one unit Special session courses for MASP students in a related topic. Topics will vary. May be taken more than once for credential credit.</p>	<p>GSPY 6873 Psychological Principles and Practices: Programming for Learners with Special Needs half unit <i>Prerequisite: GSPY 6872 or equivalent</i> 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</p>
<p>GSPY 6856 Special Topics in School Psychology half unit GSPY 6857 Special Topics in School Psychology half unit GSPY 6858 Special Topics in School Psychology one 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. May be taken more than once for credential credit.</p>	<p>GSPY 6874 The Psychology of Reasoning/Thinking half unit <i>Prerequisite: an undergraduate course in cognition, learning, or equivalent</i> 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.</p>
<p>GSPY 6870 Children with Exceptionalities: Psychological Perspectives half unit <i>Prerequisite: an undergraduate course in exceptionalities or equivalent is desired</i> This course examines issues and practices for children with exceptional needs with an emphasis on learning disabilities, developmental delays, emotional disturbance and giftedness.</p>	<p>Research Master of Arts (GREA)</p>
<p>GSPY 6871 Inclusive Practices for Learners with Exceptionalities in the Regular Classroom half 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,</p>	<p>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 one unit of credit and no more than five units of credit toward the Research MA.</p>

Family Studies and Gerontology (GFSG)

GFSG 6606

Research Methods half unit

This course will examine the elements of the research process. Emphasis will be given to the various methodologies which may be used for research in family studies and gerontology, and attention will be given to new theoretical approaches in both quantitative and qualitative research methodologies. Note: Students who have received credit for GHEC 6606 may not take this course for credit.

GFSG 6610

Family Life Education half unit

An examination of the theoretical principles and methodological approaches employed in planning and implementing family life education programs within the variety of disciplines. Students will have the opportunity to reflect upon the philosophies underpinning their practice. A critical perspective will be employed.

GFSG 6612

Family Relations Across the Life-Course half unit

An examination of the social and psychological factors of the family life cycle with emphasis on family interaction and family-environmental transactional processes. Special attention will be given to impacts of ideology and societal change upon family forms and functions. Note: Students who have received credit for GHEC 6612 may not take this course for credit.

GFSG 6613

Critical Theories in Family Studies and Gerontology half unit

This is 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. Note: Students who have received credit for GHEC 6613 may not take this course for credit.

GFSG 6615

Program Planning: Implementation and Evaluation half unit

A study of the philosophy, concepts and practices of planning and implementing a range of programs related to family studies and gerontology. Development of a rationale for program planning, identification of socio-economic influences and characteristics of learners, selection of content and process, organization of program implementation, and evaluation of outcomes will be studied. Note: Students who have received credit for GHEC 6615 may not take this course for credit.

GFSG 6633

Social Policies on Family and Aging half 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 6650

Special Topics half unit

These courses are designed to allow students to study in greater depth a topic in family studies and gerontology that is treated more briefly in another graduate course or that is not covered in another graduate course. No more than one-half unit of credit towards a graduate degree may be acquired through special topics. Note: Students who have received credit for GHEC 6650 may not take this course for credit.

GFSG 6658

Independent Study half unit

Prerequisites: permission of the chairperson 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. No more than one-half unit of credit towards a graduate degree may be acquired through independent study. Note: Students who have received credit for GHEC 6658 may not take this course for credit.

GFSG 6691

Thesis one unit

Required for completion of the MA(FSG) degree. Registration involved working with individual faculty members on the conceptualization, production, and defence of the thesis.

Public Relations (GPRL)

*NOTE: Courses designated with * are courses that are required for students without previous academic or professional experience in Public Relations. These courses may not be counted towards the five units required for the MA (Public Relations) or Master of Public Relations.

GPRL 6010

Public Relations: Social and Organizational Context half unit
Prerequisites: admission to the MPR or permission of the instructor.

An examination of the evolution of public relations as a profession and a practice. Topics include origins of the practice, organizational settings, ethics and professionalism, theoretical underpinnings of the profession; public opinion, profile of the practitioner, gender issues.

*NOTE: This course can not be counted for credit towards the MA(PR) or MPR.

GPRL 6101

Quantitative & Qualitative Research in Public Relations half unit
Prerequisites: admission to the MA(PR), 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 6011

Professional Learning Portfolio half unit
Prerequisite: admission to the MPR

The development of a professional learning portfolio based on the essential elements of practice related to internal and external communication. Through service learning, students will explore specific areas of practice (e.g. media relations, employee relations, electronic communication) and develop a professional portfolio. Students will undertake a process of reflection on career and academic goals.

*NOTE: This course can not be counted for credit towards the MA(PR) or MPR.

GPRL 6012

Public Relations Writing: Form and Style half unit
Prerequisite: admission to the MPR

An examination of public relations writing in the context of rhetorical theory and organizational communication. Students will analyze, produce and evaluate public relations materials within the context of audiences, purposes, message development and design, distribution, legal and ethical constraints.

*NOTE: This course can not be counted for credit towards the MA(PR) or MPR.

GPRL 6014

Public Relations Management and Planning half unit
Prerequisite: GPRL 6010

An introduction to management theories and practices in relation to public relations. Topics include management theory, strategic planning processes as they apply to public relations, the role of organizational communication including its cultural impact and divergent perspectives.

*NOTE: This course can not be counted for credits towards the MA(PR) or MPR.

GPRL 6088

Co-op Internship one unit
Prerequisite: Admission to the MPR

A 14-16 week term of full-time paid career-related experience in an organizational setting: corporate, not for profit or government. Students will work with industry professionals who will provide feedback to the University on the student's performance and development. In consultation with faculty and cooperative education staff, the students will be required to set learning objectives, submit a major academic paper which situates the work carried out in the context of appropriate public relations theory, and participate in a three-hour return-to-campus seminar.

*NOTE: This course can not be counted for credit towards the MA(PR) or MPR.

GPRL 6102

Communication Theory half unit
Prerequisites: admission to the MA(PR), 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 half unit
Prerequisites: admission to the MA(PR), MPR 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 half unit
Prerequisites: admission to the MA(PR), 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 half unit
Prerequisites: admission to the MA(PR), MPR 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 half unit
Prerequisites: admission to the MA(PR), MPR or permission of the instructor.
An examination of ethical problems in Public Relations and ethical frameworks for Public Relations. This courses 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 half unit
Prerequisites: 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 half unit
Prerequisites: admission to the MA(PR), 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 6201
Independent Study half unit
Prerequisites: admission to the MA(PR), 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 half unit
Prerequisites: admission to the MA(PR), 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 6220
Project Seminar half unit
Prerequisites: admission to the MA(PR), MPR or permission of the instructor.
The project entails a sustained exploration of their, 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 faculty member. Normally the project seminar course will be taken toward the end of the degree. This course may not count for credit towards the MA(PR).

GPRL 6230
Thesis half unit
Prerequisite: GPRL 6101
Required for completion of MA(PR) degree. Registration involves working with individual faculty members on the conceptualization, production and defence of the thesis.

Women and Gender Studies (GWGS)

GWGS 6330 Canadian Women Film Directors half 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 as CULS 3330/WOMS 3330 and under Canadian Studies)	GWGS 6609 Independent Study half unit GWGS 6614 Independent Study half unit GWGS 6615 Independent Study half unit GWGS 6616 Independent Study one unit <i>Prerequisites: A student must be enrolled in the MA 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.</i> 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 co-ordinator for details.
GWGS 6601 Feminist Theory half unit An in-depth study of feminist theory, emphasizing theoretical development over time and common assumptions and debates among feminist scholars.	GWGS 6611 Senior Seminar half unit GWGS 6612 Senior Seminar half unit <i>Prerequisites: Admission to the MA(GWGS) program or permission of the instructor</i> 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. (Also listed as WOMS 4411/4412)
GWGS 6602 Feminist Methodology half unit An examination of feminist critiques and strategies around knowledge and research methodologies. It explores historical and contemporary debates on important research issues.	GWGS 6617 Feminism and Knowledge half unit <i>Prerequisite: Admission to the MA(GWGS) program or permission of the instructor</i> 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. (Also listed as WOMS 3309)
GWGS 6603 Graduate Seminar half 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.	GWGS 6620 Special Topics in Women & Gender Studies half unit <i>Prerequisites: Admission to the MA(GWGS) program or permission of the instructor.</i> 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.
GWGS 6604 Community Based Learning half 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 6699 Thesis two 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.
GWGS 6607 Queer Theory half unit An examination of recent developments in lesbian and gay cultural criticism. Topics to be covered may include identity politics, camp, psychoanalytic theories of identification, pornography, and the representation of AIDS. (Also listed as ENGL 4407/WOMS 4407)	

University Facilities

6

University Facilities

The Art Gallery

Through its exhibitions and programs, the Gallery functions as a visual arts resource to the University, communities served by the University, metro residents and art publics everywhere. It is located off the main entrance foyer of Seton Academic Centre. Admission is always free of charge.

The Art Gallery reflects the University's educational aims by devoting many of its activities to the representation of women as cultural subjects and producers. This program focus is balanced with exhibitions on themes in visual culture which are relevant to university academic programs and/or constituencies served by the art gallery. Artists and artisans from the Atlantic region are well represented, often in the early stages of their careers.

Since many contemporary artists treat artmaking as a form of inquiry, university art galleries are uniquely positioned to promote access to their work. The Art Gallery aims to foster informed, critical responses to works of contemporary and historical art in keeping with its academic setting. Gallery publications, lectures and talks by visiting artists and scholars are announced in the semi-annual newsletter.

The Gallery encourages interdisciplinary approaches to knowledge, and its exhibitions are used by students and faculty in their coursework. In addition to offering guided class tours tailored to suit individual class curricula, The Art Gallery maintains a database of open access, downloadable texts excerpted from its library of exhibition catalogues. This material is available on the gallery website, www.msvuart.ca, which also contains information on current, past and upcoming exhibitions, as well as the gallery's history and mandate.

Through mentorship and by providing employment opportunities for interns, the Art Gallery encourages excellence in critical arts writing. The gallery produces a catalogue for each exhibition that it organizes. Publications are available in the gallery and distributed nationally.

On behalf of the University, the Gallery manages a collection of art that reflects priorities set by the exhibition program and the University's mission. Many works can be viewed in the E. Margaret Fulton Communications Centre and other campus buildings. The special collection of pottery by Nova Scotia ceramicist and Mount alumna, Alice Hagen, is also displayed on campus.

Evaristus Chapel

The University Chapel, named Our Lady of Wisdom Chapel, is located in the centre wing of Evaristus Hall and is accessible through the main front doors of Evaristus. The Chapel was built in 1951 as part of the original Evaristus structure, and was remodelled to a more contemporary style in the late sixties and early seventies. It has a seating capacity of 150 to 200. Special worship services are held in the Chapel throughout the academic year. It is open for personal reflection and is available for weddings on a rental basis to students, alumnae and members of the University community. Items of interest in the Chapel are the University Mace and a large wooden crucifix, both carved by Professor Emeritus Barry Wheaton.

Athletics/Recreation

The Athletics/Recreation Department believes in active living: the pursuit of health through being active. This philosophy is reflected in the facility and the programs available to students, staff, faculty and external community.

Over 20 fitness classes; personal weight-training programs; yoga, pilates, karate; and salsa and swing dancing are a few of the programs the department offers to reach everyone.

The conditioning and weight training room is a big, bright facility that offers Pacific weight training equipment, free weights and an universal Atlantis gym along with Lifecycles, Stairmasters and treadmills. Qualified staff are available to do introductory tours or set up individual training programs.

Adjacent to the Pepsi conditioning room is a large exercise/dance studio complete with large mirrors for exercise classes and instructional programs such as pilates and karate.

For the competitive student athlete, the Mount is a member of the Atlantic Colleges Athletic Association and competes in women's and men's soccer, women's and men's basketball and women's volleyball.

The gymnasium is available for individual use when not booked for intramural or intercollegiate play. The gym houses a full-size basketball court or two cross courts, a full-size volleyball court or two cross courts, and four badminton courts.

During open gym times students and facility members can borrow equipment with their student identification card or their facility membership.

Lockers are available for day use or use on a rental basis. Saunas and showers are located in both women's and men's locker rooms.

All full time Mount students have a free membership to the facility and fitness classes.

The Bookstore

The Bookstore is located in room 304, Rosaria Centre. In addition to textbooks, the Bookstore sells school supplies, souvenirs, crested clothing, greeting cards and postage stamps. A special order service is offered for individual titles. VISA, MasterCard and debit cards are accepted. Business hours are from 9 a.m. to 5 p.m. Monday to Friday and 9 a.m. to 8 p.m. on Wednesdays during the regular academic year. Summer hours are 9 a.m. to 4:30 p.m. The Bookstore is also open extra hours at the beginning of each term. Extra hours for conferences, etc. may be arranged through the manager. For general enquiries please call 457-6157.

The Library

The Library shares the E. Margaret Fulton Communications Centre with Information Technology and Services, and the Department of Distance Learning and Continuing Education. The close proximity of these resources allows for integrated provision of information services. Mount Saint Vincent University is a member of the Novanet library consortium. This is an automated library system that brings together the bibliographic library resources held at Mount Saint Vincent University, Dalhousie University, Saint Mary's University, Nova Scotia College of Art and Design, Nova Scotia Agricultural College, University of King's College,

University College of Cape Breton, St. Francis Xavier University, the Atlantic School of Theology and Nova Scotia Community College. Students and faculty have borrowing privileges at all Novanet libraries.

Mount Saint Vincent University library consists of approximately 200,000 volumes, 1,000 Canadian and international periodicals in print, selected federal and provincial government documents and provides access to nearly 32,000 electronic journals. Literature searches can be done on public access terminals in the Information Commons area on the main level, or anywhere in the Library on laptops borrowed from the Information Commons Help Desk. The Library offers wireless Internet access throughout the building. Students are offered library instruction through tours or subject-specific research workshops, reference services and inter-library loans.

The Library has approximately 220 study carrels for study and research and has group study tables and several lounge areas for quiet conversation and meetings. The Library is also equipped with microform reader/printers, and video and audio players.

A special collection of English Literature was donated to the University by William MacDonald of Sydney, Nova Scotia. It contains 13,000 first editions, limited editions, autographed copies, as well as examples of fine binding.

A Women's Centenary Collection, opened in 1967 containing 25,000 items, has been absorbed into the general collection due to its increasing importance. The collection focuses on the history of women's movements and includes related sociological, cultural and professional materials drawn from North America and abroad. The Gerristen collection and the History of Women collection include approximately 10,000 microformed reproductions of books, pamphlets and periodicals dating back to the beginning of printing. These collections contain most of the primary material available in print prior to 1944. The Petro-Canada Endowment Fund, established in 1987, has allowed the library to continue building its women's studies collection.

Halifax is a city rich in information resources. As well as having borrowing privileges at the other universities, students can use numerous government, professional and public libraries. All registered students have a library access barcode affixed to their student I.D. card. Students are eligible for a card which permits borrowing from non-Novanet university libraries in Atlantic Canada. Members of the community may also request borrowing cards. Card holders are responsible for the material borrowed through their cards. Loss of a card must be reported to the Library as early as possible. Fines are imposed on material returned late, damaged or lost. Unpaid fines imposed either by the Mount Saint Vincent University library or by other Novanet libraries result in transcripts being withheld. Detailed information on library services and regulations is available at the circulation desk.

Library Service Hours

During Academic Sessions

Monday to Thursday	8:00 a.m.	-	11:00 p.m.
Friday	8:00 a.m.	-	6:00 p.m.
Saturday	9:00 a.m.	-	6:00 p.m.
Sunday	12 noon	-	9:00 p.m.

Between Academic Sessions
Monday to Friday 8:00 a.m. - 4:30 p.m.
Closed Saturday and Sunday
Summer sessions: special hours apply

Please note that services at the Circulation Desk cease 15 minutes prior to closing.

Library hours are subject to change. Library users should call the library upon their arrival on campus to obtain the up-to-date information on library operations.

Information Technology and Services

Please refer to www.msvu.ca for current information.

Distance Learning and Continuing Education

Distance Learning

Distance courses are ideal for students who require flexible access to learning, and are open to all Mount students, full-time and part-time. Undergraduate offerings include a broad selection of electives in the arts and sciences, and courses leading to the:

- Bachelor of Arts (General Studies)
- Bachelor of Arts (Child & Youth Study)
- Certificate in Accounting
- Certificate/Diploma/Degree in Business Administration
- Certificate in Gerontology
- Certificate in Marketing
- Certificate/Diploma/Degree in Tourism and Hospitality Management

Courses are delivered using an online course management system and a range of media and technologies including television broadcast, interned video, DVDs, teleconferencing and web-based virtual classrooms. Students may register and purchase course materials (for shipment or pick-up) online. As well, the University library provides extensive services for distance students.

Course listings and other information may be accessed at www.msvu.ca/distance. For assistance, contact Distance Learning and Continuing Education by telephone at (902) 457-6511 or 1-800-665-3838, by fax at (902) 443-2135, or by e-mail at distance@msvu.ca.

Continuing Education

The Management Development for Women certificate program, offered in conjunction with Saint Mary's University, is designed especially for women seeking to advance in their careers. Public lectures and special events are offered on an occasional basis. Adults not seeking academic credit may apply through the Passport to Learning program to attend lectures in designated degree-credit courses at a fee of one-half the normal tuition.

For further information on continuing education programs, visit the Distance Learning and Continuing Education website at www.msvu.ca/distance or contact the department by telephone at (902) 457-6511, by fax at (902) 443-2135, or by e-mail at continuing.education@msvu.ca.

Teaching and Learning Centre

Established in 2006, the Centre is a resource for the University's academic departments and individual faculty. The Centre's mandate includes instructional design services,

professional development related to teaching and consultation on a variety of teaching and learning issues.

For further information, consult the Centre's website at www.msvu.ca/tlc or contact the Centre at (902) 457-6766 or by e-mail at tlc@msvu.ca.

Student Affairs

The Department of Student Affairs provides a variety of professional services to students to help them attain their maximum academic and personal development. These services are an integral part of the educational process and take into consideration the physical, emotional, intellectual, spiritual, and social factors which influence the learning process and contribute to the attainment of a full and rewarding lifestyle.

At Mount Saint Vincent University, these services are provided by the Dean of Student Affairs and a dedicated team of personnel including athletic and recreation officers, chaplain, counsellors, health office staff, a housing and financial aid manager.

Students with personal concerns or questions are encouraged to consult with any member of the Student Affairs team.

Campus Ministry

Campus ministry at the Mount is a Christian ministry that respects and supports the diversity of religious beliefs present within the University community. The Chaplain seeks to work co-operatively on an ecumenical and interfaith basis. Important components of this ministry are worship, support in personal and spiritual growth, broadening of social awareness, and pastoral care. Worship and prayer services are enhanced by the University's Our Lady of Wisdom Chapel, located in Evaristus Hall. Access to the chapel is through the main doors of Evaristus. The chapel is also available for personal reflection.

There is currently one ecumenical chaplain on campus. Biblical studies from a feminist perspective, inter-faith discussions, movie nights, weekly worship, meditation groups, social awareness, and grief discussion groups are some of the programs and services offered. Students and other university community members are invited to meet individually with the chaplain for pastoral counselling.

Career Planning Centre

The purpose of the Career Planning Centre is to assist undergraduates, graduates, and alumnae for three months following graduation, in obtaining permanent, summer, part-time or casual employment; to disseminate information regarding job applications and postings; to provide equal access to and a central location for pertinent employment information; and to assist employers wishing to recruit at Mount Saint Vincent University.

Career counsellors are available to counsel students individually or on a group basis with such career-related concerns as developing career directions, managing career change, decision-making, career education, and assessing one's self. Interest testing is also available to assist in this process.

Coaching on interview skills, résumé preparation and job search techniques is also offered. Students and alumnae may register for and/or request group workshops in various career development areas.

University calendars, occupational and labour market information, computers with Internet access, professional

school applications and many more resources are available to help students focus on their career development and become more knowledgeable about their job search process. Students may also participate in a mentoring program, which will match them with an MSV alumnae who is performing a career of interest to the student.

Students seeking full, part-time or casual work both on and off campus are encouraged to check the online job postings. Visit the Career Planning Centre to access this site. The recruitment campaigns for permanent full-time positions available after graduation begin as early as September. Students should plan to attend the Halifax Career Fair in September to meet many of these recruiting employers. Opportunities for summer positions are posted any time after October 1. Graduating students are urged to visit the Career Planning Centre in the fall to discuss their job search.

The Career Planning Centre is open from 9 a.m. to 5 p.m. and is located in Evaristus 218. Please direct further inquiries to the Career Planning Centre, Student Affairs Department, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6 or visit www.msvu.ca/careerplanning.

Counselling and Psychological Services

Counselling and Psychological Services, as part of the Department of Student Affairs, strives to maximize the potential of all Mount Saint Vincent University students to benefit from their academic environment and experience.

The primary aims of the Mount's Counselling and Psychological Services are:

1. provision of the highest quality of individual and group counselling services to students who may be experiencing ongoing or situational psychological or behavioural difficulties;
2. provision of academic support programming focussed on the developmental needs of university students.

Counselling and Psychological Services also provides crisis intervention, consultation, screening and referral services to the entire university community. Counselling services are confidential and are available to all full- and part-time students. The Counselling Centre is located in Evaristus 218. Office hours are Monday to Friday 9 a.m. to 5 p.m. For further information, phone 457-6567 or visit www.msvu.ca/student_affairs/counselling/.

Students With Disabilities

Please refer to page 17.

International Student Services

The Department of Student Affairs staff provide a warm and welcoming environment to help you attain your best in both academic and personal development. The Department's International Student Advisor will help you to adjust to life in Halifax with cross-cultural hints, advice on dealing with everything from different foods to weather and a friendly ear when you need it.

As well, a Student Liaison is available to help keep the lines of communication open between Student Affairs and the international students. International Student Services is located in Rosaria 405. For further information call 457-6130.

Services for international students include:

- information on matters related to Canada Immigration
- orientation sessions for new students

- counselling services regarding adjustment to Canada, being away from home etc.
- social events
- International Student listserv
- International Student Society
- ESL resource
- International Student Handbook
- International Student Newsletter
- shuttle service from airport for new international students
- assistance with financial matters, short term loans, and financial awards
- spiritual and religious support
- on-campus housing and assistance in finding off-campus accommodations
- fitness facilities and recreational programs
- health care services and free nutritional counselling

Writing Resource Centre

The services of the Writing Resource Centre are designed to ease writing related stress by assisting student writers on the continuum toward making writing an enjoyable process.

The Writing Resource Centre provides friendly professional writing advice, free for all Mount students. Students can obtain individual help at any stage of their writing assignment whether they are a struggling or proficient writer. Group workshops are available on such subjects as:

- getting started on your essay
- how to avoid plagiarism
- writing better sentences
- choosing the best words
- punctuation
- revising your paper

Students are welcome to book an appointment for a one-on-one tutorial or to register for a workshop by calling 457-6567. The Writing Resource Centre is located off the Crow's Nest in Rosaria, Room 111A.

Financial Aid

The Financial Aid Manager is available to full- and part-time students to provide information on all types of financial assistance.

Canada Student Loans, Provincial Student Loans/Related Provincial and Territorial Bursaries

The Financial Aid Office, Evaristus 219, offers information about financial aid from all provinces and territories and advises individuals on reviews and appeals.

The institutional endorsement of most forms relating to government student loans and bursaries and the disbursement of provincial cheques is done by the Financial Services.

Enrolment Confirmation

The Registrar's Office confirms enrolment at the University for those seeking benefits from Youth Allowance, Canada Pension Plan, the Department of Veteran's Affairs or the U.S. Veterans Administration.

U.S. Loans

The Financial Aid Office, located in Evaristus 219, provides information concerning loans and bursaries available from the U.S. Government and private programs.

University Bursaries and Loans

The Committee on Admissions and Scholarships offers supplementary assistance to full- and part-time students who demonstrate genuine financial need in their written bursary application form.

As part of the bursary program, the University also offers a Student Employment Bursary Program. On-campus jobs are available to students who, through the bursary application process, demonstrate financial need. In addition to need, applicants must have the appropriate qualifications for the positions posted.

Emergency Loan Fund

An emergency loan fund is administered by the Financial Aid Manager. These small short-term loans are available to full-time students at the Mount.

T4 Forms

Students may be required to fill out an Income Tax Return, if they have received a bursary, prize or scholarship while at Mount Saint Vincent University. The Business Office will prepare a T4 slip.

Identification

A validated Mount Saint Vincent University Student Identification Card with picture is required when negotiable documents are endorsed or cheques disbursed.

Health Service

The Health Office and the Physioclinic are available for all students, staff, faculty and members of the community. The office is located in Assisi Hall, second floor. A full range of medical and physiotherapy services are provided by a medical doctor, a nurse/health educator, a physiotherapist and a massage therapist. Students can expect confidential service as well as the privacy to discuss any concerns.

In addition to offering medical services, one of the main objectives of the Health Office is to promote positive health and fitness skills and increase students' knowledge of a healthy lifestyle so that they may perform better academically.

The Health Office supports a healthy lifestyle by presenting programs offering individual health counselling and making available a wide variety of appropriate literature. A drug plan is provided through the Students' Union to those students who pay full Students' Union fees.

Housing

The University provides on campus housing for female and male students.

As well as providing accommodation, the Housing Office works with students to foster an environment favourable to intellectual, social and personal growth. Residential living is an integral part of each resident's development, and it can be an enhancement and extension of her/his classroom education. Each year, selected residence space is designated for those students who require a "quiet" atmosphere

Briefly the various residence options available are:

- Assisi Hall, a twelve-storey high-rise building which accommodates 142 students in single and double rooms. Assisi contains lounges, kitchenettes and coin-operated laundry facilities.
- The Birches, are five recently renovated, townhouses grouped in a natural setting of trees around a duck pond. Each house contains 21 single bedrooms, lounges, laundry and storage facilities

and kitchens. The Birches offer residents the opportunity for more independent living in a co-operative environment.

Both residences are co-ed and students in both residence areas are required to be on the meal plan.

- Westwood is our newest senior residence consisting of 158 beds for apartment-style living. Most apartments consist of four single bedrooms sharing a full kitchen and living room as well as two full baths. Laundry facilities are available on each floor. Students participate in a minimum meal plan. Policies and procedures reflect a senior student lifestyle.
A floor of traditional co-ed space (single rooms) is available to returning students. Students on this floor are required to be on a meal plan.

Postings relating to off-campus accommodations are available on the Housing Office website under the Student Affairs Department.

► Residence Regulations

All students who choose to live in residence are expected to abide by the following university regulations (as well as those indicated in the Residence Handbook):

1. Overnight visitors are permitted in residence following the *Overnight Visitation Policy* distributed to students in the Residence Handbook.
2. Alcohol use is allowed in residences following the *Alcohol Policy* distributed to students in the Residence Handbook. All regulations stemming from the Nova Scotia Liquor Licensing Act govern the use of alcohol in residence.
3. No recreational drugs are permitted in residences. Students using drugs will be dismissed from residence following procedures in the Residence Handbook.
4. No pets of any kind are permitted in residence (except for fish in fish bowls).
5. Residents, with the exception of those living in Westwood apartments, must take the full meal plan. All students must have a meal plan.
6. No cooking is allowed in bedrooms or lounges. Refrigerators, hotplates, coffee makers, toasters, toaster ovens, kettles, and microwaves are not permitted in rooms.
7. Furniture is not to be moved from residence areas.
8. The University has limited storage space for bicycles.
9. Residence students are responsible for the condition of their room. They are responsible to pay for any damage caused either by themselves or their guests to their room or common areas. Students are also responsible to return their keys intact at the end of the year. If keys are not returned, \$10 per key/tag will be charged to them. Damages will be assessed before final marks are issued. Marks will not be released to students who have damage charges outstanding.
If no one comes forward to claim responsibility for damage in common areas, charges will be assessed to all residents of the area.
10. All residence rooms are rented for the period September 3 until December 16 and January 2 until April 19. At all other times, the University reserves the right to use the rooms as it sees fit.

11. The Housing Office reserves the right to make necessary room changes in accordance with student and/or university needs.
12. Quiet hours - Sunday to Thursday a minimum of three study (quiet) hours are required per evening. The actual hours are set by the residents at a house meeting and supervised by the resident assistant. Students wishing to extend study hours can negotiate additional quiet hours within each house/floor.
13. A student's room will be held until the first day of classes and then the Housing Office reserves the right to assign the room to another student if full payment has not been received for the room. The deposit paid to hold the room will not be refunded.
14. Students are encouraged to insure their personal effects. The University is not responsible for the personal effects of students.
15. A student may be asked to leave a university residence when:
 - a) in the opinion of the Dean, the student is failing in her academic program and is missing an inordinate number of classes and/or
 - b) there is continued disregard by a student for residence policy or regulations or behaviour resulting in regular disruption of the residence environment. This may result in suspension or termination of residence privileges.
 - c) a student has been caught using illegal drugs. Residence fees will not be refunded unless an off-campus replacement is found to take the vacated space.
16. Students are expected to respect the role of the resident assistants and dons. These people are simply students who have additional responsibilities on behalf of the University and the resident students. Disrespect will not be tolerated.
17. A complete academic year is defined as being from the first day of regular registration to the day following the last regularly scheduled examination.
18. Students who must remain on campus over the Christmas break will be required to pay the same daily rate charged for summer school. Arrangements must be made in advance with the Housing Office.
19. Students wishing to remain in residence after the last day of the semester to attend summer school and graduating students who wish to stay in residence until convocation must apply to the Housing Office. Students will be charged the same daily rate established for summer school residents.
20. Students withdrawing from the University would be expected to withdraw from residence as well. Students withdrawing from residence will be required to pay for their room for the duration of their lease unless an off-campus replacement is found.
21. In order to live in residence, a person must be a registered student of Mount Saint Vincent University.
22. When residence students withdraw from apartments, the University reserves the right to place male or female students in the vacated apartment bedrooms depending on availability.

Student Judicial System

A student judicial system for non-academic infractions is in effect. A copy of this document is available from the Secretary of Senate, the Student Affairs Department and the Students' Union Office. For additional information, please refer to page 26.

Students' Union

Mission Statement

Through the continued recognition of the unique composition of Mount Saint Vincent University's student population, our mission will be to represent these students both internally and externally.

Furthermore, we will provide services and opportunities to enhance the quality of university student life in a fair and unbiased manner.

Vision Statement

To be a progressive student-governed organization representing the students of Mount Saint Vincent University through teamwork, open communication and honesty.

The Mount Saint Vincent University Students' Union (SU) has been incorporated since 1970. The SU is composed of all full- and part-time students who participate in courses on campus. All members of the Student's Union are eligible to attend meetings, apply for jobs and to run and vote in elections held by the Union.

The Students' Representative Council (SRC) is the elected governing body of the Students' Union. The Executive includes the President, Executive Vice President, Vice President of Academic Affairs and the Vice President of Student Events. The remainder of the SRC is comprised of elected representatives and employees of the Students' Union. All members of the SU are welcome and encouraged to attend SRC meetings.

The elected members of the SRC represent the interests of the student body to the University administration, faculty and staff. These elected officials also represent students to the municipal, provincial and federal governments and other external organizations. The elected members of the SRC are committed to ensuring the student voice is heard by those people and groups who make decisions affecting education and are in continuous contact with these parties.

The Students' Union also hires a number of students as employees for their many services. The SU owns and operates The Corner Store, Vinnie's Pub, the Crow's Nest Internet Lounge, the Fountain Play Centre and the SU Information Desk. The SU also administers a Health Insurance Plan for students and alumnae.

The Students' Union also organizes and facilitates several special events during the academic year. These events include Frosh Week, Shinerama, Winter Carnival and Awards Night. The SU is also a contributor to the planning of the annual Run for the Cure event. The SU also oversees the operation of all student societies and clubs on the University campus.

For more information or to become involved with any of the Students' Union services, students may visit the SU offices on the first floor of the Rosaria Student Centre.

The Child Study Centre

Mount Saint Vincent University's Child Study Centre is an early childhood facility licensed by the Province of Nova Scotia's Department of Community Services. The Child Study Centre provides child care for 40 children ages two to five

years inclusive and is staffed by professionals with specialization in early childhood education. In conjunction with Mount Saint Vincent University's Department of Child and Youth Study, the Child Study Centre also serves as an early childhood training facility for students in the Bachelor of Arts (Child and Youth Study) and is used for observation and research related to early childhood development by the University community and other outside organizations.

Located behind the Seton Annex on the Mount's spacious wooded campus the Child Study Centre offers developmentally appropriate full and part time programs as follows:

- ▶ full time, five days per week
- ▶ full time, two days per week (Tuesday/Thursday)
- ▶ full time, three days per week (Monday/Wednesday/Friday)
- ▶ two mornings or two afternoons per week (Tuesday/Thursday)
- ▶ three mornings or three afternoons per week (Monday/Wednesday/Friday)

The Child Study Centre programs are in great demand and the Child Study Centre maintains a waiting list. Parents are encouraged to contact the Child Study Centre and place their child on the waiting list as soon as possible, however, placement on the waiting list does not necessarily guarantee a space in the program.

The Child Study Centre program is based on the view that children learn through play by actively exploring their environment. The program focuses on the process (self-discovery) as opposed to a content (teacher provides information to the child) approach to learning. Children are provided with opportunities to engage in activities that promote their physical, social, emotional, linguistic, and cognitive development. Throughout the day children participate in a variety of individual, small group and large group activities including such things as music, art, gym, cooking, dramatic play, story time, water play, and excursions on and off campus.

A snack is served to all children mid-morning and mid-afternoon, and a hot noon meal is provided to those attending on a full time basis.

The Child Study Centre is open from 7:30 a.m. - 5:30 p.m. Monday through Friday, September through July with the exception of statutory holidays, the University closure period at Christmas and any other days that the University is closed.

- ▶ Centre Directory
- ▶ Contact us at (902) 457-6287 (telephone) or 902-443-6391 (fax)

The Institute for the Study of Women

The Institute for the Study of Women/L'Institut d'Etude sur la femme was established in 1981 to "... improve the quality of life of women and to promote the equality of women with men through a fuller and more informed understanding of the role of women in Canadian society in the past, the present and the future." The Institute seeks to achieve its objective through research and educational programs. It also has a policy to promote and encourage the analysis of social policy as this pertains to women. Research findings and scholarly activities, however, can only affect the quality of people's lives to the extent that knowledge is disseminated beyond the universities and organizations undertaking the

research. To this end, the institute seeks to facilitate communication among researchers, policy makers and the general public interested in women's issues. *Atlantis: A Women's Studies Journal*, is available by subscription. *Atlantis* is a refereed interdisciplinary journal publishing scholarly articles, book reviews, review essays, photography and graphic work and appears twice a year. Information about subscription rates can be obtained from the Institute.

The Learning Centre

The Centre offers diagnostic assessment and tutoring programs in reading, mathematics, and school psychology in addition to professional development courses in these areas.

Centre for Women in Business (CWB)

The Centre for Women in Business is a university business development centre established to meet the needs of women entrepreneurs. It is a unit of the Department of Business Administration and Tourism and Hospitality Management. The Centre provides training programs, confidential one-to-one business advisory service, referral to other resources, information, and networking opportunities to women wanting to start their own business or those already in business. It promotes and encourages women entrepreneurs by liaising with federal, provincial, private and not-for-profit agencies and by offering a variety of supports and services.

The Centre, in cooperation with the Business Department, matches students working on class projects with clients from the Centre. This relationship provides students an opportunity for practical applications of theory. Students are welcome to utilize the resource centre located on the second floor of The Meadows. The Centre is supported in part by the Atlantic Canada Opportunities Agency and the University. There is a minimal fee charged for services with special consideration given to students.

The Centre is open from 8:30 - 4:30 daily and can be contacted by telephone at 457-6449 or e-mail CWB@msvu.ca. Further information is also available on the web page at <http://www.msvu.ca/cwb>.

Nova Scotia Centre on Aging

The Nova Scotia Centre on Aging, is affiliated with the University's Department of Family Studies & Gerontology. Through research, education and community engagement, the Centre advances knowledge on aging to inform social policy and practice and enhance the quality of life of older people and their families. The University's Centre has a strong reputation for research excellence, linking research to policy and practice, inter-disciplinary research and working collaboratively with community organizations, government and the private sector. Areas of interest include: age-friendly communities, Alzheimer's disease and other dementias, human resources in continuing care, abuse and neglect of older adults, family caregivers, seniors' mental health and seniors' housing.

The Nova Scotia Centre on Aging facilities and supports academic research from various disciplines. It also provides practicum and employment opportunities for students and its projects and staff expertise can be valuable resources for students working on class assignments. Further information is available at www.msvu.ca/nsca.

Index

Academic Advising	1, 18	Financial Awards	28
Academic Appeals	10, 21, 23, 24	GAHN (Applied Human Nutrition)	48, 49
Academic Appeals Procedures		GCRD (Curriculum Studies)	51, 53
Appeal of Academic Decisions	21	GCYS (Child and Youth Study)	49
Academic Offences	10, 22-25	GEDU (Generic Education Courses)	50
Admission Requirements	32-34, 36, 37, 39-44	GEMS (Elementary and Middle School Education)	
Additional Admission Requirements	17	Creative Arts	58, 59
Deferral	16	Foundations	59
Alumna	10	French	59
Appeals	22	General Courses	61
Application	16	Language Arts	59
Application Deadlines	34	Mathematics	60
Application Documentation	16	Science	60
Applied Human Nutrition	32	Social Studies	60
Art Gallery	72	Values/Morals/Religious Education	60
Assistantships	28	GEPY (Educational Psychology)	55-58
Athletics/Recreation	72	GFDD (Educational Foundations)	53-55
Authorized External Course	10, 18	GFSG (Family Studies and Gerontology)	67
Awards	27, 77	GLIT (Literacy Education)	61, 62
Bookstore	1, 72	Glossary	10
Bursaries	28	Governor-General's Medal	27
Calendar	10	GPRL (Public Relations)	68
Campus Ministry	74	Grade Point Average	11, 12
Career Planning Centre	74	Grade Report	11
Categories of Students	16	Grading	19
Challenge for Credit	17	Graduate Thesis Award	27
Cheating	22	Graduation	27
Child and Youth Study	33	GREA (Research Master of Arts)	66
Child Study Centre	77	GSLI (Studies in Lifelong Learning)	62-64
Class Attendance	18	GSPY (School Psychology)	64-66
Computer Labs	73	GWOM (Women's Studies)	70
Confirmation Deposit	17	Health Service	75
Continuing Education	73	Housing	75
Convocation	7, 9, 11, 27, 44, 76	Residence Regulations	76
Counselling	74	Important Dates	6, 7, 9
Course Registration	17, 18	Application Deadlines	16
Cross-listed	10	Bursary Applications	28
Data Form	11	Graduation	27
Deferral of Admission	16	Scholarship Applications	28
Deferred	19	Income Tax	75
Degree Graduate Students	16	International Student Services	74
Dietetics	32	Kappa Gamma Pi	27
Diplomas	27	Labour Disruption	18
Dismissal	17	Language Proficiency	16
Distance Education	7, 9	Leaves of Absence	18, 20
Distance Learning	45, 73	Maintaining Registration	17
Distinction	27	Library	
Education	34	Hours of Operation	73
Elective	11	Master of Applied Human Nutrition	32
Email Communication	26	Master of Arts in Child and Youth Study	33
Evaristus Chapel	72	Master of Arts in Education (Curriculum Studies)	
Examination Policy	19	Education of Young Adolescents	35
Exams	9, 11, 20	General Curriculum Studies	34
Exam Conflict	11	Master of Arts in Education (Educational Foundations)	36
Exam Schedule	11	Requirement	40
Extensions	20	Master of Arts in Education (Educational Psychology)	
Failure	20	Evaluation Concentration	37
Family Studies and Gerontology	42	Human Relations Concentration	37
Fees and Financial Policies	30	Master of Arts in Education (Literacy Education)	40
Fellowships	28	Master of Arts in Education (Studies in Lifelong	
Financial Aid	28, 74, 75	Learning)	41
Financial Awards	75		

Master of Arts in Education Elementary & Middle School Education	39	Transfer Students	17
Master of Arts in Family Studies and Gerontology	42	Tuition	12, 19
Master of Arts in Public Relations	43	University Facilities	72
Master of Arts in School Psychology	41	University Year	6, 7, 17
Master of Arts in Women and Gender Studies	44	Visiting students	16
Master of Education (Curriculum Studies)		Withdrawal	
Education of Young Adolescents	35	from courses	18
General Curriculum Studies	34	from residence	76
Supporting Learners with Diverse Needs and Exceptionalities	35	Women and Gender Studies	44
TESL	35	Writing Resource Centre	75
Master of Education (Educational Foundations)	36		
Master of Education (Educational Psychology)			
Education of Students who are Blind or Visually Impaired	38		
Education of Students Who are Deaf or Hard of Hearing	39		
Evaluation Concentration	37		
Human Relations Concentration	38		
Master of Education (Elementary and Middle School Education)	39		
Master of Education (Literacy Education)	40		
Master of Public Relations	43		
Master of Science Applied Human Nutrition	32		
Minimum Institutional Credit Requirement	18		
Misrepresentation	23		
Mission	13		
Non-degree Students	16		
Parking	1		
Passport to Learning	7		
Penalties for Academic Offences	25		
Plagiarism	10, 22, 25, 75		
President's Prizes	27		
Prior Learning Assessment	17		
Privacy	75		
Prizes	27		
Public Relations	43		
Refund	16		
Registration	17		
Course Change	18		
Leaves of Absence	18		
Maintaining	17		
Registration Form	10, 17		
Regulations	17-27, 76		
Research Master of Arts	42		
Residence	76		
Scholarships	9, 28, 75		
Senate	1, 12, 24, 26, 27, 77		
Senate Medals	27		
Standing	20		
Student Affairs	12, 26, 74, 76, 77		
Student Identification Card	12, 72, 75		
Student Judicial System	12, 26, 77		
Student loans	75		
Students With Disabilities	17, 74		
Students' Union	77		
Teacher Certification	41		
Thesis			
Requirement	20		
Award	27		
Registration	21		
Time Limit for Program Completion	20		
Timetable	11, 12		
Transcripts	18		
Transfer Credit	12, 17		

