

1. The University hereby gives notice that while the information contained in this Calendar is considered accurate at the time of its preparation, there may be changes 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 the availability of a course.
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.

Mount Saint Vincent University

Mailing address: Halifax, Nova Scotia
Canada B3M 2J6

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

FAX Centre: 902-457-6455

World Wide Web
home page URL: <http://www.msvu.ca>

Frequently Called Numbers			
Location	Telephone	Fax	E-Mail
Admissions Office	457-6117	457-6498	admissions@msvu.ca
Bookstore	457-6157	457-6455	jean.mckay@msvu.ca
Class Cancellation (recording)	457-6566		
Distance Learning and Continuing Education	457-6511	443-2135	distance@msvu.ca
Financial Services	457-6277	443-1414	financial.services@msvu.ca
Library (Circulation)	457-6250	457-3175	circulation.library@msvu.ca
Registrar's Office	457-6117	457-6498	registrar@msvu.ca
Security - EMERGENCY	111		
Security - parking	457-6412		glenn.hollett@msvu.ca
Students' Union	457-6123	457-0444	student.union@msvu.ca

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General Information

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Important Dates in the University Year 2002-2003

2002

April

Monday	1	Reminder to students: Consult the Summer School Timetable and WebAdvisor regarding the start date of courses. Some courses begin prior to May 13.
Tuesday	2	Deadline for application to graduate program in women's studies from outside Canada.

May

Tuesday	1	Deadline for application to graduate program in women's studies from inside Canada Last day to register for first Summer Session. Late fees apply after this date.
Friday	10	Spring Convocation
Monday	13*	First Summer Session begins (Some courses may start earlier, consult Summer School Timetable and WebAdvisor for starting dates of courses beginning prior to May 13)
Monday	20	Victoria Day - University closed
Friday	31	Last day to clear 2001-2002 full unit courses or winter term INC

June

Friday	28*	First Summer Session ends.
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July

Monday	1	Canada Day - University closed
Tuesday	2	Second Summer Session begins
Monday	15	Deadline to file Intent to Graduate for Fall 2002 Convocation
Friday	26	Final date to clear Summer Session I INC

August

Monday	5	Halifax Metro Natal Day
Friday	16	Second Summer Session ends Payments processed on this date for all students registered to date to validate their registration

September

Monday	2	Labour Day
Tuesday	3	12 Noon Residences open Orientation Day Dining Hall meal plan begins with lunch 8 a.m. Sacateria opens
Wednesday	4	Classes begin
Friday	13	Last day to register for full year and fall term courses. Last day to drop full year and fall term courses without financial penalty (additional to the \$100 non-refundable deposit). See Final Timetable for Tuition Refund schedule.
Friday	20	Last day to indicate audit registration for full year and fall term courses
Friday	27	Final date to clear Summer Session II INC

October

Friday	11	No refund for fall term courses dropped after this date
Monday	14	Thanksgiving Day - University closed
Friday	18	"W" recorded for fall term and full year courses dropped after this date
Sunday	20	Fall Convocation

November

Friday	1	Application deadline for January entrance to graduate programs except school psychology and applied human nutrition
Monday	11	Remembrance Day - University closed
Tuesday	12	Fall Study Day, no classes
Wednesday	13	Last withdrawal date for fall term courses without academic penalty (WF) Designated as a "Monday class day." On this date only, all classes schedule to meet on "Monday" will meet on this day in place of those classes normally scheduled to meet on "Wednesday."
Friday	15	Deadline to file Intent to Graduate for Spring 2003 Convocation

December

Tuesday	3	Classes end
Wednesday	4	Reading Day
Thursday	5	Exams begin at 9:15 a.m.
Friday	13	Sacateria closes
Saturday	14	Exams end at 9 p.m.
Sunday	15	10 a.m. Dining Hall closes 12 noon Residences close
Thursday	19	Rosaria Food Court closes

2003

January

Wednesday	1	New Year's Day
Thursday	2	University re-opens
Saturday	4	Residences re-open at noon Dining Hall Meal Plan recommences with dinner meal
Monday	6	Classes begin 8 a.m. Sacateria opens
Friday	10	Last day to register for winter term courses. Last day to drop full year and winter term courses without financial penalty (additional to the \$100 non-refundable deposit). See Final Timetable for Tuition Refund Schedule
Wednesday	15	Deadline for scholarship consideration in graduate program in women's studies
Friday	17	Last withdrawal date for full year courses without academic penalty (WF) Last day to indicate audit registration for winter term courses Last day to pay second term fees
Monday	27	Caritas Day; no classes held on this day Sacateria closed
Friday	31	Last day to clear fall term course INC No refund for winter term courses dropped after this date

February

Friday	7	"W" recorded for winter term courses dropped after this date
Monday	17	Study Break week begins Rosaria Food Court remains open for limited service Sacateria closed
Monday	24	Classes resume

March

Saturday	1	Application deadline for graduate programs except for women's studies
Monday	3	Last withdrawal date for winter term courses without academic penalty (WF)

April

Wednesday	2	Deadline for application to graduate program in women's studies from outside Canada
Monday	7	Classes end
Tuesday	8	Reading Day
Wednesday	9	Exams begin at 9:15 a.m.
Thursday	17	Exams end at 4:30 p.m. 5 p.m. Easter break begins through to and including Monday, April 21 5:30 p.m. Dining Hall closes. 5:30 p.m. Residences close.
Tuesday	22	Rosaria Food Court open for summer hours

May

Thursday	1	Deadline for application to graduate program in women's studies from inside Canada
Friday	9	Spring Convocation
Monday	12*	First Summer Session begins (Consult the Summer School Timetable and WebAdvisor regarding the start date of courses. Some courses begin prior to May 12)
Monday	19	Victoria Day - University closed
Friday	30	Last day to clear 2002-2003 full unit or winter term INC

* Subject to change

General Information

Introduction

Welcome to the Mount Saint Vincent University Graduate Calendar. The University offers graduate programs in Applied Human Nutrition, Child and Youth Study, Education, Family Studies and Gerontology and Women's Studies and confers the degrees of Master of Arts in Child and Youth Study, Master of Education, Master of Arts in Education, Master of Science in Applied Human Nutrition, Master of Applied Human Nutrition, Master of Arts in Family Studies and Gerontology and Master of Arts in School Psychology. The Master of Arts in Women's Studies is offered in co-operation with Dalhousie University and St. Mary's University. Programs leading to these degrees are described in this calendar.

Students already holding a degree may be interested in the Bachelor of Education degree which is described starting on page 75 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 course work.

Academic Offences

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

Advisor

A faculty member or administrator 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", this form must be completed when you want to take a course at another university and count it toward your program at the Mount. You must obtain the approval for your AEC before you register at the other university—available from the Registrar's and Deans' Offices.

Bursary

A monetary grant based on demonstrated financial need.

Calendar (Undergraduate and Graduate)

Published by the University each year, the academic calendars describe the Mount, includes all academic regulations which govern your studies at the Mount, lists all program requirements and courses offered. Course information changes from year to year but the degree requirements described in the Calendars 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, Department of Distance Learning and Continuing

Education and Assisi Information Desk. The calendar is also located on the MSVU website at www.msvu.ca.

Course Change Form

Once you pass in your registration form for the session, you must make any changes in your courses (including section changes) on course change forms and submit the forms to the Registrar's Office according to specified registration and withdrawal dates—available in the Registrar's, Deans', Financial Services' Offices and Assisi Information Desk. See "Withdrawal", page 20.

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. If you complete this course, it will show on your transcript 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. Copies are kept and updated by the department and the Registrar's Office.

Dean

The head of a division within the University. At the Mount, we have a Dean of Arts and Science, a Dean of Professional Studies and a Dean of Student Affairs. You would see your Dean if you have a problem which could not be solved by your professor or the chair of the department.

DEF

A course notation meaning Deferred, which may be given through the Registrar's Office to students who have missed a final examination or have not been able to otherwise complete course requirements in courses not having examinations because of illness. A medical certificate must be presented to the Registrar and accepted by the faculty member at the time the original examination or end of session deadline is missed.

Deferred Examination

One which is arranged by the student who has missed a scheduled examination, other than a final examination, due to illness and who has submitted a medical certificate to the faculty member with whom arrangements to reschedule the examination will be made directly.

Degree Requirements

Listed in the Calendar and outlined on graduate program data forms, degree requirements outline the courses you need to complete your degree. The requirements listed in the Calendar for the year you are admitted to the program are the requirements to follow as you work through your program.

Elective

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

Exam Schedule (When) and Seating Plan (Where)

Published in the Timetable Booklet for the academic year, the exam schedule tells you **when** you will write your December and April exams. During October and February of each academic year, a detailed exam schedule listing each course, the date and time for the exam is posted outside the Registrar's Office and the Seton Auditorium. The seating plan is published the last week of classes in December and April and tells you **where** you will write each exam. The seating plan is posted outside the Registrar's Office, the Seton Auditorium and online at www.msvu.ca

Exam Conflict

"Problems" with the exam schedule—if you are 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, you have an exam conflict. The deadlines for reporting exam conflicts to the Registrar's Office are posted with the detailed exam schedule.

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.

Grade Point Average (GPA)

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

Grade Points

The value (ranging from 0.0 to 4.0) given to each final grade (e.g., A = 4.0, F = 0.0).

Grade Report

Issued at the end of each term/academic session (December, April, Summer Session I and Summer Session II), your grade report lists the courses you took during the term and the grades you earned (including withdrawals and failures). Any fees owing to the University for the term/session must be paid in full before you can receive your grade report or view your grades through WebAdvisor.

Graduate Student

A student enrolled in a graduate program.

INC

A course notation meaning Incomplete, which is given instead of grade when an arrangement exists between the professor and the student by which requirements for the course shall be completed by a predetermined date. If these arrangements are not completed in the specified time, the INC notation shall be changed to F (failure).

Intention to Graduate Form

You must tell us when you plan to graduate—when you enrol in your final session of course work for your program, use this form to tell us when you intend to graduate (Spring Convocation

in May of each year, Fall Convocation in October of each year), the program you are completing and the name you want on your parchment—available in the Registrar's, Deans' Offices, the Assisi Information Desk and online at www.msvu.ca.

IP

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

Laboratory

Regularly scheduled meeting times in addition to your lecture times for many courses in the timetable. Lab times (for courses which have labs) are published in the timetable and when you register for a course you are required to sign up for a lab time.

Local Address

Your local address is where you live while you are attending classes during each academic session. You must notify the Registrar's Office of any changes in your local address—otherwise you may not receive correspondence, grades and other information mailed during the session.

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

Your permanent address is where you live "permanently" and not while you are in classes. It may be your parents' address, it may be an out-of-province address if you live in the Halifax area while attending classes. You must notify the Registrar's Office of any changes in your permanent address—otherwise, you may not receive grades, registration material and other information mailed to you when classes end.

If you are living temporarily at an "other" address (Christmas and summer vacations) notify the Registrar's Office and mail can be directed to you while you are at the temporary address.

Prerequisite

A course which you must complete before you register for another course.

Students registering in courses do so on the understanding that they will meet/complete course prerequisites prior to the beginning of the course. Prerequisites are listed in the Calendar description. It is the students' responsibility to meet these prerequisites and students not having the required background may be forced to drop courses and to incur any academic and/or financial penalty for so doing.

Program

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

Reactivation Form

When you first applied to the Mount, you completed an application form. If you cease to be a student at the University for

an academic year and then decide to return to the Mount, you must fill in a reactivation form to begin your readmission to the University—available from the Registrar's/Admissions Office. See page 18.

Registration Form

Issued for the beginning of each academic year and summer (I and II) session. You use the registration form to list your course selections for the session and obtain any required faculty approvals (signatures). You must return your form to the Registrar's staff. During each registration period, the Registrar's Office prints handouts with step-by-step instructions on how to complete registration. See page 19.

Registration Statement

Issued by the Registrar's Office, your Registration Statement lists your registered, wait listed and deleted courses and labs for each academic session, including course name and unit value. Your Registration Statement provides you with an opportunity to check your "official" registrations and report any missing courses/courses you are not taking/correct sections 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.

Special Student (Non-degree)

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

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. The Registrar's Office produces your Student ID card when you complete your registration process. Each year when you complete registration, Financial Services or the Registrar's Office will "validate" your

ID card with a sticker for the year—for validation purposes, "the year" expires each August.

You will need a Student ID card to use the Library, Computer Labs 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.

Timetable

Published several times each year, 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 Registrar's Office publishes the following timetables: tentative timetable for the academic year, final timetable for the academic year, timetable for the January to April semester, summer session I and II—available for pickup in the Registrar's Office, Deans' Offices, Department of Distance Learning and Continuing Education and Assisi Information Desk. The timetable is also available on the MSVU website at www.msvu.ca.

Transcript

The official academic record of your registrations at the Mount—lists the courses and results (including withdrawals and failures) for each academic year and summer session. Your transcript includes your intended degree, degree changes and academic probation information. Telephone requests cannot be filled, but written 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.

Transfer Credits

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 your program here—see "Entrance Requirements for Transfer Students", page 19.

Tuition Structure

Tuition fees are assessed on a per unit of credit course cost. Therefore, 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 course work at Mount Saint Vincent University with formal approval from their home university.

W

A course notation meaning withdrawal without academic penalty.

WF

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

XF

A course notation meaning failure resulting from an academic offence.

The University

Mission

Mount Saint Vincent University is dedicated to the education of women. The University is committed to the promotion of academic excellence through the provision of a strong liberal arts and science core and selected professional disciplines; a high degree of personalized education; the advancement and dissemination of knowledge through teaching, research and scholarly activity; the preservation of knowledge through its role as a repository and trustee of our cultural heritage; and the continuing intellectual, moral, spiritual and physical development of those sharing in its life in an environment characterized by the values of its founders, the Sisters of Charity - social responsibility, ethical concern, and service to the community.

Vision

Become the world leader in innovative education for women.

Values

Excellence, supportive and challenging environment, accessibility, personal and professional development, community, partnerships and service, and stewardship.

Blueprint 2000 is the University's strategic plan and encompasses six strategic directions:

1. Become an outstanding institution dedicated to the advancement and transmission of knowledge.
2. Attract excellent students from diverse cultural and geographic backgrounds.
3. Ensure student success in a supportive and accessible learning environment with a high commitment to personalized education.
4. Advance the presence and reputation of the Mount internationally.
5. Be in the vanguard of distributed learning course offerings and delivery modes.
6. Excel in the development of progressive partnerships for innovative educational approaches.

In implementing our strategic plan we are guided by our mission which defines the central purpose of our university; our values, which represent our core institutional beliefs; and our vision which describes the future we see for the Mount.

Service to Women

The Mount considers the educational needs of women to be paramount, although men are welcomed. Programs, class times, facilities and services are specifically tailored to provide maximum accessibility for women. All the programs we offer are periodically reviewed to ensure that women's concerns are reflected in courses and curriculum.

Students can take a Bachelor of Arts, Honours Bachelor of Arts, or Master of Arts degree in Women's Studies. The post-baccalaureate degree is offered jointly by Mount Saint Vincent University, Dalhousie University and Saint Mary's University.

The Institute for the Study of Women was established in 1981 to promote the kind of research and scholarly activity that will help to bring about equality of women with men in every sphere of human endeavour.

As well, Nancy's Chair in Women's Studies brings to the University for specified periods of time distinguished visiting

scholars in women's studies or persons in public life who have contributed to the advancement of women.

The Catherine Wallace Centre for Women in Science, opened in 1993, allows women greater access to the sciences.

Our Presidents

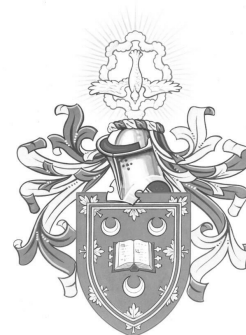
In keeping with the objectives of the University to educate women and provide strong leadership role models, the Mount's nine presidents have all been women. From 1925, when the Mount became the only independent women's college in the British Commonwealth (and when few women had achieved PhD status) to the present day, women administrators from both the lay and religious communities have continually renewed the University's commitment to provide a positive learning environment where women's contributions and perspectives are valued. The following is a list of these women:

1925-1944	Mary Evaristus Moran, SC, BA, MA, PhD
1944-1954	Maria Rosaria Gorman, SC, BA, MA, PhD
1954-1965	Francis d'Assisi McCarthy, SC, BA, MA, PhD, LLD, DHumL
1965-1974	Catherine Wallace, OC, BA, MA, PhD, LLD, LLD(Civil), DHumL
1974-1978	Mary Albertus Haggerty, SC, BA, MA, PhD, LLD(Civil), DHumL
1978-1986	E. Margaret Fulton, OC, BA, MA, PhD, LLD, DHumL
1986-1991	Naomi Hersom, BA, BEd, MEd, PhD, DU, LLD
1991-1996	Elizabeth Parr-Johnston, BA, MA, PhD
1996-	Sheila A. Brown, BA, MA, PhD

The Coat of Arms and Logo

The University coat of arms was granted by the Heraldic College in London in 1966. It is based on the coat of arms of the family of Elizabeth Seton, founder of the Congregation of the Sisters of Charity. The three crescents are from the coat of arms of the Seton family. In the Seton arms, these crescents are tinctured red on a gold field. Blue and gold are the colours of the French arms and betoken affinity with Saint Vincent de Paul. The book represents knowledge: the maple leaves on either side, Canada. The dove, a symbol of the Holy Spirit, emphasizes that knowledge is a means of wisdom, the highest gift of God. Veritas ad Deum ducit, the University motto, translates as "truth leads to God." A banner bearing the coat of arms is on display in the library. It was made by Professor Robert Doyle, founding member of the Costume Studies Department at Dalhousie University, and presented on the occasion of the installation of Dr. Sheila Brown as the ninth president and vice-chancellor in 1996.

A new university logo was introduced in 1999. The origins of the logo lie in the coat of arms so it retains strong ties to the University's history while taking on a more progressive tone. The logo is used for all but the most formal occasions.



Excellence • Innovation • Discovery

The Mace

The mace is a symbol of authority for the University Chancellor, and Mount Saint Vincent University's mace is unique. It is believed that the Mount is the only university whose mace was made by a member of the institution's own faculty. Carved by Barry Wheaton, Professor Emeritus of Religious Studies, and presented in 1978, the solid oak mace expresses the University motto with symbols and human figures.

Except on academic occasions, the mace is normally displayed in the University Chapel, along with a detailed description of its symbolism.

Academic Offerings

The University offers master's programs in applied human nutrition, family studies and gerontology, women's studies, education and school psychology, child and youth study. Master's degrees in education include concentrations in elementary education, educational psychology and measurement, literacy, adult education, curriculum studies and research.

Academic Colours

Students receiving masters degrees wear black gowns with the appropriate coloured hoods. Hoods include a satin lining in the two university colours (light and dark blue), with a wide velvet edging in a colour specific to each degree.

Master of Arts (all)	White
Master of Education	Pale Blue
Master of Science (Applied Human Nutrition)	Gold
Master of Applied Human Nutrition	Gold

The Campus

Location

Mount Saint Vincent University overlooks the Bedford Basin in Halifax, Nova Scotia. Situated on a park-like campus in the centre of the Halifax Regional Municipality, the Mount is just minutes from the heart of downtown Halifax, with easy access to shopping, entertainment, museums, theatres and restaurants. On campus you will find the Freda Wales Trail and the Sister Lua Arboretum.

History

Recognized as a leader in innovative education for women, Mount Saint Vincent University is a dynamic, challenging and welcoming community. Tracing its development from academy to college to university is a story of growth and innovation.

The Mount started as an academy established by the Sisters of Charity in 1873. In 1914, an agreement was signed with Dalhousie University, enabling students to enroll in the first two years of a bachelor's degree program at the Mount and to continue for the last two years and the awarding of the degree at Dalhousie.

In 1925, the Nova Scotia legislature awarded the Mount the right to grant its own degrees, making it the only independent women's college in the British Commonwealth.

During the night of January 31, 1951, the entire plant of Mount Saint Vincent was destroyed by fire. Temporary quarters for students and Sisters were found elsewhere in the city and classes were conducted in borrowed spaces. Fortunately, with construction already begun, Evaristus Hall was ready in time for classes to resume normally the following fall.

A new charter was granted in 1966, changing the name from Mount Saint Vincent College to Mount Saint Vincent University. Under its terms, a lay Board of Governors and Senate were

established along with the Corporation representing the Sisters of Charity.

Men were first admitted as students in 1967. Today, women represent approximately 85 percent of the 4000 students. Almost half of the students attend part-time.

In July 1988, the current charter was approved by the Nova Scotia legislature, transferring ownership of the University from the Sisters of Charity to the Board of Governors.

Buildings

You are invited to look at the campus map on the inside front cover of this calendar.

Seton Academic Centre and Evaristus Hall are the University's major academic buildings. They feature classrooms, laboratories and faculty offices. Seton Academic Centre also houses a circular auditorium which can be converted into four theatre-style classrooms, the Art Gallery and self-serve food services. Evaristus Hall houses the Registrar's and Admissions Office, Financial Services and the Student Affairs Department along with Our Lady of Wisdom Chapel. It also serves as the main administration building.

The E. Margaret Fulton Communications Centre, opened in the fall of 1989, provides facilities for the University Library, Distance Learning and Continuing Education and Information Technology and Services. The Communications Centre is connected to Seton Academic Centre by an above-ground link. The building was designed to take advantage of converging information and communications technologies and to foster an integration of the various services to further the academic purpose and administrative support of the University.

Seton Annex, adjacent to Seton Academic Centre, houses faculty offices and co-operative education.

Rosaria Student Centre, includes student facilities such as the dining room, bookstore, and Student's Union offices. Athletic/recreation facilities include a gymnasium, exercise room and saunas, and the Pepsi Weight Training/Conditioning Centre. Vinnie's Pub is also located in Rosaria.

Residences include Assisi Hall, a 12-storey high-rise; The Birches, five townhouses clustered around a tree-lined pond; and a new apartment-style residence scheduled to open fall 2002.

Other buildings are the Child Study Centre; the Institute for the Study of Women building; the Gerontology building; and the Meadows, a facility for hosting various functions.

Special Centres and Facilities

The Mount offers a variety of centres and facilities which make it unique.

- The Institute for the Study of Women promotes research and scholarly activity which bring about an improved quality of life for women and a more informed understanding of the role of women in Canadian society.
- Nancy's Chair in Women's Studies brings visiting scholars to campus.
- The Centre for Women in Business, supported by the Atlantic Canada Opportunities Agency, is a resource centre for women business owners and entrepreneurs.
- The Catherine Wallace Centre for Women in Science gives Mount students greater access to science.
- The Art Gallery is nationally recognized, with a focus on works by women and emerging regional artists.
- Athletics/recreation facilities and programs are available to the community year-round.

- Distance Learning and Continuing Education offers courses and programs world wide using various technologies and provides non-credit courses for personal and professional development.
- The Child Study Centre is a training, research and observation facility for the Department of Child and Youth Study.
- The Learning Centre is one of the most modern reading centres in Canada, offering diagnostic and tutoring programs as practicum experience for graduate education students.
- The Library includes several special collections, including the MacDonald Collection of Rare Books and access to holdings of other metro university libraries.
- The Nova Scotia Centre on Aging is affiliated with the Department of Family Studies and Gerontology, with a mandate of research education and outreach; also includes the Caregiver Resource Library.

Alumnae

The Alumnae

Mount Saint Vincent alumnae are a strong, dynamic group numbering more than 18,000 around the world. Nearly half of Mount alumnae graduated in the past decade and almost 85 percent are female.

The Mount Saint Vincent Alumnae Association works closely with the Mount Saint Vincent University Department of University Advancement, which encompasses the Alumnae and Development offices, to ensure that all Mount alumnae remain connected with the University after graduation. The Alumnae Association, which was founded in 1921, assists in working towards the mission and objectives of Mount Saint Vincent University.

University Advancement provides programs and services to benefit all alumnae, encourages chapter and branch development around the world and helps plan reunion activities and numerous other special events. It also publishes *Folia Montana*, the alumnae magazine, and the alumnae web site (www.msvu.ca/alumnae).

The Mount Saint Vincent Alumnae Award for Teaching recognizes superior teaching performance and is awarded in appreciation of an individual professor's contribution to the high standards and goals of higher learning. All alumnae and current students are eligible to nominate professors for the Teaching Award.

Honorary Alumnae

Over the years since 1971, the Mount has bestowed honorary Doctor of Humane Letters (DHumL) degrees on women and men who have contributed to the betterment of society and humanity in any field, and who exemplify the University's mission. The following is a list of these recipients.

1971	Marie Agnes White, SC
1972	Nora Michener, CC
1973	The Honourable Brenda Robertson
1974	The Honourable Florence Bird, CC
1975	Eva Waddell Mader Macdonald, CM
1976	Sylva Gelber, OC
1977	The Honourable Thérèse Casgrain, CC
1978	Muriel Duckworth Florence Wall
1979	Gabrielle Leger, CC The Honourable Flora MacDonald, PC, MP
1980	Doris Ogilvie Jill Conway
1981	Rosemary (Wedderburn) Brown

1981	John H. Coleman John Dickey, QC Irene Farmer, SC Mary Lua Gavin, SC The Honourable Henry Hicks, CC, QC Katherine O'Toole, SC
1982	The Honourable Monique Begin, PC, MP Mary Helen Creighton, CM M. Irene McQuillan Murphy Beryl Rowland
1983	Roy Bonisteel Anita (Rosenblum) Dubinsky Francis d'Assisi McCarthy, SC The Right Honourable Jeanne (Benoit) Sauvé, PC, MP
1984	The Honourable Bertha Wilson The Very Reverend Lois M. Wilson
1985	Constance McGrath Baird Rosalie Bertell, GNSH Ruth Goldbloom, OC Mary Albertus Haggerty, SC Marie Hamilton The Most Reverend James M. Hayes Agnes Nanogak Rose Sheinin Anna Gertrude Smith, SC Catherine Wallace, OC
1986	Elizabeth Mann Borgese Evelyn Fitzgerald, SC Ursula Franklin, OC Lena Isabel Coldwell Jodrey
1987	Antonine Maillet, CC Pauline M. Webb
1988	R. Nita Barrow, Dame of St. Andrew Mary Eberts Brenda Milner
1989	Rosalie Abella Sonja Bata, OC Nancy Rowell Jackman Betty Kennedy Thelma Herman McCormack
1989	Margaret Swan
1990	Roberta Bondar Paule Cantin, SC Margaret Catley-Carlson Verna J. Kirkness Julia Levy Margaret Perry
1991	Berit Ås Agnes Grossmann Ruth Johnson
1991	Michele Landsberg
1992	Doris Anderson, OC Judy Erola, PC Maureen Forrester, CC Nuala Kenny, SC Phyllis Lambert, OC, CQ Maxine Tynes
1993	June Callwood, OC
1993	Sylvia Fedoruk, OC Daurene Lewis Rita MacNeil, OC Pearleen Oliver Lillian Wainwright

1994 Edris Leatrice Bird
E. Margaret Fulton, OC
Naomi Elizabeth Griffiths

1994 Huguette Labelle, OC
Mary Jo Leddy
Katherine Paterson

1995 Ninette Babineau
Roberta Way Clark
Hillary Rodham Clinton
F. Anthony Comper
Margot A. Franssen, OC
Charlotte Gray
Catherine McQueen

1996 Jean Little, CM
Annette Verschuren
Martha Westwater, SC
Sharon Hampson
Lois Lilienstein
Bram Morrison
Myrna Slater

1997 Mairi St. John Macdonald
Dale Godsoe
Susan Patten
Barbara Barde
Janet Conners
Alleyne Murphy
Kathleen Shannon, CM

1998 Elizabeth Dowdeswell
The Honourable Rita Jøe, OC, PC
Jocelyne Bourgon
Constance R. Glube
Rosa Parks
Ruth Hammond
Mary Pratt, CC

1999 Anne S. Derrick
Dorothy E. Smith
Marguerite Andersen
Olive Patricia Dickason, CM
Mavis Gallant, CC
Elizabeth Maxwell

2000 Elizabeth May
Betty Peterson
The Honourable Jennifer Smith, MP

2001 Lascelles Sewell Lewis, OD
Leila Theresa Thomas, CD
The Honourable Madam Justice Louise Arbour
Beverly Mascoll, CM
The Honourable Sister Peggy Butts
Marnie McBean

Academic Regulations and Information

2

Academic Regulations and Information

Admissions

A formal application for admission to graduate studies is required of all students wishing to enrol in a graduate program. Before applying, please consult the admission requirements for the program in which you are interested. Application forms are available from the Admissions Office and on-line at www.msvu.ca and are returned there when completed. Two letters of reference (three for school psychology and women's studies), a statement of intent, a résumé and two copies of each official transcript of college credits are required. After review of this information by the department in which the student seeks to do major work, an interview will normally be requested of applicants under active consideration. After receiving the recommendation on admission from the department, the Admissions Office informs the student of the decision on admission. Any student may be refused admission if the preliminary scholastic record indicates inability to pursue advanced work or 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 consider on an individual basis any student who does not meet the formal requirements but is otherwise qualified for admission.

All applications and inquiries concerning admissions should be addressed to:

Admissions Office
Mount Saint Vincent University
Halifax, Nova Scotia
B3M 2J6

Phone: (902) 457-6117
Fax: (902) 457-6498
E-mail: admissions@msvu.ca

Application Fee

A non-refundable application fee of \$50 for Graduate Studies must accompany the application form and only forms accompanied by the fee (cheque or money order in Canadian funds) will be processed. No reminders are sent. Current fees are listed on the application form.

Application Deadlines (for September entrance)

Master of Arts in Education	March 1, 2003
Master of Education	March 1, 2003
Master of Arts in School Psychology	March 1, 2003
Master of Arts in Child and Youth Study	March 1, 2003
Master of Arts in Family Studies and Gerontology	March 1, 2003
Scholarship consideration-Women's Studies	January 15, 2003
Master of Arts in Women's Studies (outside Canada)	April 1, 2003

Master of Arts in Women's Studies (in Canada)	May 1, 2003
Master of Applied Human Nutrition	March 1, 2003
Master of Science in Applied Human Nutrition	March 1, 2003
January entrance to programs except school psychology and applied human nutrition	November 1, 2002

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.

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. *Special/Non-degree students.* Students may be admitted to graduate courses if they gain entry to the University as special students by completing the required forms at the Registrar's Office and getting permission of the instructor(s). *Special/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, though courses completed as a non-degree student will not necessarily be credited toward a graduate degree.

Resumption of Study After a Period of Inactivity

Students must:

- reactivate their files through the Admissions Office no later than August 16 for the September term
- submit transcripts from all post-secondary work undertaken since previous MSVU registration
- submit the application fee. Course and degree requirements change over time. Check this Calendar for full program and course descriptions. Consult the appropriate department chair, dean, or the Registrar for clarification of standing if program requirements have changed since previous registration.

Note: For resumption of study in a program different from that of previous registration, a formal application is required. Consult deadline dates above.

Additional Admission Requirements

In addition to these general standards, individual programs have specific requirements as found in the programs section of this calendar.

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/Special Students. Once confirmation/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

MSVU 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 transfer and challenge for credit and portfolio assessment. Students should consult the appropriate academic department for information.

Students With Disabilities

MSVU accepts applications from students with disabilities and is committed to enabling capable students with identified disabilities to enter and complete university programs. MSVU attempts to create an accessible learning environment for students with physical or sensory disabilities, but prospective students should be aware that the campus extends up the side of a steep hill. For students with physical disabilities, moving between buildings (normally) will require a car or at least a motorized wheelchair. Students with sensory and/or learning disabilities are accommodated when possible through the use of available adaptive technology as well as supportive special services.

Students with identified learning disabilities and those with visual or hearing impairments, who are applying for admission to MSVU, are invited to arrange a pre-application interview with the Student Affairs Office to discuss their special needs. Students with disabilities are asked to advise the Registrar that they have some special needs.

Students are required to provide documentation of their disability to a Student Affairs counsellor if they require accommodations. Once they have provided this documentation, a counsellor will assist in arranging accommodations. Students are not entitled to accommodations without documentation and should be aware that there is a schedule for requesting exam accommodations. (Approximately three weeks before the last day of classes, please see the exams schedule.)

Services available may include, for example, liaison with faculty about disability-related needs, use of specialized equipment such as the closed circuit television reading device and portable computers, modified course load or examination procedures, and individual or group counselling support.

Students with identified disabilities may be assisted to achieve success, but they will be expected to meet the academic standards required of all students.

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 and paid the required confirmation deposit for proposed study;
3. have obtained the required approvals for proposed course work and submitted the official university registration form to the Registrar or on WebAdvisor. Distance learning students must have formally completed distance learning registration procedures.
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. (Please refer to Financial Information - Section 3- for fee information and schedule of required payments).

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.

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 or in writing. Changes in a student's records are made only upon the written request of the student to do so. Appropriate forms are available from the Registrar's Office 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.

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. 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 Education students must complete Distance Education 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. Students should take this into account when meeting withdrawal deadlines noted below.

The dates by which students may withdraw from courses without a transcript notation are:

October 18	for full-year and September - December courses
February 7	for January - April courses

The dates by which students may withdraw from courses without academic penalty (the transcript will show a "WF" after these dates) are:

November 13	for a September - December course;
January 17	for a full year (September - April) course
March 3	for a January - April course

Students who withdraw from a course after these dates or who do not complete the course requirements will automatically receive failures. Financial refund schedules are listed in Financial Information - Section 3. Consideration will be given by the appropriate dean to students who are forced to withdraw past the deadlines due to unusual circumstances.

Authorized External Courses and Concurrent Registration

Ordinarily, no student may register at Mount Saint Vincent University if concurrently registered at another educational institution without the explicit approval of the home university. Students registered with other institutions who want to register in Mount courses for credit at "home" must obtain the appropriate Letters of Permission from the "home" institution and present them when registering at the Mount. Students with Letters of Permission need not complete the formalities of applying for admission.

Similarly, Mount students wishing to take course work at another educational institution while registered in a degree program at the Mount must obtain formal approval (Authorized External Course forms) issued by the Registrar prior to registering at the other institution.

Mount students wishing to take course work elsewhere while not registered in MSVU course work must also obtain authorized external course forms prior to registration elsewhere in order to have this external work credited towards a Mount credential.

Special Students or non-degree students are not eligible to take authorized external course work.

Mount students utilizing Authorized External Course forms must complete formal registration and abide by all academic regulations set by the host institution. Grades for authorized external courses are entered on the Mount transcript and counted along with Mount course work toward fulfilment of credential requirements, though students should note the residency requirement below.

Residency Requirement

Normally, students must take a minimum of three units of course work at Mount Saint Vincent University to qualify for a Mount Saint Vincent 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 and upon payment of the appropriate transcript fee (see Financial Information - Section 3 on page 31). Telephone requests cannot be filled, but written requests may be sent by FAX to (902) 457-6498 to expedite ordering. Students may obtain an unofficial copy of their own transcript upon written request and payment of the applicable fee.

Academic Advising

Incoming students are encouraged to confer regularly with the program head for their area of concentration regarding their academic plans and progress. Such consultation provides students with the opportunity to review their goals and work toward personal satisfaction as well as academic success.

Grading for Graduate Courses

Grade	Descriptor	Points
A	Superior	4
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3
B-	Pass	2.7
C	Borderline Pass	2
P	Pass in Courses on P/F Scale	Neutral
F	Unsatisfactory	0
XF	Failure Resulting from Academic Offense	0
INC *	Incomplete with Deadline for Completion	0
IP *	In Progress at End of Term	Neutral
DEF *	Deferral for Illness	Neutral

** INC Incomplete with Deadline for Completion*

The notation “Incomplete (INC)” is given instead of a grade when an arrangement exists between the professor and student by which requirements for the course shall be completed by a predetermined date. Under no circumstances can work be accepted after the thirtieth day of the month following the end of the session in which the “Incomplete (INC)” is earned, but professors may set any earlier deadline within that period. If these arrangements are not completed in the specified time, the INC notation shall be changed to F, failure. Please refer to the academic calendar dates listed at the beginning of this book for this year’s automatic failure dates.

** IP In Progress at End of Term*

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.

** DEF Deferral for Illness*

A notation of “Deferred (DEF)” can be given through the Registrar’s Office for students who have missed a final examination or have not been able to otherwise complete course requirements in courses not having course examinations because of illness. A medical certificate must be presented to the Registrar and accepted by the faculty member at the time the original examination or end of session deadline is missed. Arrangements for course completion are made on an individual basis recognizing that not all “DEF” situations can be subsequently cleared. Normally, when recovered, the student will be permitted to write a deferred examination on application to the Registrar, or to complete work outstanding for the faculty member. If the student cannot or does not subsequently complete the examination or course work, the notation of “DEF” remains on the transcript indefinitely. A notation of “DEF” that can be cleared must be cleared within 12 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, payment of tuition and so forth.

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 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 is 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 should be left at the front door of the room and not brought to their seats.
2. Smoking, eating and drinking are not permitted. Students are not permitted to wear ball caps while writing exams.
3. There will be no talking in the examination room.
4. 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 should write their name beside the appropriate seat number.
5. 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.
6. Students requiring assistance should raise their hands and not leave their seats.
7. 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 identification numbers at this time.

8. If a student misses an examination due to illness, she/he must inform the Registrar promptly and remember to submit a medical certificate from a family physician or from the Health Office Nurse directly to the Registrar. Deferrals are given only to students who submit formal medical certificates.

Standing

Students must maintain a “B” average (3.0 GPA) in the courses required for their degree program. Notwithstanding the requirement for a “B” average, students will be indigible to continue in their programs if they obtain a “C” grade in more than one unit of course work, 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 course work;
3. have no failing grades.

Failure

A student who receives a grade of “F” in any course is required to withdraw from the program. Such a student may apply to the Graduate Studies Committee for readmission.

Time Limit

Ordinarily, all work on a masters degree must be completed within five calendar years from the time of initial registration. Students who require an extension to this time limit must apply in writing to the Dean of Professional Studies, Chair of the Graduate Studies Committee.

Thesis Requirement

Some graduate programs require a thesis. The thesis must show familiarity with methods of research, critical judgement, and mature scholarship. To be acceptable, the thesis should be a contribution to knowledge in the candidate’s special field. The completed work must be approved by the department. The thesis must be prepared according to the regulations required by the academic department. These are available from departments and on departmental websites. See page 33 for financial information about the thesis course.

Registration for Thesis or Project

A student must register for one of the thesis courses for the academic calendar year in which thesis or project supervision will be required.

The registration period for the Master thesis extends for 12 continuous months from the beginning of the term of initial registration (September, January, May, July).

Students who do not complete the thesis through successful defence, final revisions, and binding within this 12-month period may be given the grade notation IP to indicate that work was in progress during the period of registration. Students receiving the IP notation must re-register and pay the appropriate thesis continuation fee to remain registered as a thesis student beyond the initial 12-month registration period and to remain in good standing as a graduate student.

Academic Offenses

Academic offenses include plagiarism, cheating and any misrepresentation related to academic work. In addition to this section of the Calendar, and statements in course outlines,

students must consult with their instructors if in doubt about what constitutes plagiarism and cheating in individual courses and situations. The Student Affairs Office and the Library have further general information.

Plagiarism

Plagiarism is presenting someone else’s words, ideas or information as though they were one’s own. Specific offenses include, but are not limited to:

1. using copied material without enclosing that material in quotation marks and without appropriately acknowledging its source;
2. paraphrasing or summarizing too close to the original wording;
3. omitting acknowledgement of the source of paraphrases and summaries;
4. submitting work that has been written in full or in part by someone else;
5. borrowing, selling, purchasing, or lending academic work for submission for academic credit.

When using documents downloaded from the Internet, you must provide a citation. Please contact the library for specific information on the correct citation format to use.

Cheating

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

1. receiving from, or giving academic information or assistance to another student during a test or an examination;
2. using unauthorized material during a test or examination. This may include, but is not limited to, notes, books, calculators;
3. submitting on a take-home examination or test work that has been written in full or in part by someone else;
4. submitting false information of any kind in reports. This includes, but is not limited to, data and observational anecdotes;
5. obtaining examination questions, tests, or assignments by any unauthorized means;
6. impersonating another student or having someone impersonate you in class, at an examination or test, or in any other situation in which you are evaluated;
7. submitting work for which you will receive or have already received academic credit, unless your instructor permits you to do so;
8. misrepresenting or involving others in misrepresenting one’s personal circumstances in order to obtain special consideration in one’s academic work.

► Sanction Procedures

When a determination of cheating/plagiarism occurs:

1. the faculty member shall file a written report of the incident, including documentation, with the Registrar’s Office within five working days. Sanctions set by the faculty member shall appear in the report.
2. if a sanction is a failing grade for the course, the notation XF shall appear on the transcript, with the explanation that the failure resulted from an instance of cheating/plagiarism;
3. the Registrar’s Office shall send notification and a copy of the summary report to the student within five working days;

- the student shall have the right to respond to this notification and supporting documentation in writing to the Registrar within 10 working days of receipt of notification. The response will be placed on file. The student shall have the right to appeal this decision to the Academic Appeals Committee.

When an accusation of cheating/plagiarism is appealed:

- a student wishing to appeal the judgement of the faculty member must do so within three weeks of the issue of the report from the Registrar's Office, by sending a written appeal to the chair of the Academic Appeals Committee, in care of the Registrar.
- upon receipt of a written appeal, the Academic Appeals Committee will, with reasonable notice, invite both parties to a hearing to state their respective cases. The hearing shall occur whether the parties are present or not;
- the Academic Appeals Committee shall determine by majority vote whether to:
 - uphold or deny the accusation, and
 - confirm or alter the sanction to be imposed, depending on the basis of the appeal;
- a written report of the decision and any sanction shall be sent to both parties. At the same time, the faculty member or Registrar, as appropriate, shall invoke and record any sanction. If the sanction is a failing grade for the course, the notation XF shall appear on the transcript, with the explanation that the failure occurred as a result of a confirmed instance of cheating/plagiarism.

Academic Appeals Procedures

These procedures are in place to ensure that the University is prepared to deal with student appeals in an equitable and orderly fashion. Mutually agreeable settlements may be made between the professor and the student informally at any time; when such an agreement cannot be achieved informally, the student may begin the appeal process as outlined. Since resolution should be sought closest to the original decision-making level, appeals procedures have been arranged in stages as follows. The Registrar will advise students on procedural matters upon request.

Interim Appeals

(appeals on marks given prior to the issuance of the final grade)

- The student should first discuss the situation with the professor. If still dissatisfied after speaking with the professor, the student should then take the problem to the chairperson (or the appropriate dean if the professor is also the chairperson).
- The chairperson will review the work in question with the professor and will respond to the student.
- If still dissatisfied, the student may request a review of the case by the appropriate dean.

Final Grade Appeals

All course work including examination papers of students who fail by a few marks or who are at the boundary of two grades are examined with special care by faculty prior to the submission of grades. In view of the care taken in grading borderline cases students should not expect that borderline final grades will often be changed. Students who wish to question a final grade may, however, begin at stage one by requesting a grade analysis.

Stage One: Grade Analysis

Grade analysis ensures that errors in grade calculation have not been made and that the composition of the final grade is understood by the student.

Within three weeks of the date grades are issued by the Registrar's Office, the student may request, in writing to the Registrar, an analysis of the final grade. The Registrar will contact the professor and request an analysis be provided to the student, with a copy to the Registrar. Normally, this analysis will be done within two weeks of the request.

If, after receiving the analysis, the student is still dissatisfied, she/he may then proceed to Stage Two: Reread or directly to an appeal to the Committee on Academic Appeals when Stage Two: Reread is not, in the student's opinion, appropriate.

Stage Two: Re-read

A re-read shall involve reconsideration of the student's course work, 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, courses, or aspects of courses in which it is not possible to review the student's work cannot be taken into consideration.

Within four weeks of the date the grade analysis is sent, the student may submit a re-read request in writing to the Registrar. The student will state in writing her or his specific complaint and the action already taken by the student to seek a remedy. A non-refundable administrative fee is required before a re-read will be arranged and must be included with the letter of request. 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.

A re-read will be conducted as follows:

- The Registrar will convey the re-read request with copies of all relevant materials to the chairperson (or to the appropriate dean if the chairperson is the instructor, or if there is no chair), and will inform the appropriate dean at the same time.
- The re-read will be conducted by two professors designated by the departmental chairperson or the appropriate dean. One professor shall be the original instructor if possible.
- The chairperson will report the result of the re-read and the grade to be assigned in writing to the Registrar.
- The Registrar will convey the result to the student and the appropriate dean, and will amend the student's transcript of grades accordingly.

Appeal of Academic Decisions by Petition to the Committee on Academic Appeals

Students who have reason to believe they have been subject to mistaken, improper or unjust treatment with respect to their academic status have the right to submit their case to the Committee on Academic Appeals for consideration. Also, students who remain convinced of their position after having exhausted the final grade appeals procedures may petition the Committee on Academic Appeals for consideration.

A petition to the Committee on Academic Appeals however, must be based on solid evidence and must be initiated within three weeks of notification of the results of their final grade appeal or within three weeks of the incidence of the alleged mistaken, improper or unjust treatment under appeal.

► Procedures for This Type of Appeal

1. Students will state in writing their specific complaint and the action already taken to seek a remedy. If concerning a final course grade, the letter of appeal should outline the results of previous appeals at stage one and/or two and the student's reasons for continued dissatisfaction. If concerning an academic regulation, the letter of appeal should clearly state the student's reasons for exception to the regulation in question. This written representation should be directed to the Registrar.
2. In cases where there has been a prior formal appeal, the Registrar will include the results of stage one and/or stage two (as appropriate) with this appeal and forward the dossier to the Chair of the Committee on Academic Appeals, who will arrange for a committee hearing. In cases where there are no requirements for a prior formal appeal, the Registrar will forward any relevant material with the letter of appeal to the chair of the Committee on Academic Appeals. Appellants 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 were a party.
3. The Chair of the Committee on Academic Appeals will report the results of the committee's consideration to the student, professor and Registrar.

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.

Regulations Governing Computer Use

Note: These regulations were under review at the time of publication of the Calendar and therefore are subject to change.

Individuals must respect the rights of other authorized users and refrain from the following activities as part of the guidelines:

1. using the computer access privileges of others; 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 sending obscene, threatening, or repeated unnecessary messages or mail);
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. acquiring a username/user-id for purposes not in accordance with genuine educational and/or research activity;
6. using the Internet for purposes deemed to be "recreational" to the detriment of curriculum-related uses; and/or
7. entering a fictitious name in the process of claiming a class username/user-id or in acquiring a personal computer username/user-id.

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

Freedom of Information and Protection of Privacy

In 1993, the province of Nova Scotia enacted the Freedom of Information and Protection of Privacy Act. As of November 2000, post-secondary institutions fall under the jurisdiction of this Act, the purpose of which is to make public bodies more open and accountable to the public in the way they acquire, use and dispose of information.

This is achieved in a number of ways including:

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

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

A complete copy of the Nova Scotia Freedom of Information and Protection of Privacy Act is available on the government web site at: www.gov.ns.ca/govt/foi/act.htm.

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

Students who do not wish to have their information used are able to ask Statistics Canada to remove their identifying information from the national database.

Notice of Disclosure of Personal Information to Statistics Canada

At the request of the Maritime Provinces Higher Education Commission and Statistics Canada, MSVU includes the following information regarding the disclosure of personal information to these bodies.

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

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at post-secondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrollment information, previous education, and labour force activity.

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

Students who do not wish to have their information used are able to ask Statistics Canada to remove their identifying information from the national database.

Students should also be aware that the Maritime Provinces Higher Education Commission (MPHEC) collects data on behalf of Statistics Canada, and that it uses the data for similar purposes. Statistics Canada will notify the MPHEC of any student choosing to have their personal information removed from the national database, and their information will subsequently be removed from the MPHEC's database.

Further information on the use of this information can be obtained from the Statistics Canada website: <http://www.statcan.ca> or by writing to the Postsecondary Section, Centre for Education Statistics, 17th floor, R.H. Coats Building, Tunney's Pasture, Ottawa, ON, K1A 0T6.

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 (see Financial Information, page 31). 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, which is limited to not more than 10 percent of the graduating class, 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.

Note: Annual prizes are presented at the May convocation. Students graduating the previous October are equally eligible with May graduates for the annual prizes.

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 and Culture
Student Assistance
PO Box 2290, Halifax Central
Halifax, Nova Scotia B3J 3C8
Metro telephone number: 424-7737
Toll free: 1-800-565-7737

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 MSVU

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 and Students' Union in December. Completed applications must be received in the Financial Aid Office by 4 p.m. on January 14, 2003.

Students who apply for Mount Saint Vincent University bursaries are expected to have applied for all appropriate government student aid for which they qualify. Those who have not must submit a letter citing the reasons and circumstances why they have not availed themselves of student aid programs or their application for a Mount bursary will not be considered. Applications missing required financial information will not be considered when awards are allocated. Students with questions or concerns are encouraged to attend one of the information sessions listed on the formal bursary application.

Tuition-Driven Bursaries

Mount Saint Vincent Tuition-driven Bursaries are available in February each year (applications open for the month of January only). Any student registered in a Mount Saint Vincent University credential program is eligible. Awards ranging from \$100 to \$1500 are made according to established and documented financial need. Students are required to submit a detailed financial disclosure application and supporting documents. For further information, contact the Financial Aid Manager at 457-6351.

Named Bursaries

Mount Saint Vincent Endowed Bursaries are available in February of each year (applications open for the month of January only). The application for the endowed bursaries is the same as that for the need-based awards except where otherwise noted in the following entries.

Please note that the listing of bursaries is accurate at the time of publication, but that changes may occur.

The Louise Ardenne Endowed Bursary

Established by Louise Ardenne (BA '89), to help a single mother who has encountered financial difficulties complete her term or course.

Marion Baker Memorial Bursary

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

The Catherine and Douglas Clancy Endowed Bursary

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

Robert S. Cochran Bursary

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

Kathleen Crowley Child Care Award

Established by friends and family in memory of Kathleen Frances Crowley, Child Development Certificate graduate and Bachelor of Child Study graduate. In recognition of Kathleen's outstanding involvement in university life and her concern for children, this award in the form of partial-time subsidy for child care at the Child Study Centre is available to a Mount student with established financial need. A special application is required and is available from the Financial Aid Office, as well as, the Registrar's Office and must be submitted with the formal bursary application.

Judith H. Gold Bursary

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

The Alice Graydon Paris and Barrie Graydon Knight Bursary

This bursary has been established in memory of Alice Graydon Paris and Barrie Graydon Knight by Geoffrey and Terrence Paris. The bursary will be awarded annually to a single parent with demonstrated financial need, enrolled at Mount Saint Vincent University.

The Jane Hurshman-Corkum Endowed Bursary

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

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

This "supporter statement" (copies can be obtained upon request with a bursary application form) may be signed by anyone the applicant chooses to ask who has played a supporter role to the applicant and may include, but is not limited to, such people as a personal friend, relative, minister, doctor, transition house worker, crisis worker, lawyer, court worker, social worker, therapist.

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

The Mount Saint Vincent University Faculty Association Bursary

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

The Janet (Pottie) Murray Bursary

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

Agnes O'Donnell Kelly Memorial Bursary

Awarded annually to students in their third or later year. Established by friends and family of the late Agnes O'Donnell Kelly to honour her many years of service to the Mount. A friend, leader and tireless worker for the Alumnae Association, her church and community, Agnes (Academy '36, BScSS '39) was also a former president and life member of the Alumnae Association.

Margaret Allison Pattillo Endowed Bursary Fund

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

Project One: Futures for Women

MSVU Subsidized Daycare Award for Women

Subsidized daycare (full day, five days per week) in the MSVU Child Study Centre will be awarded to mothers who meet the following conditions:

1. have completed a minimum of three successful units of course work at the Mount;
2. have a child who can benefit from the centre's program and who is a minimum of 24 months old and toilet-trained by September 1;
3. has demonstrable financial need based on the same detailed financial disclosure form used for all bursary applications.

One or two awards will be made by the Committee on Admissions and Scholarships on the basis of financial need, potential for academic success, and the child's suitability for the centre's program, since the award is in the form of a subsidy for this centre only. Holders should understand that they are personally responsible for payment of a small per diem as well as for payment of any fines or penalties for late pick-up and so forth. The award of the subsidy is tenable only while the mother is registered in good standing with the University. This award may be held in addition to other MSVU or external scholarships or bursaries.

A special application is required and is available from the Financial Aid Office, as well as, the Registrar's Office and must be submitted with the formal bursary application.

Chef René Bursary

Awarded annually to a residence student who demonstrates financial need and active participation in residence life. The award is jointly donated by the Residence Council of Assisi Hall and the Townhouses of Mount Saint Vincent University to recognize the contribution of Chef René of Versa Food Services to campus life.

Dr. Catherine T. Wallace Bursary

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

The Wilfred F. Young Memorial Bursary

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

Fellowships and Assistantships

A number of 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.

Scholarships

Deadlines for Applications is March 1, unless otherwise stated.

John Ardenne Memorial Scholarship for Women

Established by Louise Ardenne (BA '89), family and friends as requested by and in memory of Louise's husband, John Ardenne. Awarded annually to female graduate student, enrolled in the Women's Studies program, who has demonstrated academic excellence and a commitment to working on behalf of women. Commitment to women's issues in the following areas may be considered: poverty, violence, education, health, work, the arts, race and class, the law and community activism. Applicants must submit a resume and supporting materials which demonstrate their commitment to these issues. Recipients are chosen by the Committee on Graduate Studies on the recommendation of the Graduate Women's Studies Faculty. **Application Deadline: March 30.**

The Patricia S. Barnes Memorial Scholarship

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

The George Cheong and Sons Memorial Scholarship

Established to commemorate the contribution of Dr. George S.C. Cheong to the graduate program in education and in memory of his sons, Philip and Patrick. The scholarship is awarded to a professional educator pursuing graduate studies in educational psychology at Mount Saint Vincent University.

Child & Youth Study Graduate Scholarship

This scholarship, established by the Child & Youth Study faculty, is awarded to a student who has completed at least 3.0 units towards the MA(CYS). The scholarship is awarded annually to a student who has demonstrated academic excellence and whose thesis research promises to contribute to the development of the field.

The Naomi L. Hersom Scholarship

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

Women's Studies Graduate Scholarship

This scholarship is awarded annually to a student accepted to the MA women's studies program. The award is made on the recommendation of the Women's Studies Graduate Faculty.

Financial Information

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Financial Information

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

Fees for 2002-2003 have not yet been determined. Fees listed below are those in effect for 2001-2002 and are, therefore, subject to change without notice upon approval of the Board of Governors. Regulations regarding financial matters are also subject to change. Please review the 2002-2003 final timetable which includes a financial insert, for up-to-date information. A copy of the timetable can be obtained from the Registrar's Office when available. Up to date fee information will also be posted on the web site at www.msvu.ca, when available.

Important Definitions

Tuition Structure

Tuition fees are assessed on a per unit of credit course cost. Therefore, the number of units of credit which a student is taking will drive the tuition calculation. Certain other fees such as Students' Union medical continue to be based on a student's status as being full-time or part-time.

Full-time Students

Students who are taking three or more units of credit in the academic year from September to April are considered to be full-time.

Part-time Students

Students who are taking less than three units of credit in the academic year from September to April are considered to be part-time students.

Audit Students

Students who wish to sit in on a university course for interest purposes but not as a candidate for university credit may do so at reduced fees (see fee schedule). No credit will be issued to such students. Fees are payable in full at registration and do not entitle students to any privileges other than attendance at class.

Tuition and Other Fees

Please see Important Financial Policies section on page 32 for more details

Tuition Fee Schedule 2001-2002

Graduate courses (excluding certain School Psychology courses)	\$1185 per unit of credit
Certain School Psychology courses	\$1185 per unit of credit plus \$50 materials fee per course
Applied Human Nutrition internships	\$898 per internship
Auditing students	½ of full rate

Supplemental Course Fees

Certain courses have additional fees associated with them. Occasionally lab manuals/course materials are prepared by the instructor for use in a course in lieu of an externally prepared text and there is a fee for these materials.

Distance Education Administration Fee

Per half unit	\$ 80
Per full unit	\$160

The Distance Education administration fee is in addition to the regular course fee and applies to most distance learning courses. Other fees may be assessed for book charges, video tape loans, and teleconferencing costs. Please note that certain external (off-campus) courses, online courses and international courses have specialized fees.

International Student Differential

Per unit of credit	\$660
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Non-Refundable Fees

Tuition Deposit	\$100
Students' Union fees	\$21.28/unit up to a maximum of \$106.40
Students' Union orientation fee	\$35 for each new full-time student
Students' Union capital campaign fee	\$5/unit of credit
Students' Union Health plan fees for 12 months (optional for graduate students)	\$233.55 single \$587.48 family
International Student Health Plan (See policy section for restrictions on opt outs)	\$585 single (12 months) \$1614.60 family (12 months)

Miscellaneous Fees

Application fee for Graduate programs	\$50
Challenge examinations fee: (must be paid prior to taking examination)	½ of full rate of course challenged
Academic Appeals Procedure: Stage Two re-read fee, payable prior to re-read non-refundable	\$25
Graduation fee	\$55
Trunk storage fee	\$10
Locker fee	\$20
Returned cheque fee	\$20

Official Transcript Fees

Regular Service

Issued in four-five working days from receipt of request except at the end of a term when issued 10-15 working days after release of grades. By first-class postage or personal pick-up.

Currently enrolled:	\$3/copy
Previously enrolled:	\$5/copy

Rush Service

Issued within two working days from receipt of request except **not available at the end of term**. By first-class postage; personal pick-up, or by FAX or courier within Halifax-Dartmouth-Bedford-Sackville only.
Rush requests: additional \$5/copy

Expedited Service

Issued within two working days from receipt of request and within 10 days of release of final grades at end of term. Sent by courier or FAX - in addition to regular charges:

within Atlantic Provinces:	\$10
(includes local area)	
rest of Canada:	\$15
within USA:	\$30

When FAX is chosen as the medium for sending the transcript, a hard copy by regular Canada Post is also sent at no extra charge. Other destinations are available for \$15 plus actual cost of FAX transmission or courier services.

Room and Board Fees

Single Room

Birches	\$5305
Assisi	\$5260

Double Room

Assisi	\$4775
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Lost Meal Cards Replaced	\$5
Residence Deposit	\$300

Note: A new 150 bed residence for senior students will be constructed for a planned opening in September, 2002. Fees for this new apartment style residence have not yet been finalized.

Other Fees

Parking Permit Costs for the 2001-2002 Academic Year

Full Year	Sept 2001 - Aug 2002	\$107 + \$16.05 HST
1st Term	Sept 2001 - Dec 2001	\$50 + \$ 7.50 HST
	Sept 2001 - Apr 2002	\$85 + \$12.75 HST
2nd Term	Jan 2002 - Apr 2002	\$50 + \$ 7.50 HST
	Jan 2002 - Aug 2002	\$85 + \$12.75 HST
Summer	May 2002 - Aug 2002	\$50 + \$ 7.50 HST
Daily permits		\$4 + \$ 0.60 HST
Weekly permits		\$15 + \$ 2.25 HST
Monthly parking		\$30 + \$ 4.50 HST
Meter parking		\$1.00/hour

Tuition Deposits

All students, must pay a non-refundable tuition deposit before they will be permitted to register. The tuition deposit will be \$100 for graduate students. This deposit will be applied towards tuition fees but is forfeited if not used in the current academic year (September to April).

Room Deposits

New students may not apply to residence until they have been accepted to the University. Then they must submit a \$150 deposit with their residence application. If a student is not assigned a room, \$100 of this deposit will be refunded. Once a room has been assigned to the student, an additional \$150 deposit must be paid within two weeks of being assigned a room.

Returning students must pay \$300 deposit when selecting a room in the room draw. Returning students cannot participate in the room draw unless they have paid all fees owing to the University.

All students withdrawing from their residence room who notify the University, **in writing**, by June 30th, will receive a refund of \$100. No deposit refunds will be granted after the June 30th.

Assessment and Payment of Fees

Students Registered in On-campus Courses

To be eligible to register, a student must have no outstanding fees that are due and payable to the University. **The student must also have paid a non-refundable tuition deposit, as described above.**

Students who register prior to **August 16, 2002** using WebAdvisor, the University's online registration system, must pay the first 60 percent instalment of their fees no later than **August 16, 2002** in order to retain their course selections.

Students who register prior to August 16, 2002 by any means other than WebAdvisor, must provide a post-dated cheque, VISA/MasterCard number, or sign an agreement with financial services if awaiting student loan or other external financing, to cover the first 60 percent instalment of their fees when they register. The payment will be processed on **August 16, 2002** so post-dated cheques should be made out for that date. This is a requirement in order to register. Those who do not make the required financial arrangements when registering, will lose their course selections, and will have to re-register.

Students registering after **August 16, 2002** will be required to make their payment at that time in order to complete their registration and secure their courses.

If preferred, payment may be made in two instalments, the first being 60 percent of the balance which is due according to the rules for the specific registration period, and the second being 40 percent of the outstanding balance which must be paid by **January 17, 2003**. There will be a service fee assessed in the amount of \$25 for full-time students and \$10 for part-time students, who choose to utilize the two payment instalment plan.

In addition to the 60 percent payment, students utilizing the Students' Union medical plan will be required to pay 100 percent of the medical fees.

New students registering on the special early registration days in July will be required to make financial arrangements for their first fee instalment at that time. Students who are registering for the "A" term only will be required to pay their fees by the beginning of that term as indicated above. Students who are registering for the "B" term only will be required to pay their fees in full by **January 2, 2003**.

Students Fully Registered in Distance Education Options

Please note that special deadlines and payment policies will apply to distance courses. Please check when registering for these courses.

Students who qualify for payment deferrals include those waiting for student loans, scholarships, external funding, etc, that is sufficient to cover their first installment. Students should be prepared to produce supporting documentation of their financing and will be required to sign an agreement covering the terms of the payment deferral.

Those students who do not have appropriate financing, will not be permitted to complete their registration.

Methods of Payment

Payment may be made at the Financial Services/Registrar Counter in Evaristus on Monday to Friday throughout the calendar year. Office hours are 9 a.m. to 4:30 p.m. from June 1 to August 31, 2002 and 9 a.m. to 5 p.m. from September 1, 2002 to May 31, 2003. Students may also mail payments to Financial Services, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6. Payment may be made by cheque, money order, certified cheque, cash, debit card, VISA, or MasterCard, but must be received by specified deadlines. If paying by credit card, students may phone in their payments to financial services at 457-6277 or use the "Make a Payment" screen in WebAdvisor. If fees are to be paid by a government, hospital, or other agency, a signed statement from the sponsoring agency must be presented at or before registration. Fees cannot be deducted from salaries paid to students by Mount Saint Vincent University. Financial Services can also be contacted via e-mail at financial.services@msvu.ca, with any questions.

Late Payment

Fees are due and payable on the dates as indicated above. Students who do not pay on the appropriate dates, but have made specific financial arrangements, will be charged interest at the rate of one percent per month on the overdue balance until it is paid in full.

Withdrawal From University

Students who register and decide not to attend the University or choose to withdraw during the year must inform the Registrar's Office in writing by withdrawal form or letter.

Note: Non-attendance at classes does not constitute withdrawal.

Students must inform the Registrar's Office in writing by course change form, by letter or via WebAdvisor that they are discontinuing a course. Students ceasing their studies without properly completing withdrawal forms are not eligible for financial adjustments. Students are advised that financial adjustments are calculated using the tuition refund schedule as displayed in this section. **The withdrawal date is the date recorded by the Registrar's Office when the course change form is processed.** (will be date received by Registrar's Office if not done via WebAdvisor) Students are also advised to ensure that their account is cleared with Financial Services when withdrawing from the University.

Financial Services will not process adjustments to tuition fees until a copy course change form has been processed.

Tuition Refund Schedule

Withdrawal Date	"A" Term	"B" Term
Up to Sept 13	100%	100%
Sept. 14 to 20	80%	100%
Sept. 21 to Sept. 27	60%	100%
Sept. 28 to Oct. 11	30%	100%
Oct. 12 to Jan. 10	0%	100%
Jan. 11 to Jan. 24	0%	60%
Jan. 25 to Jan. 31	0%	30%
After Jan. 31	0%	0%

Note: A minimum charge, equal to the non-refundable tuition deposit, will be withheld on all complete withdrawals.

Residence Withdrawals

Students withdrawing from residence at any time after they move in will be required to pay for the entire eight months of the academic year, unless an off-campus replacement can be found to take their vacated space. Please refer to policy section on page 33 for details.

Cafeteria Refunds

Students withdrawing from the University may receive a refund of the balance of meal charges on a proportional basis, at the discretion of the University. The refund will be determined, after consideration of the amount of the debit card balance already used, the average anticipated usage by students and the total number of students on the meal plan.

All students withdrawing from university and/or residence are responsible for contacting financial services to ensure final settlement of their student account.

Important Financial Policies

International Students Health Plan

Any full-time student (registered in three units of credit or more) who enters Canada on a student visa must purchase medical insurance coverage through the University unless she/he can

provide satisfactory evidence, to Financial Services, that she/he is covered by MSI prior to September 30, 2002. Students covered by MSI will be required to purchase the Students' Union medical plan. The international student medical plan is mandatory for all international students not covered by MSI. Further information may be obtained from the Health Office. The health plan covers students for a full year beginning September 1.

Outstanding Fees

No student will be permitted to register who has an outstanding and overdue balance owing to the University. Transcripts and grades will not be issued to students having an overdue account balance with the University. Graduating students with an outstanding account balance will not be allowed to participate in graduation, nor will their names be presented at the next graduation date until the account is fully paid.

Parking Policies

Student parking

Metered parking is available for casual visitors to campus. A parking permit is required to park in all other areas on campus. Parking is not permitted in fire lanes, areas marked "No Parking," areas lined out on pavement, roadways, etc. Absence of "No Parking" signs does not constitute legal parking.

Residence Parking

The University has a limited amount of space for resident's vehicles. Permits are required for these spaces.

Parking for the Physically Challenged

The University provides parking spaces for the physically challenged. Permits are required for these spaces. Parking areas for the physically challenged are strictly monitored and enforced. Information on obtaining a permit for such designated parking is available from the Assisi Information Desk/Security Department (telephone 457-6286).

Additional information regarding parking regulations and maps of parking lots are available from the Security Department which is located in Assisi Hall.

Official Transcripts Policy

It is the responsibility of the student to ensure that faxed transcripts are acceptable to the intended recipient. Outside North America: Students must supply exact delivery address or fax number when making request.

Room and Board Policies

Returning students will only be permitted to participate in the room draw if they have no overdue debts owing to the University. Students must pay a \$300 deposit at the time of the room draw. For residence regulations, please refer to page 74.

Residence Penalties

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 in tact 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.

Residence Waiting List

Students who are not assigned a room, but who wish to be put on a waiting list, must pay a \$25 non-refundable application processing fee.

Room Withdrawal

A student withdrawing from residence must have an exit interview with the Housing Manager and complete a withdrawal questionnaire prior to leaving residence.

Debit Meal Card

Non-residence Students - A debit card for meals may be purchased by non-boarding students. The card will operate on a declining balance based on the initial value purchased on the card. Details regarding the debit card are available through the food services area in Rosaria.

Graduate Studies

Graduate students who plan on the thesis or project option must register and pay the full tuition fee for one unit of graduate work. The tuition fee will cover a continuous period of 12 months from the beginning of the term of initial registration (September, January, May, July). Please check with Financial Services and your academic advisor regarding regulations for continuation of thesis.

Returned Cheques

All cheques made payable to Mount Saint Vincent University which are returned by the bank for any reason are subject to a charge of \$20 repayment of a returned cheque must be by cash or money order. The University may cancel the registration of any student who issues such a cheque in payment of any fee.

Other Information

Fees Deductible for Income Tax

Official income tax receipts for tuition will be issued automatically, near the end of February, 2003, based on the calendar year (January 2002-December 2002) and the 2002 summer sessions. Income tax receipts required for any time period other than the above will be issued on written request only and the submission of a self-addressed envelope plus \$1 processing fee for each duplicate requested.

Other Room and Board Information

Residence Opening:	12 noon, Monday, September 2, 2002 12 noon, Saturday, January 4, 2003
Residence Closing:	12 noon, Sunday, December 15, 2002 5:30 p.m., Thursday, April 17, 2003

The main dining hall will open for lunch on Tuesday, September 3, 2002 and close on Sunday, December 15, 2002 at 10 a.m. The dining hall will re-open on Saturday, January 4, 2003 for the dinner meal and close for the academic year at 5:30 p.m. on Thursday, April 17, 2003. The dining hall will remain open with limited service during the study break.

The Sacateria will open on Tuesday, September 3, 2002 and close on Friday, December 13, 2002. The Sacateria will re-open

on Monday, January 6, 2003. The Sacateria will be closed during study break week.

Student Loans

Students planning to pay the first instalment of fees from a Canada Student Loan should apply to their province by at least June of each year preceding the year of study to which the funds are to be applied.

Students who have not received their student loan at the time of registration, must set up an account with Financial Services and sign an agreement regarding the terms and conditions of payment at registration.

“Certificates of Eligibility” (Schedule 1 - actual student loan) and “Confirmation of Enrollment” (Schedule 2) are signed by Financial Services at or following registration.

Assistance in completing student loan applications and student loan appeals can be obtained on campus from the Manager, Housing and Financial Aid.

The Registrar’s Office provides confirmation of enrollment for those seeking benefits from Youth Allowances, Canada Pension Plan, Department of Veterans Affairs or US Veterans Administration.

Program Descriptions

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Program Descriptions

Applied Human Nutrition

Chair

Linda Mann, BScHEc (MSVU), PDt (Montreal General),
MBA (Alberta), Associate Professor

Faculty

Theresa Glanville, BScHEc (MSVU),
PDt (Victoria General Hospital), MS (Boston),
PhD (Toronto), Associate Professor
Daphne Lordly, BSc (Acadia), PDt (Royal Alexandra),
MAHE (MSVU), Assistant Professor
Janette Taper, BS, MS (McGill), PhD (Virginia Polytechnic),
Professor
Patricia Williams, BScHEc (MSVU), PDt (MSVU),
PhD (British Columbia) Assistant Professor
Kwan Wong, BSc, PhD (Alberta), Associate 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 fields, e.g. biology, biochemistry, health education, nursing, with a minimum of a B average (GPA 3.0). Where there are deficiencies, additional course work may be necessary for admission. 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 must complete the Graduate Studies Application Package, available from the Department of Applied Human Nutrition, by April 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 course work. 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.

▶ Foods and Nutrition		
Maximum of one unit from:		
GAHN 6409	Medical Nutrition Therapy II	half unit
GAHN 6414	Nutrition Education in the Community	half unit
GAHN 6400	Issues in Food Product Development	half unit
GAHN 6417	Management and Revenue Generation in Nutrition and Food Services	half unit
▶ Research Methods		
GEDU 6107	Qualitative Research Methods	half unit
GFSG 6613	Critical Theories in Family Studies and Gerontology	half unit
DAL HEED 5595	Measurement and Evaluation in Health Education and Health Promotion	half unit
DAL CH&E 5010	Epidemiology Principles	half unit
▶ Community Health		
DAL HEED 5514	Trends in Health Education	half unit
DAL CH&E 5000	Community Health Principles	half unit
DAL CH&E 5040	Community Health Services Systems	half unit
DAL CH&E 6042	The Structures and Determinants of Health in Human Populations	half unit
▶ Community Education		
GFSG 6615	Program Planning: Implementation and Evaluation	half unit
GAED 6212	Adult Education Methods	half unit
GAED 6214	Community Education and Development	half unit
▶ Other		
GAHN 6650	Special Topics	half unit
GAHN 6658	Independent Study	half unit

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. 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 an addition to meeting the graduate requirements; the internship education courses cannot be taken in place of elective courses.

Child and Youth Study

Chair

Kim Kienapple, BA (Waterloo), MS, PhD (Purdue),
Associate Professor

Faculty

Kristina Creamer, MEd (Krakow), Assistant Professor
Harriet Field, BS (Northwestern), MSW (Illinois), MEd (AIE),
Assistant Professor
Michael Fitzgerald, BA (Western Ontario), BEd, MEd
(Victoria), PhD (Alberta), Associate Professor
Carmel French, BAEd (Memorial), Grad. Dip. in Special Ed.,
MEd, PhD (Alberta), Associate Professor
JoAnne MacGillivray, BA (Western Ontario), BEd, MA
(Dalhousie), Assistant Professor
Mary Lyon, BA (Birmingham), MEd, PhD (Manchester),
Professor
Donna Varga, BAsC (Guelph), MA, PhD (Toronto)
Associate Professor

Admission Requirements

To be admitted into the MA(CYS) 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 course work and obtain a minimum of B in these courses prior to acceptance.

Degree Requirements

Each student will be assigned an academic advisor by the Graduate Admissions Committee of the Department of Child & Youth Study. This advisor will be a faculty member of the Department of Child & 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 course work at another university while registered at MSVU must comply with MSVU regulations regarding transfer of credit and obtain the necessary letters of permission. Any changes to a student's program must be approved by the student's academic advisor and Graduate Admissions Committee (CYS).

Students will normally specialize in either

1. Early Childhood Education/Child Care Administration or
2. Early Intervention/Special Needs or
3. Adolescent/Youth Care

The program requires a minimum of five units, including a one-unit thesis. Academic standing and grading criteria as outlined on page 21 will be followed.

Required Courses

One unit from the following core courses:

GCYS 6000	Seminar in Early Childhood Education	half unit
GCYS 6020	Seminar in Assessment of Young Children	half unit
GCYS 6030	Seminar in Early Intervention	half unit
GCYS 6040	Seminar in Youth Care	half unit
GCYS 6070	Seminar in Child Care Administration	half unit

Statistics and Research Design

One half unit in research methods and GEPY 6608 or equivalent statistics course.

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
GEPY 6608	Intermediate Statistics and Research Design	half unit

Graduate Course Work in Human Development

GSPY 6823	The Psychology of Child and Adolescent Development	half unit
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Thesis

GCYS 6130	Thesis	one unit
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Electives

Courses within the Graduate Child and Youth Study Department or within other departments at MSVU or other universities may be selected to meet the required 1 ½ units.

Courses Within the Graduate Child and Youth Study Department

GCYS 6000	Seminar in Early Childhood Education	half unit
GCYS 6020	Seminar in Assessment of Young Children	half unit
GCYS 6030	Seminar in Early Intervention	half unit
GCYS 6040	Seminar in Youth Care	half unit
GCYS 6070	Seminar in Child Care Administration	half unit
GCYS 6190	Directed Study	half unit

(A maximum of one unit may be taken by Directed Study)

Possible Electives at MSVU or Other Universities

Mount Saint Vincent University

Education:

Students can enroll in any Graduate Education course (subject to any prerequisite or program restriction).

Family Studies and Gerontology:

GFSG 6612	Family Relations Across the Life-Course	half unit
GFSG 6633	Social Policies on Family and Aging	half unit

Maritime School of Social Work

6375	Group Dynamics	half unit
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Acadia University

Education:

5033	Nature, Methods, Objectives of Counselling	half unit
5133	Communication and Human Relations	half unit
5623	Group Counselling; Theory and Practice	half unit

St. Mary's University

Psychology:

601	Advanced Psychological Statistics and Research Design	one unit
603	Advanced Assessment	half unit
605	Assessment of Work Behaviour	half unit
615	Social Skills and Mental Health	half unit
640	Field Research Methods	half unit
650	Community Psychology	half unit
665	Topics in Applied Child Psychology	half unit

Enrollment in these courses all require graduate standing and permission of the Chairperson of the Department of Psychology at St. Mary's University.

Sociology:

454.0	Young Offenders and Juvenile Justice	one unit
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Education

Chair

Andrew Manning, BA (Waterloo-Lutheran), MEd (Niagara), PhD (Ottawa), Associate Professor

Faculty

Robert Bérard, BA (Antioch), MA (McMaster), BEd (Dalhousie), PhD (McMaster), Professor
Penny Corkum, BSc (Dalhousie), MA (OISE), PhD (Simon Fraser) Assistant Professor
Mary Crowley, BA (Miami), MAT (Johns Hopkins), PhD (Maryland), Associate Professor
Nombuso Dlamini, BA (Swaziland), MA (St. Mary's), PhD (OISE), Assistant Professor
Michelle Forrest, BA, MA, PhD (Dalhousie), Assistant Professor
Blye Frank, BA, BEd, MEd (Acadia), PhD (Dalhousie), Professor
Frederick French, BA, BEd, MEd (Memorial), PhD (Alberta), Associate Professor
Patricia Gouthro, BA, MA (Guelph), PhD (Dalhousie) Assistant Professor
William Hare, BA (London), MA (Leicester), PhD (Toronto), Professor
Carol Hill, BA (Concordia), MS, EdD (Indiana), Assistant Professor
Ann MacCleave, BSCEc (Acadia), MAHed (MSVU), PhD (Pennsylvania State), Associate Professor
Dimitri Manos, BA, BEd (St.FX), MEd (Calgary), PhD (Alberta), Associate Professor
Sue McGregor, BSc (UPEI), MSCEc (Alberta), PhD (Strathclyde), Professor
LaJune Naud, BSc (Oklahoma), MA (Detroit), Assistant Professor
Allan Neilsen, BA, BEd, MEd (Manitoba), PhD (Minnesota), Associate Professor
Lorri Neilsen, BEd (Saskatchewan), MA (Minnesota), PhD (New Hampshire), Professor
Donovan Plumb, BA (Alberta), MCEd (Saskatchewan), PhD (Alberta), Assistant Professor
Robert Sargent, BA, BEd, MA (Dalhousie), MEd (SMU), PhD (Dalhousie), Associate Professor
Carol Scarff, BEd, MEd (Alberta), PhD (Simon Fraser), Assistant Professor

Jeanette Schlatman, BA (Guelph), BEd (Nipissing), MEd (MSVU), Assistant Professor
Olga Scibior, BA (McGill), BEd, MEd (Dalhousie), EdD (Indiana), MEd (Toronto), Assistant Professor
Ann Vibert, BA (Acadia), BEd, MEd (MSVU), PhD (New Hampshire), Associate Professor
Michael Welton, BA, MA, PhD (UBC), Professor

General Information

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

- Adult Education
- Curriculum Studies (general program and concentrations in the education of young adolescents and teaching English as a second language)
- 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

Program Options Include

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

As of the 2000/2001 academic year, new students in all MEd programs will be required during the course of their program to complete a curriculum project which may take a variety of forms. Because each of the programs may locate the project in particular course(s), students should arrange projects through the academic advisor for each program. The project is include in the five units of required course work.

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 **March 1**.

Adult Education

General Information

The Master of Education (non thesis) and Master of Arts in Education degree programs in Adult Education will serve a wide variety of needs in the field of adult education ranging from adult basic education, adult literacy, community development, workplace education, community college education, popular education, and continuing professional education. These programs, which combine a critical analytical approach with practical career concerns and issues, prepare adult educators to work in a variety of educational contexts and to work effectively addressing a range of adult learning challenges.

Admission Requirements

Students admitted to the Master of Education or Master of Arts in Education program will possess, at minimum, a bachelor's degree or its equivalent with an overall "B" average. 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 adult education. All students should also demonstrate a commitment to adult education in their professional or community roles and work.

Master of Education Degree Program Requirements

The Master of Education degree program consists of five units of course work including a project.

This degree may be completed on either a full-time or part-time basis with some courses available via distance learning.

Required Courses

GAED 6201	Introduction to Adult Education I: Historical Legacy	half unit
GAED 6203	Theoretical Foundations of Adult Education: Research Perspectives	half unit
GAED 6205	Graduate Project in Adult Education	half unit
GAED 6290	Practicum in Adult Education	one unit
Two units from courses designated GAED 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 units of course work including a thesis.

This degree may be completed on either a full-time or part-time basis with some courses available via distance learning.

Required Courses

GAED 6201	Introduction to Adult Education I: Historical Legacy	half unit
GAED 6203	Theoretical Foundations of Adult Education: Research Perspectives	half unit
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
GAED 6290	Practicum in Adult Education	one unit
GEDU 6130	MAEd Thesis	one unit

One unit from courses designated GAED or GEDU

Elective Courses

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

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 and teaching English as a second language are also offered. The program is developed in consultation with the faculty advisor, who must approve all course selections.

Admission Requirements

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

This degree may be completed on a full-time or part-time basis with some courses available via distance learning.

General Curriculum Studies Program

Master of Education Degree Program Requirements

This is a non-thesis degree program consisting of five full units of course work, including an MED curriculum project arranged through students' academic advisors. 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.

Elective Courses

Two units of from other graduate course offerings.

Master of Arts Degree Program Requirements

The Master of Arts in Education program consists of four full 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 full unit from courses designated GCRD

GEDU 6130	MAEd Thesis	one unit
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Electives

One unit of course work from other graduate offerings.

Master of Education in Curriculum Studies: TESL

The MEd Curriculum Studies: TESL will follow the same general format as the MEd Curriculum Studies; it is a non-thesis graduate degree including five and one-half units of course work and an MEd curriculum project arranged through the students' academic advisor. 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 high concentration of English as second language learners. In keeping with the specifications of the former Saint Mary's MEd Curriculum (TESL) and the needs of the field, the program is designed primarily as a pedagogical rather than a research degree.

► 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 EDU 661	Language, Culture and Education	half unit
SMU EDU 656	Curriculum and Instruction in Teaching English as a Second or Foreign Language	one unit
SMU EDU 658	Pedagogical Grammar for ESL Teachers	half unit
SMU EDU 659	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.

Master of Education Degree Program Requirements

The Master of Education program consists of five full units of course work.

► 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.

► Elective courses

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

Master of Arts Degree in Education Program Requirements

The Master of Arts degree program requires four full units of course work and a thesis.

► Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
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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

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

► Electives

One unit of course work 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 Education Department there are a number of courses with a strong foundational component; these include courses in curriculum studies, literacy education, adult education, elementary education, and educational psychology. When planning a program with an advisor, a student may select from among designated foundational courses in these other areas. 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. 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.

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

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 with a minimum overall "B" average. 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 full units of course work.

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.

► Designated Foundational Courses

GAED 6201	Introduction to Adult Education: Historical Legacy	half unit
GAED 6204	Theoretical Foundations of Adult Education: Critical Perspectives	half unit
GAED 6211	Adult Education and Culture	half unit
GAED 6213	Adult Education: Race, Gender, Class	half unit
GCRD 6315	Critical Pedagogy I	half unit
GCRD 6316	Critical Pedagogy II	half unit
GCRD 6322	Education and Development I	half unit
GCRD 6323	Education and Development II	half unit
GELM 6422	Knowledge and the Curriculum	half unit
GELM 6423	Crucial Issues in Elementary Education	half unit
GELM 6491	Values/Morals/Religious Education: Theory and Practice I	half unit
GELM 6492	Values/Morals/Religious Education: Theory and Practice II	half unit
GELM 6493	Special Topics in Values/Morals/Religious Education	one unit
GEPY 6606	Values Reasoning	half unit
GLIT 6727	Foundations of Literacy Learning I	half unit
GLIT 6728	Foundations of Literacy Learning II	half unit
GLIT 6756	Special Topics in Literacy Education	half unit
GLIT 6758	Special Topics in Literacy Education	one unit

Master of Arts in Education Degree Program Requirements

The Master of Arts in Education degree requires the completion of five full units: four units of course work plus a thesis (worth one full 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, marks of "B" or better 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 is not being offered during the academic year 2002-2003. If you are interested in this concentration, please contact the Education Department for information as to when the evaluation program will be resumed.

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 course work.

► 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 course work 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.

Note: Some courses are offered in alternate years. Consult the program co-ordinator. It is not normally possible to complete a program by taking courses in the summer only.

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
GEPY 6647	Issues in Human Relations	half unit

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
GEPY 6645	Mediation and Conflict Resolution	half unit
GEPY 6646	Developmental Programming	half unit

► Electives

Two full 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 full units of course work 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	Developmental Programming	half unit
GEPY 6647	Issues in Human Relations	half unit

GEDU 6130	MAEd Thesis	one unit
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► Electives

One full 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

This concentration is offered in association with 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 6 ½ units of graduate work.

► Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
GSPY 6823	The Psychology of Child and Adolescent Development	half unit
GEPY 6900	Issues in the Education of Those Who are Blind, Visually Impaired, Deaf or Hard of Hearing	half unit
GEPY 6911	Functional Implications of Visual Impairment	half unit
GEPY 6913	Braille Codes and Instructional Practices	half unit
GEPY 6914	Technology and Adaptive Aids for Learners with Visual Impairments	half unit
GEPY 6912	Foundations of Orientation and Mobility for Teachers of the Visually Impaired	half unit
GEPY 6915	Assessment and Program Planning for Learners with Visual Impairments	half unit
GEPY 6916	Curriculum and Instructional Strategies for Students with Visual Impairments	one unit
GEPY 6917	Seminar and Internship for Students with Visual Impairments	one unit

Half unit from:

GEPY 6642	Theory and Practice of Human Relations	half unit
Acadia EDUC 5133	Communication and Human Relations	half unit
Acadia EDUC 5083	Communication and Consultation in Inclusive Education	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

This concentration is offered in association with 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 6 ½ units of graduate work.

► Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
GSPY 6823	The Psychology of Child and Adolescent Development	half unit
GEPY 6900	Issues in the Education of Those Who are Blind, Visually Impaired, Deaf or Hard of Hearing	half unit
GEPY 6905	Sign Language	half unit
GEPY 6903	Aural/Oral Communication Science I	half unit
GEPY 6904	Aural/Oral Communication Science II	half unit
GEPY 6902	A Comparative Analysis of Language Development	one unit
GEPY 6901	Implications of Deafness for Diagnostic Assessment and Curriculum Access	one unit
GEPY 6906	Seminar and Internship	one unit

Half unit from:

GEPY 6642	Theory and Practice of Human Relations II	half unit
Acadia EDUC. 5133	Communication and Human Relations	half unit
Acadia EDUC. 5083	Communication and Consultation in Inclusive Education	half unit

Elementary Education

General Information

The MED programs in Elementary 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 encourage students to critically examine their own practice. Throughout the programs students examine their own teaching and are encouraged to develop their own curriculum.

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 level.

Only students who have shown the potential to perform well in graduate studies (normally, marks of "B" or better 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 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
GELM 6424	Seminar: Focus on Teaching	half unit

One unit from:

GELM 6421	Principles and Practices of Curriculum Construction	half unit
GELM 6422	Knowledge and the Curriculum	half unit
GELM 6423	Crucial Issues in Elementary Education	half unit
GFDD 6521	Critical Thinking and Education	half unit
GEPY 6605	Evaluation in the Classroom	half unit

Two units from subject areas in the elementary school curriculum:

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

See pages 59 to 62 for course descriptions. Check current timetable to see which courses are offered.

Electives

One full 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 Education must complete four full 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:

GELM 6421	Principles and Practices of Curriculum Construction	half unit
GELM 6422	Knowledge and the Curriculum	half unit
GELM 6423	Crucial Issues in Elementary Education	half unit
GFDD 6521	Critical Thinking and Education	half unit
GEPY 6605	Evaluation in the Classroom	half unit

One unit from subject areas in the elementary school curriculum

Electives

One full 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, an average of at least a "B" is required for admittance.

This degree may be completed on a full-time or part-time basis 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 including a project. Some students may be required to complete additional prerequisite courses.

Required Courses

GLIT 6727	Foundations of Literacy Learning I	half unit
GLIT 6728	Foundations of 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	Foundations of Literacy Learning I	half unit
GLIT 6728	Foundations of 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.

Master of Arts in School Psychology

General Information

The Master of Arts Program in School Psychology is a clinical speciality designed to build on the experiences of participants to enable them to enter the profession of school psychology. Within this context, 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 B+) is expected. If accepted, students without a degree in education will be required to take one additional graduate unit which is educational perspectives for the school psychologist as a prerequisite/co-requisite.
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

Interested applicants are encouraged to consult the program head regarding admission, program and clinical expectations. Applicants to the program should be aware that certification requirements vary in each province/territory. Furthermore, not all provinces 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 is updating program requirements to meet, on an ongoing basis, changing demands of the profession and updates to registration requirements. Student programs will be devised in accordance with current requirements and may vary from the listed courses.

Required Courses

GEPY 6608	Intermediate Statistics & Research Design	half unit
GSPY 6822	Ethical Practice	half unit
GSPY 6823	Developmental Psychology	half unit
GSPY 6820	Child Clinical Psychology	half unit
GEDU 6130	MAEd Thesis	one unit
GSPY 6819	Internship	one unit
► Research Methods (half unit)		
GEDU 6100	Experimental Research Methods	half unit
GEDU 6107	Qualitative Research Methods	half unit
GEDU 6170	Research Literacy	half unit
GEDU 6150	Independent Study in Research Methods	half unit

► Clinical Practice Seminars and Practicums		
GSPY 6810	Consultation	half unit
GSPY 6811	Psychological Assessment	one unit
GSPY 6812	Therapy I	half unit
GSPY 6813	Therapy II	half unit
GSPY 6814	Behaviour	half unit
GSPY 6815	Strategies for Intervention with Learning Difficulties	half unit
GSPY 6821	Neuropsychology	half unit

Electives

One half unit from a variety of options depending on interest and in consultation with program co-ordinator

Professional Seminar (non-credit)

Participants normally will meet every three weeks throughout the two year program. Sessions will address topics such as readings, a process for problem solving, on-going issues, a process for debriefing and general discussion.

Students who enter without a BEd, must complete GSPY 6800 as a part of their program.

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. As well, practicum and internship placements necessitate travel on an ongoing basis.

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 Education Department. The focus of the degree is research and it may be taken in any of the graduate program areas offered by the Education Department. The program requires a minimum of five units. Course work 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 and, in consultation with a faculty advisor, must submit a program of study for approval by the department and the Graduate Studies Committee. The description of the program of study should include any courses to be taken, a rationale for the proposed research, and a tentative timeline for completion of the program.

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 GRE 6930 MA (Research) Thesis. Course work plus thesis must total no less than five units.

Family Studies and Gerontology

Chair

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

Faculty

Felicia Eghan, MS (Louisiana State), PhD (Pennsylvania State),
Assistant Professor
George Gasck, BA (Denver), MA, PhD (Washington),
Associate Professor
Janice Keefe, BA (UPEI), MA, PhD (Guelph),
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 course work and obtain a minimum of B in these courses prior to acceptance.

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 course work in other graduate programs at Mount Saint Vincent. (e.g., child and youth study, education, nutrition, women's studies) or from other universities (e.g., Dalhousie University's programs in Health Administration or Community Health and Epidemiology).

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.

Human Ecology

Students are no longer being accepted in to the Master of Human Ecology or the Master of Arts in Human Ecology. Students currently enrolled in the masters programs in human ecology should consult their faculty advisor for program information. Please see page 46 for information on the masters program in family studies and gerontology and page 36 for information on the masters programs in applied human nutrition.

Women's Studies

Mount Saint Vincent University Co-ordinator

Jane Gordon, BA (Antioch), MA, PhD (Southern Illinois)

Inter-university Faculty

Atlantic School of Theology

Shelly Davis Finson, BA (Waterloo Lutheran), MRE
(Emmanual), MSW (Toronto), Dmin (Boston)

Dalhousie

Alan Andrews, BA, DipEd, MA (Leeds), PhD (III), FRSA
Jennifer Bankier, BA (Toronto), LLB (Osgoode)
Pauline Gardner Barber, BA, MA (Auckland), PhD (Toronto)
Betty Bednarski, BA (London), MA (Dalhousie), PhD (Laval)
Sue Campbell, BA (Harvard), PhD (Cornell)
Louise Carbert, BA (Alberta), MA, PhD (York)
Jack Crowley, AB (Princeton), MA (Michigan),
PhD (Johns Hopkins)
Diana Ginn, BA (Mt.A), LLB (Queen's), LLM (Osgoode)
Jennifer Jarman, BA, MA (Toronto), PhD (Cambridge)
Barbara Keddy, BScN (MCSV), MA, PhD (Dalhousie), RN
Toni Laidlaw, BA, MEd (Calgary), PhD (Alberta)
Christina Luckyj, BA, MA, PhD (Toronto)
Rusty Neal, BA/BSW (McM), MA (OISE), SSW
Irene Oore, BA (Tel Aviv), MA (Waterloo), PhD (Western)
Jane Parpart, BA (Brown), MA, PhD (Boston)
Brenda Richard, BA (Mt.A), MSW (Dalhousie)
Susan Sherwin, BA (York), PhD (Stanford)
Marjorie Stone, BA (Guelph), MA (Waterloo), PhD (Toronto)
Judith Thomson, BA (Western Ontario), MA, PhD (Toronto)
Shirley Tillotson, BIS (Waterloo), MA, PhD (Queens')
Nicole Trèves, BSc (American University, Cairo), PhD (Rice)
Erica van Roosmalen, BA (Waterloo), PhD (Alberta)

Mount Saint Vincent

Patricia Baker, BA (Manitoba), MA, PhD (Toronto)
Steven Bruhm, BA (MSVU), MA (Dalhousie), PhD (McGill)
Josette Déléas, B.E.S.E. (Lyon), BA (New Brunswick),
MA (Dalhousie), DEA, Doctorat de 3è cycle (Montpellier),
Frances Early, BA (Florida State), MA, PhD (Concordia)
Blye Frank, BA, BEd, MEd (Acadia), PhD (Dalhousie)
Jane Gordon, BA (Antioch), MA, PhD (Southern Illinois)
Cynthia Mathieson, BA (Ottawa), BA (MacMurray), MA
(Northern Arizona), MSc, PhD (Calgary)
Sheva Medjuck, BA (McGill), MA, PhD (York)
Lorri Nielsen, BEd (Sask), MA (Minnesota),
PhD (New Hampshire)
Deborah Norris, BHEc (MSVU), MSc (Alberta), PhD (Dalhousie)
Meredith Ralston, BA (Toronto), MA (Sussex), PhD (Dalhousie)
Judith Scrimger, BA (Guelph), DipEd, MA, (Western Ontario)

Katherine Side, BPE, BA (McMaster), MA (Kent), PhD (York)
 Donna Varga, BASc (Guelph), MA, PhD (Toronto)
 Randi Warne, BA (Winnipeg), MA, PhD (Toronto)

Saint Mary's

Sandra J. Bell, BA, MA (Western Ontario), PhD (Toronto)
 Joëlle Cauville, MA (Paris), MA, PhD (British Columbia)
 Linda Christiansen-Ruffman, BA (Smith), PhD (Columbia)
 Patricia Connelly, BA (St. Mary's), DipEd, MA (Dalhousie),
 PhD (Toronto)
 Shelagh Crooks, BA (St. Mary's), MA (Dalhousie),
 PhD (Edinburgh)
 Anne Marie Dalton, BS, BEd (Conjoint) (Memorial), MA
 (Fordham), PhD (Catholic University of America)
 Andrea Doucet, BA (York), MA (Carleton), PhD (Cambridge)
 Patricia Fitzgerald, BBA (St.FX), MA (North Dakota),
 PhD (North Colorado)
 Wendy Katz, BA (Skidmore), MA, PhD (Dalhousie)
 Edna Keeble, BA (DePaul), MA, PhD (Dalhousie)
 Martha MacDonald, BA (Dalhousie), MA, PhD (Boston)
 Helen Ralston, RSCJ, BA, MA, PhD (Carleton)
 Evangelia Tastsoglou, MA, PhD (Boston)
 Geraldine Thomas, BA, BEd, MA, PhD (Dalhousie)
 Gillian Thomas, BA, MA (Sussex), PhD (London)
 Madine VanderPlaat, BA, MA, PhD (Dalhousie)

General Information

This program is co-operatively sponsored by Mount Saint Vincent University, Dalhousie University, and Saint Mary's University. Each university offers an undergraduate degree in Women's Studies and all three have long traditions in the community and are located within a few kilometres of each other. They offer intellectual and social diversity across a broad range of fields. More than 40 faculty members take part in the Master's Program in Women's Studies.

Note: This degree will be granted jointly. Students must therefore satisfy the regulations of *all three universities* regarding pass standards for course work and time limits for completion. The student will receive the degree at the convocation of the University of registration.

Admission Requirements

Students will be admitted by the joint Graduate Admissions and Program Committee (GAPC) for the MA in Women's Studies. Students will normally be expected to have a four year BA with a minimum B average or equivalent, to be admitted into the 5.0 unit MA Students with an undergraduate degree who do not meet these requirements may be required to complete extra courses that will upgrade the student's background in women's studies.

Admission will also be based on the availability and ability of the women's studies faculty to supervise in the student's proposed area of research. Current areas of faculty research strength include feminist theory and methodology; women and work; gender and development; women and health; North American women's history; feminist literary and cultural theory and practice; gender and education; and women and social change.

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 outside Canada applicants and **May 1** for inside Canada applicants. Applications for scholarship consideration will be accepted up to **January 31**.

Note: Enrollment is limited.

Program Requirements

This program emphasizes the interdisciplinary basis of women's studies, its community linkage and the emerging body of feminist theory and methodology. The program requires a minimum of five full units, including a two-unit thesis.

Students are required to take four half-unit core courses: Feminist Theory, Feminist Methodology, the Graduate Seminar and a Directed Studies. Feminist Theory and Feminist Methodology will normally be taken in the Fall term. The Graduate Seminar will meet bi-weekly throughout the academic year.

Required Courses

GWOM 6601 Feminist Theory	half unit
GWOM 6602 Feminist Methodology	half unit
GWOM 6603 Graduate Seminar	half unit
GWOM 6609 Independent Study	half unit

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 half unit

Chosen in consultation with the student's advisor, this could include an additional 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.

Distance Learning

The Department of Distance Learning and Continuing Education delivers a number of programs and courses locally and worldwide using various technologies.

Multi-mode and televised courses in the arts, sciences and selected professional disciplines serve individual learners in their homes. Courses are broadcast on Metro Educational cable, the Atlantic Satellite Network (ASN) and Canadian Learning Television, and are available by videocassette to those outside the viewing areas. Printed support materials, individual consultations with the professor via a toll-free phone line, and in some cases, teleconferences, listservs and e-mail complement the courses.

A multi-mode approach is used for delivering the certificate, diploma and degree in tourism and hospitality management and in business administration, as well as undergraduate courses in child and youth study (Bermuda only) and in public relations. Graduate-level education courses are available in curriculum (Trinidad only), and in adult education and literacy. Several of the Mount's distance programs are listed with the Canadian Virtual University (www.cvu-uvc.ca)

For additional information on distance learning, contact Distance Learning and Continuing Education by telephone at 457-6511 or 1-800-665-3838, by fax at (902) 443-2135, or by e-mail at distance@msvu.ca. Distance Learning and Continuing Education course listings and other relevant information for planning are always available online at www.msvu.ca/distance.

Course Descriptions

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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

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 or GAHN 6403 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)
Practicum hours 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. Note: Students who have received credit for GHEC 6600 may not take this course for credit.

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. Note: Students who have received credit for GHEC 6607 may not take this course for credit.

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. Note: Students who have received credit for GHEC 6066 or 6608 may not take this course for credit.

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. Note: Students who have received credit for GHEC 6614 may not take this course for credit.

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. Note: Students who have received credit for GHEC 6616 may not take this course for credit.

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. Note: Students who received credit for GHEC 6650 may not take this course for credit.

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. Note: Students who have received credit for GHEC 6658 may not take this course for credit.

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. Note: Students who have received credit for GHEC 6691 may not take this course for credit.

Child and Youth Study (GCYS)

GCYS 6000

Seminar in Early Childhood Education half unit

Prerequisite: admission into the graduate program

A detailed examination of enduring and current issues in Early Childhood Education. The focus will be on the responsibilities of child care professionals to the children and families who use the range of child care and early education services. Topics will include: Philosophy of Early Childhood Education, Professional Development and Standards, Social Policy and Legislative Issues, Administration and Organization, Parental Involvement, Children's Rights, Multicultural Awareness and Multidisciplinary Co-operation.

GCYS 6020

Seminar in Assessment of Young Children half unit

Prerequisites: graduate statistics and/or permission of instructor

Discussion and evaluation of issues and techniques in assessing infants and young children, families, environments, and programs. Emphasis will be placed on ethical issues, developmentally appropriate practices, programming and accountability.

GCYS 6030

Seminar in Early Intervention half unit

Prerequisite: admission into the graduate program

An examination of current research, trends and issues in the field of early intervention i.e., services for children with special needs aged 0-6 years. The major emphasis will be on the integration of theory and practice. Program delivery and best practice models, professional roles and the integration of services will be considered with a special focus on the Canadian situation.

GCYS 6040

Seminar in Youth Care half unit

Prerequisite: admission into the graduate program

A graduate seminar designed to allow students to focus on selected populations, special topics, and service/treatment roles and mechanisms, related to the development and care of adolescents and the function of care providers within a service network.

GCYS 6070

Seminar in Child Care Administration half unit

Prerequisite: admission into the graduate program

A detailed examination of issues related to the administration of child care programs. The focus will be on the responsibilities of child care administrators in relation to the children and families, the staff, the community, the child care profession and the government. The administration of a wide variety of child care programs will be addressed including infant, toddler, after-school, parent support, Head Start and integrated programs.

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 6190				GEDU 6151			
Directed Study		half unit		Independent Study		half unit	
<i>Prerequisite: permission of Committee for the MA(CYS) Graduate Admissions.</i>				GEDU 6152			
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.				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.			
GCYS 6609				GEDU 6154			
Graduate Internship		half unit		Summer Institute		half unit	
<i>Prerequisite: permission of the department</i>				GEDU 6155			
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.				Summer Institute		half unit	
				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.			
Education				GEDU 6170			
Generic Courses (GEDU)				Seminar: Focus on Research Literacy		half unit	
GEDU 6100				<i>Prerequisite: permission of the instructor</i>			
Experimental Research Methods		half unit		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.			
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.				Adult Education (GAED)			
GEDU 6107				GAED 6201			
Qualitative Research Methods		half unit		Introduction to Adult Education I:			
<i>Prerequisite: permission of the instructor</i>				Historical Legacy		half unit	
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.				GAED 6202			
				Introduction to Adult Education II:			
				Contemporary Perspectives		half unit	
				These courses introduce students to the rich historical tradition of Canadian adult education as well as to the central makers of the modern practice of adult education.			
GEDU 6130				GAED 6203			
MAEd Thesis		one unit		Theoretical Foundations of Adult Education:			
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.				Research Perspectives		half unit	
				GAED 6204			
				Theoretical Foundations of Adult Education:			
				Critical Perspectives		half unit	
				These courses introduce students to the important conceptual frameworks and vocabularies of contemporary cultural and educational studies. Students will be introduced to thinkers in adult education who draw on educational studies to understand the central learning challenges of our times.			
GEDU 6150				GAED 6205			
Independent Study in Research Methods		half unit		Graduate Project in Adult Education		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.				A sustained reflection and application of theory and research to practice in adult education. Individual students will develop a project, in consultation with the instructor, that will integrate the knowledge acquired throughout the program and examine its application to a relevant practical context.			

GAED 6211		
Adult Education and Culture	half unit	
This course considers adult education as a cultural practice. It pursues the nature of contemporary post-modern culture and its implications for adult education.		
GAED 6212		
Adult Education Methods	half unit	
This course offers students opportunities to share their perspectives about effective teaching processes whilst continuing to develop their skills with various adult education techniques.		
GAED 6213		
Adult Education: Race, Gender, Class	half unit	
Adults do not learn in a cultural and social vacuum. This course examines the race, gender, and class constraints on the learning process, and explores various pedagogical strategies designed to foster anti-racist, classist, and sexist practices.		
GAED 6214		
Community Education and Development	half unit	
This course is designed to help students clarify their thinking about the limitations and potentialities of community development and develop skills by engaging in projects within the community itself.		
GAED 6215		
Continuing Professional Education	half unit	
This course examines a range of contemporary CPE issues and innovations. In a series of practical exercises, students develop expertise as CPE instructors and planners. Special attention is paid to the workshop as an important CPE venue.		
GAED 6216		
Creating the Educative Workplace	half unit	
This course examines the contemporary reorganization of work and the implications for adult education in the workplace. Students develop theoretical perspectives and practical skills as workplace educators.		
GAED 6217		
Educating Adults in Community Colleges	half unit	
This course examines adult education issues in the community college context - for example, priorities associated with technological development and employment forecasting, values of the community college, staff development, and community participation.		
GAED 6218		
International Adult Education	half unit	
This course focuses on the vision and programs of the International Council of Adult Education (the world's leading global adult education organization). Students will study the major learning challenges confronting third-world adult educators and examine selected exemplary projects in various regions of the world.		
GAED 6219		
Lifespan Development	half unit	
Students study the human journey through time and space. This course will examine the particular learning challenges confronting adults at different stages and transition points in the lifespan. Particular attention is paid to women's developmental process.		
GAED 6220		
Policy Issues in Adult Education	half unit	
This course provides students with analytical frameworks for the study of adult education policy and scrutinizes selected policy issues (e.g. training/retraining of the Canadian labour force, literacy, higher education).		
GAED 6221		
Program Design in Adult Education	half unit	
This course introduces students to several models (humanist, technicist, critical) for designing educational programs for adults in a variety of settings. Particular attention is paid to needs meeting as a complex and negotiated process.		
GAED 6222		
Social Issues in Adult Education	half unit	
Adult education is inextricably bound up with the central social issues any society faces at any point in time. This course examines selected social issues confronting Canadians such as unemployment and retraining, technology, the information age, bioethics, eco-degradation, racism, etc., for their implications for adult learning and educational practice.		
GAED 6253		
Research Seminar in Adult Education	half unit	
GAED 6254		
Research Seminar in Adult Education	half unit	
GAED 6255		
Research Seminar in Adult Education	one unit	
A seminar course for MEd or MA students in a topic related to adult education. Topics will vary. May be taken more than once for credential credit.		
GAED 6256		
Special Topics in Adult Education	half unit	
GAED 6257		
Special Topics in Adult Education	half unit	
GAED 6258		
Special Topics in Adult Education	one unit	
These courses are designed to allow students to study in greater depth a topic in adult education 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.		
GAED 6290		
Practicum in Adult Education	one unit	
The practicum provides students with an experimental context where they 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 on-site over two terms. Graded Pass/Fail/NCR.		

Curriculum Studies (GCRD)

GCRD 6301

Foundations of Curriculum Studies I

half unit

GCRD 6302

Foundations of Curriculum Studies II

half unit

These courses provide an introduction to curriculum studies as a field for scholarly inquiry and professional practice. The courses will examine issues concerning development, evaluation, and implementation of curricula and in particular focus on the intersections among the concerns of each sub-field.

GCRD 6311

New Directions in Mathematics Education:

Instructional Practices

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.

GCRD 6312

New Directions in Mathematics Education:

Programs of Study

half unit

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.

GCRD 6313

Geography in Education

one unit

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 6314

New Dimensions for Curriculum in Geography

half unit

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 6315

Critical Pedagogy I

half unit

GCRD 6316

Critical Pedagogy II

half unit

These courses examine educational practices as forms of cultural politics. They provide 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

GCRD 6318

Curriculum in Practice II

half unit

These courses 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 6320

Global Issues and Education I

half unit

GCRD 6321

Global Issues and Education II

half unit

These courses are 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 6322

Education and Development I

half unit

GCRD 6323

Education and Development II

half unit

These courses examine 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 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.

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.

GCRD 6382
Bilingualism and Bilingual Education half unit
Prerequisites: Bachelor of Education and second language teacher training; fluent French and permission of the instructor
 An introduction to bilingualism and a survey of bilingual education: principles, history, and models, with special emphasis on immersion schools.

GCRD 6383
Current Issues in Bilingual Education half unit
Prerequisites: GCRD 6382 and permission of the instructor
 A detailed study of current issues in bilingual education, focussing on language acquisition process and interaction in second language classroom settings.

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.

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.

GFDD 6512
The History of Curricular Thinking half unit
 This course examines the evolution of ideas concerning curriculum, the social, cultural, and ideological forces that have affected curriculum thought on contemporary educational practice. An exploration of various aspects of curriculum thought such as design, evaluation, implementation, and research.

GFDD 6520
Philosophy of Education in the 20th Century half unit
 This course examines the development of the philosophy of education in the twentieth century, from the work of Dewey, Russell and Whitehead in the early decades to the great debate about the nature of philosophy of education in the 1940s and 1950s, to the emergence of analytical philosophy of education in the 1960s and 1970s, and the renewed attention in philosophy of education to applied questions in contemporary writing.

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 6524
19th and 20th Century Critical Thinkers: Marx to Habermas one unit
 This seminar introduces students 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.

GFDD 6530

Gender and Education

one unit

Prerequisites: BEd or equivalent and permission of the instructor
This course focuses on the ways in which the social organization of schooling is seen to legitimate the existing social hierarchy of gender in the broader society. It also offers strategies for change in teacher pedagogy and school organization which would promote and assist in gender equity.

GFDD 6531

Feminism and Educational Practices

half unit

This course brings a range of feminist analyses from a variety of disciplines to bear on central issues in education. Topics examined include organizational/administrative practices, pedagogical processes, knowledge construction, the production of sexualities, the positioning and repositioning of families in relation to educational institutions, and the links between education and the labour market, particularly the transition from formal education to (un) (under) employment. The course encourages students to identify and assess the analyses of gender relations that underpin (often only implicitly) popular equity initiatives, both locally and globally.

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 6540

Teachers, Their Organizations and Decision-Making in Education

one unit

This course examines the situation in which teachers find themselves in an historical, and current political/social context. The major themes of this course include for example: the relations and conflicts between teachers and their own organizations, government departments, educational administrators, parents and students; and the extent to which teachers have achieved or failed to achieve a significant influence on educational policy.

GFDD 6541

Multiculturalism and Education

one unit

This course is concerned with the experience of ethnic and religious groups in Canada’s educational systems. In the first part of the course a general historical context is established, with special attention to the following topics: ethnic and religious minorities and the constitutional arrangements of 1867; immigration, settlement and schooling policies in the late nineteenth and early twentieth centuries; “New Canadianism” and schooling after World War II. The second part of the course deals with the origins of contemporary multiculturalism policies.

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.

<p>GEPY 6603</p> <p>Curriculum and Program Evaluation half unit</p> <p><i>Prerequisite: GEDU 6170 or equivalent</i></p> <p>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.</p>	
<p>GEPY 6604</p> <p>Problems in Educational Measurement and Assessment half unit</p> <p><i>Prerequisite: GEDU 6170 or equivalent</i></p> <p>An intermediate course designed to examine the foundations of measurement and the implications these have for the principles and practice of standardized testing.</p>	
<p>GEPY 6605</p> <p>Evaluation in the Classroom half unit</p> <p><i>Prerequisite: GEDU 6170</i></p> <p>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.</p>	
<p>GEPY 6606</p> <p>Values Reasoning half unit</p> <p><i>Prerequisite: GEDU 6170</i></p> <p>This course will engage students in the analysis of issues through the process of values reasoning. This process goes beyond values clarification to enable students to critically examine empirical and conceptual claims from research, analyze knowledge and value claims from alternate perspectives, justify decisions and actions on the basis of principles and evaluate the moral direction of educational research. Engagement with the values reasoning process will help students locate their professional concerns within broader social, political, and ethical frameworks. In addition, the values reasoning process will be critiqued from a number of theoretical and philosophical perspectives including feminist and post-modernist.</p>	
<p>GEPY 6607</p> <p>Practicum in Evaluation half unit</p> <p><i>Prerequisites: GEPY 6603 and GEDU 6170 and registration in the Evaluation concentration</i></p> <p>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.</p>	
	<p>GEPY 6608</p> <p>Intermediate Statistics and Research Design half unit</p> <p><i>Prerequisite: GEPY 6601 or equivalent</i></p> <p>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.</p>
	<p>GEPY 6641</p> <p>Theory and Practice of Human Relations I half unit</p> <p>GEPY 6642</p> <p>Theory and Practice of Human Relations II half unit</p> <p>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.</p> <p>Note: Students who have received credit for GED 614 and 652 may not take GEPY 6642 for credit</p>
	<p>GEPY 6643</p> <p>Current Theories of Personality half unit</p> <p>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.</p>
	<p>GEPY 6644</p> <p>Group Process in Education half unit</p> <p>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.</p>
	<p>GEPY 6645</p> <p>Mediation and Conflict Resolution half unit</p> <p>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.</p>
	<p>GEPY 6646</p> <p>Developmental Programming half unit</p> <p>Based on a philosophy of early intervention and prevention, this course examines issues such as acquisition of social skills, anger management, sexuality, gender relations and self esteem, among others, and how to integrate these into the regular curriculum in various educational sites. Students will have an opportunity to undertake an applied developmental programming project in their own professional setting.</p>

<p>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.</p>	<p>GEPY 6902 A Comparative Analysis of Language Development in Students with Normal Hearing and Students who are Deaf or Hard of Hearing one unit This course is designed to provide students with knowledge in the areas of linguistics, theories of language development, the process of language acquisition in deaf children, the development of literacy skills including teaching English as a second language to hearing impaired children and the diagnostic assessment of reading achievement of deaf students.</p>
<p>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.</p>	<p>GEPY 6903 Aural/Oral Communication Science Part I half unit GEPY 6904 Aural/Oral Communication Science Part II half unit This course is designed to address an introduction to topics including: audiology, auditory training, speech reading, speech perception and production, speech teaching methods. Each topic is covered in module format.</p>
<p>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.</p>	<p>GEPY 6905 Sign Language for Teachers half unit This course is designed to provide students with an understanding of the linguistics of a visual, non-verbal language code, a knowledge and understanding of the different sign language codes, with particular emphasis on ASL and Signed English, and their applications in educational versus social settings. The course will also provide students skill development at a basic level in the receptive and expressive use of sign language.</p>
<p><i>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).</i></p>	<p>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.</p>
<p>GEPY 6900 Issues in the Education of Those Who are Blind, Visually Impaired, Deaf or Hard of Hearing half unit The similarities and the diversities in the education of children with a visual impairment, who are deaf or hard of hearing, or who have a combination of these disabilities will be the focus of this course. The history and philosophy of education of these two populations; issues relevant to disability as a minority status, and the cultural aspects of these minorities; psycho-social issues; parenting challenges; ethical practices; educational approaches, and service delivery systems; legislation relevant to these two populations; and other relevant educational, social and cultural problems will be investigated.</p>	<p>GEPY 6907 Special Topics in Deaf/Hard of Hearing half unit GEPY 6908 Special Topics in Deaf/Hard of Hearing half unit <i>Pre-requisite: permission of the instructor</i> These courses are designed to allow students to study in greater depth a topic in Deaf Education that is treated more briefly in another graduate course or a related topic not covered in another graduate course.</p>
<p>GEPY 6901 Implications of Deafness for Diagnostic Assessment and Curriculum Access one unit This course is designed to provide students with knowledge and skills in the area of assessment, curriculum development and implementation for students who are deaf and hard of hearing.</p>	<p>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</p>

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

Braille Codes and Instructional Principles half unit

The focus of this course will be upon the implications for both the learner and the educator when the student must use tactual codes for reading, writing, and mathematics. The topics considered include: an overview of the development of tactual codes (braille, Moon, embossed letter); a comparison of visual and tactual perception and implications for learning; braille reading readiness for the congenitally and the adventitiously blind; principles of teaching braille reading and writing; the use of Grade I versus Grade II braille; 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

**Technology and Adaptive Aids
for Visually Impaired Students** half unit

This course is designed to enable students to learn about, access, and use, 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 6916

**Curriculum and Instructional Strategies
for Students who are Visually Impaired** one unit

In this course students will learn both strategies and techniques required to adapt curricula so it is accessible to students with a visual impairment, and the skills to teach disability specific skills essential to the learner with limited visual input. Curriculum development and adaptation in various educational programs and implications of educating students with a visual impairment in the regular classroom are addressed.

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 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.

Elementary Education (GELM)

Creative Arts

GELM 6410 (GEL 641.0)

**Art in the Elementary 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 school as they arise from the examination of theoretical perspectives.

GELM 6411

**Art in the Elementary School Curriculum:
Theory and Practice II** half unit

Prerequisites: GELM 6410 and permission of the instructor

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

<p>GELM 6412 Creative Arts in the Elementary School Curriculum: Theory and Practice I half unit <i>Prerequisite: permission of the instructor</i> This course will deal with curricular applications and organization in the creative arts in the elementary school as they arise from the examination of theoretical perspectives.</p>	<p>Foundations</p> <p>GELM 6421 Principles and Practices of Curriculum Construction half unit <i>Prerequisite: permission of the instructor</i> Concepts of the curriculum: basic principles of construction; social influence; selection of subject matter; placement problems; organization of instruction; evaluation of outcome.</p>
<p>GELM 6413 Creative Arts in the Elementary School Curriculum: Theory and Practice II half unit <i>Prerequisites: GELM 6412 and permission of the instructor</i> This course will deal with curricular applications and organization in the creative arts in the elementary school as they arise from the examination of theoretical perspectives.</p>	<p>GELM 6422 Knowledge and the Curriculum half unit <i>Prerequisite: permission of the instructor</i> A study of the implications of the nature of knowledge for the elementary 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.</p>
<p>GELM 6414 Drama in the Elementary School Curriculum: Theory and Practice I half unit <i>Prerequisite: permission of the instructor</i> This course will deal with curricular applications and organization in drama in the elementary school as they arise from the examination of theoretical perspectives.</p>	<p>GELM 6423 Crucial Issues in Elementary Education half unit <i>Prerequisite: permission of the instructor</i> The course addresses a range of crucial issues related to the foundations of elementary 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.</p>
<p>GELM 6415 Drama in the Elementary School Curriculum: Theory and Practice II half unit <i>Prerequisites: GELM 6414 and permission of the instructor</i> This course will deal with curricular applications and organization in drama in the elementary school as they arise from the examination of theoretical perspectives.</p>	<p>GELM 6424 Seminar: Focus on Teaching half unit <i>Prerequisite: permission of the instructor</i> This course is designed to integrate the students' course work through a consideration of teaching in all elementary curriculum areas. It will normally be the last course students take in the Master of Education route for the Master in Elementary Education.</p>
<p>GELM 6416 Music in the Elementary School Curriculum: Theory and Practice I half unit <i>Prerequisite: permission of the instructor</i> This course will deal with curricular applications and organization in music in the elementary school as they arise from the examination of theoretical perspectives.</p>	<p>GELM 6425 Special Topics in Elementary Education: Psychological Perspectives half unit <i>Prerequisite: permission of the instructor</i> This course is designed to allow students to study in greater depth topics in psychological issues relating to elementary education.</p>
<p>GELM 6417 Music in the Elementary School Curriculum: Theory and Practice II half unit <i>Prerequisites: GELM 6416 and permission of the instructor</i> This course will deal with curricular applications and organization in music in the elementary school as they arise from the examination of theoretical perspectives.</p>	<p>French</p> <p>GELM 6431 French in the Elementary School Curriculum: Theory and Practice I half unit <i>Prerequisite: permission of the instructor</i> This course will deal with curricular applications and organization in French in the elementary school as they arise from the examination of theoretical perspectives.</p>
<p>GELM 6418 Special Topics in Elementary Creative Arts one unit</p> <p>GELM 6419 Special Topics in Elementary Creative Arts half unit <i>Prerequisite: permission of the instructor</i> 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.</p>	<p>GELM 6432 French in the Elementary School Curriculum: Theory and Practice II half unit <i>Prerequisites: GELM 6431 and permission of the instructor</i> This course will deal with curricular applications and organization in French in the elementary school as they arise from the examination of theoretical perspectives.</p>

GELM 6436				GELM 6464	
Special Topics in Elementary French	one unit			Clinical Practicum in Mathematics	half unit
GELM 6437				<i>Prerequisites: GELM 6463 and permission of the instructor</i>	
Special Topics in Elementary French	half unit			A practicum which includes assessing the mathematical capabilities of children, administering remediation programs in a supervised clinical setting, regular group seminars, and tutorials.	
<i>Prerequisite: permission of the instructor</i>					
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.				GELM 6466	
				Special Topics in Elementary Mathematics	one unit
				GELM 6467	
				Special Topics in Elementary Mathematics	half unit
				<i>Prerequisite: permission of the instructor</i>	
				These courses are designed to allow students to study in greater depth a topic in elementary mathematics that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.	
Language Arts				Science	
GLIT 6727					
Foundations of Literacy Learning I	half unit			GELM 6471	
See Literacy Education course listings.				Science in the Elementary School Curriculum: Theory and Practice I	half unit
				<i>Prerequisite: permission of the instructor</i>	
GLIT 6728				This course will deal with curricular applications and organization in science in the elementary school as they arise from the examination of theoretical perspectives.	
Foundations of Literacy Learning II	half unit			GELM 6472	
See Literacy Education course listings.				Science in the Elementary School Curriculum: Theory and Practice II	half unit
				<i>Prerequisites: GELM 6471 and permission of the instructor</i>	
GELM 6446				This course will deal with curricular applications and organization in science in the elementary school as they arise from the examination of theoretical perspectives.	
Special Topics in Language Arts	one unit			GELM 6476	
GELM 6447				Special Topics in Elementary Science	one unit
Special Topics in Language Arts	half unit			GELM 6477	
<i>Prerequisite: permission of the instructor</i>				Special Topics in Elementary Science	half unit
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.				<i>Prerequisite: permission of the instructor</i>	
				These courses are designed to allow students to study in greater depth a topic in elementary science that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.	
Mathematics				Social Studies	
GELM 6461					
Mathematics in the Elementary School Curriculum: Theory and Practice I	half unit			GELM 6481	
<i>Prerequisite: permission of the instructor</i>				Social Studies in the Elementary School Curriculum: Theory and Practice I	half unit
This course will deal with curricular applications and organization in mathematics in the elementary school as they arise from the examination of theoretical perspectives.				<i>Prerequisite: permission of the instructor</i>	
				This course will deal with curricular applications and organization in social studies in the elementary school as they arise from the examination of theoretical perspectives.	
GELM 6462				GELM 6482	
Mathematics in the Elementary School Curriculum: Theory and Practice II	half unit			Social Studies in the Elementary School Curriculum: Theory and Practice II	half unit
<i>Prerequisites: GELM 6461 and permission of the instructor</i>				<i>Prerequisites: GELM 6481 and permission of the instructor</i>	
This course will deal with curricular applications and organization in mathematics in the elementary school as they arise from the examination of theoretical perspectives.				This course will deal with curricular applications and organization in social studies in the elementary school as they arise from the examination of theoretical perspectives.	
GELM 6463					
Clinical Diagnosis and Remediation in Mathematics	half unit				
<i>Prerequisite: EDUC 5461 and/or 5463 with permission of the instructor</i>					
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 school mathematics.					

GELM 6486
Special Topics in Elementary Social Studies one unit
 GELM 6487
Special Topics in Elementary 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 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

GELM 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 school as they arise from the examination of theoretical perspectives.

GELM 6492
Values/Moral/Religious Education: Theory and Practice II half unit
Prerequisites: GELM 6425 and permission of the instructor
 This course will deal with curricular applications and organization in values/moral/religious education in the elementary school as they arise from the examination of theoretical perspectives.

GELM 6496
Special Topics in Values/Moral/Religious Education one unit
 GELM 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

GELM 6453
Research Seminar in Elementary Education half unit
 GELM 6454
Research Seminar in Elementary Education half unit
 GELM 6455
Research Seminar in Elementary Education one unit
 A seminar course for MEd or MA students in a topic related to Elementary Education. Topics will vary. May be taken more than once for credential credit.

GELM 6456
Special Topics in Elementary Education half unit
 GELM 6457
Special Topics in Elementary Education half unit
 GELM 6458
Special Topics in Elementary 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 6723
Literature for Children and Young Adults one unit
Prerequisite: permission of the department
 An introduction to children's literature from classic to pop, the best books from past and present. Methods of determining literary merit and creative ways of sharing literary experience in the classroom will be studied. Students will direct workshops which explore special interest areas of children's literature.

GLIT 6727
Foundations of Literacy Learning I half unit
 An entry-level course that examines questions of language, epistemology, learning and pedagogy as they relate to theories of literacy learning.

GLIT 6728
Foundations of Literacy Learning II half unit
Prerequisite: GLIT 6727
 An entry-level course that examines questions of language, epistemology, learning, and pedagogy as they relate to theories of 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 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 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.

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.

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.

GLIT 6781

Language and Literacy Education I half unit

GLIT 6782

Language and Literacy Education I half unit

Prerequisite: GLIT 6771 or 6772

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.

GLIT 6790

Language and Literacy Education II half unit

GLIT 6791

Language and Literacy Education II half unit

Prerequisites: GLIT 6771 or 6772 and GLIT 6781 or 6782

Major issues in language and literacy education will be examined as students consider research methods, and develop and trial their own research design.

GLIT 6792

Theory and Practice of Writing one unit

Prerequisite: admission to a graduate program/BEEd program

This course will engage students in a variety of writing experiences to help them consider their assumptions about how people learn, about the role of reading and writing for learning,

about the role of the teacher in writing instruction, and about how computers can both support and interfere with writing.

School Psychology (GSPY)

Certain or some of the following courses may only be offered in alternative years.

GSPY 6800

Educational Perspectives for the School Psychologist one unit

Prerequisite: registration in the School Psychology program

This course is designed to introduce the school psychologist 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, provide an overview for school psychologists on the teaching/learning process and their role relative to the roles and responsibilities of others in education. The intent is to build understanding informative of an evolving collaborative culture and of curriculum practices in literacy, math, social studies and science.

GSPY 6810

Clinical Practice 1: Seminar and Practicum in School Psychology Consultation Skills half unit

Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6811, 6812 and 6813.

A seminar and practical application course covering communication and consultation strategies for school psychologists. Topics include consultation with administrators, teachers, parents, and the general public regarding the educational, personal/social and career needs of students. Enrollment limits are set in accordance with admission to the School Psychology program.

Practicum hours required

GSPY 6811

Clinical Practice 2: Seminar and Practicum in Psychological Assessment one unit

Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6810, 6812 and 6813.

Seminar and practicum covering psychological assessment, effective reporting and programming implications. Included are topics and clinical practice on interviewing strategies, observation skills, and administration, scoring and interpretation of individual psychological tests, with attention to tests of intellectual ability. Enrollment limits are set in accordance with admission to the School Psychology program.

Practicum hours required

GSPY 6812

Clinical Practice 3: Therapeutic Interventions for Psychological Practice half unit

Prerequisite: registration in the School Psychology program. To be taken concurrently with GSPY 6810, 6811 and 6813.

This course will focus on various therapies; psychological approaches, strategies, techniques and interventions aimed at problem solving and problem resolution for children with mental health concerns. The processes involved will include learning to choose relevant therapeutic interventions for particular presenting

problems; developing 32 communication and therapy skills and strategies; designing, implementing and evaluating intervention approaches in collaboration with other partners; and utilizing various strategies to build psychological well-being in persons referred for intervention. This course should be completed concurrently with other courses in the Clinical Practice group. Practicum hours required

GSPY 6813

Clinical Practice 4: Seminar and Practicum in Therapeutic Interventions in Psychological Practice half unit

Prerequisite: registration in the School Psychology program and completion of GSPY 6812. To be taken concurrently with GSPY 6810, 6811 and 6812.

This course will build on the therapy techniques introduced and developed in Part A. Participants will complete a practicum developing and refining various intervention strategies. Weekly seminars will be held to 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. Practicum hours required

GSPY 6814

Seminar and Practicum in Strategies for Managing Behavioural Concerns half unit

Prerequisite: registration in the School Psychology program

This course will examine from a multidimensional perspective the management of disruptive, problematic, ineffective and inappropriate behaviour utilizing a variety of perspectives and approaches with the overall emphasis on collaborative problem solving and an holistic understanding of the person affected. An emphasis will be placed on building self-understanding and self management of behaviour. Participants will have the opportunity to explore and utilize various procedures as a part of a practicum experience. Practicum hours required

GSPY 6815

Strategies for Intervention with Learning Difficulties half unit

Prerequisite: registration in the School Psychology program

This course will critically examine current approaches relevant to intervention with children, youth, and young adults who have academic learning difficulties in the mild to severe category. Strategies, techniques, materials and approaches and the role of the school psychologist in collaborative problem solving and consultation will be reviewed critically. Participants will have the opportunity to practice and examine various procedures as a part of an integrated practicum. Practicum hours required

GSPY 6816

Advanced Seminar and Practicum in Therapeutic Interventions in Psychological Practice half unit

Prerequisites: completion of GSPY 6812 and 6813

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 6819

Seminar and Internship in School Psychology one unit

Prerequisites: registration in the MASP program and completion of the majority of course work in the MASP program

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 and nearing completion of the School Psychology program. A minimum of 500 hours internship required
Graded: Pass/Fail/NCR

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 6821

Neuropsychology and the School-Age Child half unit

Prerequisite: an undergraduate course in physiological psychology or equivalent

This course will emphasize the development, reliability and validity of neuropsychological assessment procedures and issues critical to understanding brain behaviour relationships in children. The implications of neuropsychological assessment for the remediation of brain-injured and learning-disabled children will be considered.

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 6853			GSPY 6873	
Research Seminar in School Psychology	half unit		Psychological Principles and Practices: Programming for Learners with Special Needs	half unit
GSPY 6854			<i>Prerequisite: GSPY 6872 or equivalent</i>	
Research Seminar in School Psychology	half unit		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.	
GSPY 6855			Enrollment 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.	
Research Seminar in School Psychology	one unit		Practicum required	
Special session courses for MASP students in a related topic. Topics will vary. May be taken more than once for credential credit.				
GSPY 6856			GSPY 6874	
Special Topics in School Psychology	half unit		The Psychology of Reasoning/Thinking	half unit
GSPY 6857			<i>Prerequisite: an undergraduate course in cognition, learning, or equivalent</i>	
Special Topics in School Psychology	half unit		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.	
GSPY 6858				
Special Topics in School Psychology	one unit		GSPY 6875	
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.			Social Skill Development and Well Being	half unit
GSPY 6870			<i>Prerequisite: an undergraduate course in developmental psychology or equivalent</i>	
Children with Exceptionalities: Psychological Perspectives	half unit		This course will critically examine social behaviour and youth culture and the role of social skill development strategies and programs in effecting change and well being. Outcome studies, approaches, techniques and strategies will be reviewed critically.	
<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.			GSPY 6876	
GSPY 6871			The School Psychologist in the Community Context	half unit
Inclusive Practices for Learners with Exceptionalities in the Regular Classroom	half unit		<i>Prerequisite: registration in the School Psychology program</i>	
This course will provide an opportunity to critically examine programs, services, and approaches essential to inclusive practices for learners with exceptionalities in the regular classroom. The course is designed to provide educators with an opportunity to reflect upon their own practices drawing on the research and literature that exists relative to education of children and youth with exceptionalities in the regular classroom. As well, a pragmatic examination of materials, methods, techniques, and resources will form a part of the course.			This course will examine the design, implementation, delivery and evaluation of psychological programs/services in the broader community and the role of the school psychologist in the collaborative planning of community initiatives to support the well being of children and youth.	
GSPY 6872			GSPY 6880	
Psycho-educational Assessment	half unit		Behaviour Analysis in Education	half unit
<i>Prerequisites: an undergraduate course in assessment/measurement theory or equivalent and GSPY 6870 or 6871 or equivalent</i>			<i>Prerequisite: an undergraduate course in applied behaviour analysis 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. Enrollment 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.			The application of behaviour analysis in educational settings with particular emphasis on the precise identification and regulation of factors influencing social and academic classroom behaviours. Methods discussed include an analysis of the effects of teacher attention, tangible-based motivational systems, feedback systems, peer influences and precision teaching.	
Practicum hours required			Enrollment 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.	

GSPY 6881

Practicum in Behaviour Analysis in Education half unit

Prerequisite: GSPY 6880

A supervised practicum in the application of behavioural analysis in an educational setting. Each student will be required to complete a precise analysis of an educational problem. A strong emphasis will be placed upon the development of research skills.

Enrollment 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.

Three practicum hours science will be reviewed. The course may be taught by more than one faculty member with relevant knowledge.

Research Master of Arts (GREA)

GREA 6930

MA (Research) Thesis

This will be required for completion of all Research Master of Arts degrees. Upon agreement of the Education Department 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.

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

Prerequisite: GAHN 6611 or 6613 or equivalent

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 advance 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.

Human Ecology (GHEC)

GHEC courses are no longer being offered. For graduate courses in family studies and gerontology please see page 66 or page 50 for graduate courses in applied human nutrition.

Women's Studies (GWOM)

GWOM 6330

Canadian Women Film Directors

half unit

Prerequisites: (WOMS 1102 and one-half unit of credit in another women's studies or departmental women-emphasis course at the 2000 level or above) or (permission of the instructor)

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 FINE 3330/WOMS 3330 and under Canadian Studies)

GWOM 6333

International Women Film Directors

half unit

Prerequisites: GWOM 6330 or permission of the instructor

A study from various feminist perspective of international Women Film Directors from the first director Alice Guy Blache to the present. Narrative, documentary and experimental films will represent a broad spectrum of ethnic and national cinemas, disrupt ideological formulas and expectations and challenge voyeuristic, spectatorial positioning. Note: Students who have received credit for WOMS/FINE 3332 may not take this course for credit. (Also listed as FINE 3333/WOMS 3333)

GWOM 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.

GWOM 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.

GWOM 6603

Graduate Seminar

half unit

This seminar will be used to discuss student research proposals and to provide a forum to integrate material from other classes and from colloquia. It will bring together issues of feminist theory, methodology and praxis with an interdisciplinary perspective. This class will meet bi-weekly through both semesters.

GWOM 6604

Field-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. This class will meet bi-weekly through both semesters. Note: Students who received credit for GWOM 6603 prior to September 2002 may not take this course for credit.

GWOM 6607

Queer Theory

half unit

Prerequisites: one unit of English at the 2000 or 3000 level or one unit of women's studies at the 3000 level or permission of the instructor

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)

GWOM 6610

Francophone Women's Writing of the Twentieth Century

half unit

An in-depth cross-cultural study of contemporary women's writing. The texts will be examined as revealing women's experience, vision and voice. Contemporary trends in literary theory will provide the critical framework. (Also listed as FREN 4411)

GWOM 6609

Independent Study

half unit

GWOM 6614

Independent Study

half unit

GWOM 6615

Independent Study

half unit

GWOM 6616

Independent Study

one unit

Prerequisites: A student must be enrolled in the MA in Women's Studies or in a Master's program in a related field. Permission of faculty member willing to teach the course will also be required.

Allows students to draw on a range of faculty research interests on topics where courses are not regularly offered. The student(s) and professor will design the program of study together. See program co-ordinator for details.

GWOM 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.

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 MSVU 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 course work.

Unique in Nova Scotia, the gallery's **Curatorial Assistant** program is a one-year appointment to work in the Art Gallery while learning. This program is offered to students with a bachelor's degree and a formal background in visual arts to prepare them for a career in curatorial and other art gallery work. Inquiries are welcomed in March for the term beginning in July. Please contact the gallery by telephone at 902-457-6160 or by e-mail - art.gallery@msvu.ca - for further information.

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 ceramist 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 Mount Saint Vincent University facility has been developed to answer the needs of the University community.

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

The Pepsi conditioning and weight training room is a big, bright facility that offers state of the art Pacific weight training equipment, free weights and a universal 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 tae kwon do, pilates and karate.

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

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.

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.

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 2000 electronic journals. Literature searches can be done at Internet or CD-ROM

workstations. Students are offered library instruction through tours or subject-specific research workshops, reference services and inter-library loans.

The Library has approximately 400 study carrels, many of which are rented to students for an academic year for study and research. 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 Hours

During Academic Sessions

Monday to Thursday	8:30 a.m. - 10:15 p.m.
Friday	8:30 a.m. - 5:45 p.m.
Saturday	9:00 a.m. - 5:45 p.m.
Sunday	12 noon - 8:45 p.m.

Between Academic Sessions

Monday to Friday 8:30 a.m. - 5 p.m.

Closed Saturday and Sunday

Summer sessions: special hours apply on Saturday and Sunday

Library hours are subject to change due to fiscal constraints. 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

Located in the E. Margaret Fulton Communications Centre, the Department provides a wide range of information services and assists all members of the University community in the use of information technology, communications, and audio-visual services for instruction, research, and administration.

The Department is responsible for shared microcomputer facilities located on campus. Facilities include:

- Evaristus Lab 137
- Seton Lab 315
- Seton Lab 316
- Seton Lab 345
- Information Technology Lab (Seton 428)
- Education Curriculum Resource Centre (Seton 408)
- Education Lab (Seton 406)
- Staff Training Centre (EMF 127C)
- Faculty Resource Centre (Seton 341)
- Modern Languages Lab (Seton 317)

The Seton labs and the Evaristus lab are for teaching and student use. The Department of Information Technology, Modern Languages and Education labs are primarily dedicated to the use of those departments. The Staff Training Centre is available for student use when it is not being used for staff training. All facilities are restricted to Mount Saint Vincent University users. For more detailed information regarding accessible software and lab hours, please refer to the student information website: www.msvu.ca/it-services under Student Guide to Computing.

Other services and resources available to students on campus include:

- Each student is assigned a computer username, which allows access to the University network, including electronic mail, Internet, and printing.
- Orientation sessions are offered at the beginning of each semester to familiarize students with the campus network and standard software packages; ongoing support is available through the computer lab assistants.
- Internet connections in residence rooms and conveniently located public areas on campus
- High quality Pentium II workstations in computer labs
- Standard software packages include: Windows 98, Corel Suite 9, Microsoft Office Professional 2000, Simply Accounting 8, PageMaker 6.5 Plus, Maple 6, SPSS and SAS.
- The Information Technology and Services Help Desk is available for student support Monday to Friday. You may reach the Desk by phone at 457-6538, by e-mail at helpdesk@msvu.ca, or you may visit in person at EMF 108.

Distance Learning and Continuing Education

Distance Learning

For those who cannot come to campus or prefer the flexibility to choose their own best study times, distance courses are ideal. The Mount has been a pioneer in the field of innovative distance education, serving students where they live and work for over 20 years. The Department of Distance Learning and Continuing Education brings together the Mount's two long-standing distance programs, Distance University Education via Technology (DUET) and Open Learning.

The offerings include a broad selection of electives in the arts and sciences, and courses leading to the:

- Bachelor of Applied Arts (Child & Youth Study) - Bermuda only
- Bachelor of Public Relations
- Certificate in Accounting
- Certificate/Diploma/Degree in Business Administration
- Certificate in Community Residential Services
- Certificate in Gerontology
- Certificate in Information Technology
- Certificate in Marketing

- Certificate/Diploma/Degree in Tourism and Hospitality Management
- Master of Education (Adult Education, Curriculum-Trinidad only, Literacy Education)
- Master of Arts in Education (Adult Education, Literacy Education)

Lecture-based courses broadcast on television may be viewed locally on Metro Educational cable, regionally on the Atlantic Satellite Network (ASN), and across the country on Canadian Learning Television. For students outside the viewing areas for the broadcasts and in the case of some courses which are offered but not broadcast, videocassettes are made available. All lectures are supplemented by support systems which may include print packages, teleconferencing and online interaction, and textbooks are sent to those who cannot reach campus.

Programs and courses available in multi-mode delivery take advantage of a combination of new and established technologies to reach students in Canada and worldwide. Course lectures and instructors' notes are normally available online, and learners are linked for weekly discussions. These discussions take place using live teleconferencing or Internet chat; some courses involve face-to-face seminars. Asynchronous discussion is facilitated via e-mail, listservs, or the online forum feature. Most courses require textbooks and supplementary readings.

Distance courses are normally facilitated by faculty members who also teach on campus, and course content is equivalent to that offered in the classroom. The University library provides extensive services to distance students. The full Novanet catalogue is available online, as are several full-text databases. Inter-library loans are arranged, and students can order photocopies of selected materials.

For further information on distance learning programs, 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 listings and other relevant information for planning are available online at www.msvu.ca/distance. The Mount also lists several programs with the Canadian Virtual University (www.cvv-uvic.ca).

Continuing Education

Through the Department of Distance Learning and Continuing Education, the University provides a variety of non-credit opportunities for lifelong learning.

The "Are You Ready for University" program has been designed for prospective students who have been away from school for some time. Short introductory courses in math empowerment, study skills and writing skills are offered several times a year to help students prepare for credit courses. The Mount also offers beginning level credit courses in biology, chemistry, mathematics and physics suitable for those whose high school preparation in the sciences is not up-to-date. Adults considering application to begin degree-credit study as mature students should seek academic advising; please refer to page 20 for details.

The Passport to Learning program opens many regular undergraduate courses to persons who are not seeking academic credit. Passport Learners may attend lectures in designated courses, but are not required to write tests and examinations and do not receive official transcripts. Fees for Passport Learners are one-half of the credit fees. Prospective registrants should contact the department.

Personal and professional development programs afford opportunities for adults in the local community to enrich their lives through learning. Personal development courses foster creativity, allow pursuit of knowledge in a stimulating and pressure-free environment, and build self-esteem. Skills for career growth are provided through professional development programs such as the Management Development for Women certificate, offered in conjunction with Saint Mary's University.

A range of special programs is available year round. The Seton Cantata Choir, supported by the department, sings a wide variety of sacred and secular music, and meets weekly on campus from September to May. Membership is open to any interested adults. Each summer and fall, the department hosts several Elderhostel programs which bring retired persons from across the continent to the Mount for a week of informal study. The department collaborates with campus departments and community organizations to sponsor workshops, conferences and special events.

For further information on continuing education programs, contact Distance Learning and Continuing Education by telephone at (902) 457-6511, by fax at (902) 443-2135, or by e-mail at continuing.education@msvu.ca. Course listings and other relevant information for planning are available online at www.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.

The Dean of Student Affairs is responsible for developing and co-ordinating the department, and through communication with students, faculty and administration determining the needs of students and, where possible, providing personnel, programs, and facilities to meet these needs.

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 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, social awareness, and grief discussion groups are some of the programs 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 two years 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. Some tools available to assist in this process are interest testing and a computerized career guidance program.

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 have the opportunity to volunteer as a peer helper in career resource, participate in the Mentorship program and become a member of the Professional Development Career Club. Graduating students take advantage of registering on-line with Campus Worklink.

Students seeking full, part-time or casual work both on and off campus are encouraged to check the online job postings at: www.campusworklink.com/msvu. 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. Opportunities for summer positions are posted any time after November 1. Graduating students are urged to visit the Career Planning Centre in the fall to receive assistance with 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.

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 Counselling and Psychological Service 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.

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 Evaristus 218. Office hours are Monday - Friday, 9 a.m.-5 p.m. For further information call 457-6359.

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 Handbook
- International Student Newsletter
- International Student Room (Rosaria 405) for studying and socializing
- shuttle service from airport for new international students (late August/early September)
- 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
- using sources: documentation and quotations
- 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 in Evaristus 219E, in the Department of Student Affairs.

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 all forms relating to government student loans and bursaries and the disbursement of provincial cheques is done by the Financial Services.

Enrollment Confirmation

The Registrar's Office confirms enrollment 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 assume responsibility for their own health.

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 the bulk of its residence space for female students. Approximately 15 percent of our residence space is set aside in co-ed dorms for male students attending the University.

As well as providing accommodation, the Housing Manager 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 "quiet" and for those students who wish to be permitted to use alcohol in their residence.

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 townhouses grouped in a natural setting of trees around a duck pond. Each house contains 20 single bedrooms, lounges, laundry and storage facilities and kitchens. The Birches offer residents the opportunity for more independent living in a co-operative environment.

Students in both residence areas are required to be on the meal plan.

► New for 2002

The University is constructing a new senior residence consisting of 150 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 and storage facilities are also included in each apartment. Students participate in a minimum meal plan. Policies and procedures reflect a senior student lifestyle.

Postings relating to off-campus accommodations are available at the Housing Office in 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 designated 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.
4. No pets of any kind are permitted in residence.
5. Residents, with the exception of those living in the new residence must take the meal plan.
6. No cooking is allowed in bedrooms or lounges. Refrigerators, hotplates, 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 in tact 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 2 until December 15 and January 4 until April 18. 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.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 return their room keys to the Housing Office. Please refer to residence withdrawal charges in the financial section on pages 32 and 33.
21. In order to live in residence, a person must be a registered student of Mount Saint Vincent University.

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 24.

Prior Learning Assessment (PLA) Centre

The PLA Centre, located at Tower 1, Suite 101, Halifax Shopping Centre, is funded by Human Resources Development Canada and partnered with the six metro universities, the Nova Scotia Community College and the Native Council of Nova Scotia.

The PLA Centre can help you:

- identify past accomplishments and future goals
 - find relevant education and training programs
 - determine the value of what you know
 - develop options to meet your short and long term goals
- Call 454-2809 for more information.

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

The Mount Saint Vincent University Student's 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 MSVU 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

The Mount Saint Vincent University Child Study Centre is an early childhood facility which is situated on the University campus. The Child Study Centre provides full and part-day child care programs.

Staffed by professionals with specialization in early childhood education, the early childhood environment is designed to encourage children's participation in small and large group play activities, with a focus on meeting the individual developmental needs of each child.

The Child Study Centre serves as the model training facility for students in the Bachelor of Applied Arts (Child and Youth Study) degree program and is used for practicum placements, observation and research related to early childhood education and child development.

Child Study Centre Enrollment Information

The Child Study Centre is licensed as a non-profit early childhood centre by the Province of Nova Scotia Department of Community Services to provide child care for a maximum of 40 children ages two to five. The Child Study Centre provides full day five day-a-week child care (8 a.m. to 5:30 p.m.) for children ages two to five and morning (8:30 a.m. - 12 noon) and/or afternoon (1:30 p.m. - 5 p.m.) part-day child care for children ages three to five.

To ensure that individual children's needs can be met and to meet the training requirements of the Bachelor of Applied Arts (Child and Youth Study) degree program, the Child Study Centre attempts to maintain a balance of ages and developmental levels. Within these guidelines, applications from the internal university community (students, staff, and faculty) and the external community are processed on a first-come, first-serve basis.

For further information regarding the program, the fees, government subsidized child care space, and requests for applications, contact the Child Study Centre at 457-6285 or 457-6287. For information regarding university child care awards, consult the financial awards section beginning of page 25.

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 concern 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 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-on-one counselling, 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. The Centre will be teaching the laboratory portion of NUTR 4417. Students are welcome to utilize the resource centre and reading room located in the Institute for Women's Studies building.

The Centre receives major sponsorship from the Atlantic Canada Opportunities Agency and Mount Saint Vincent University. There is a minimal fee charged for services with special consideration given to students registering in programs.

The Centre is open from 8:30 - 4:30 daily and can be contacted by telephone at (902) 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 was officially opened in April 1992 in response to a need expressed by seniors and professionals for a centre which would focus on standards of excellence in research, education and consultation in the field of gerontology.

With the growing numbers of seniors in Nova Scotia, every sector is challenged to meet increased need for education and good policy/program development. There is a requirement for accurate, thorough data to inform decision making. The Centre on Aging draws on the strengths of the University and the community to develop a base of information which can be shared with other sectors.

One focus area defined by the Centre on Aging is that of family caregiving - both caring for older adults and care by older adults to other family members. Efforts in research, continuing education and consultation have specifically addressed the needs of caregivers. One major component of these efforts has been the development of a Caregiver Resource Library. Other areas of interest are continuing care and healthy aging.

Queries about the Centre on Aging may be directed to the Associate Director at 457-6546.

University Officers and Personnel

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University Officers and Personnel

Board of Governors

The Chancellor	Sister Mary Louise Brink
Chair	Jane Smith
The President	Dr. Sheila Brown
Vice-President Academic	Dr. Judith Woodsworth
Vice-President Administration	Amanda Whitewood
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Governors selected by and from the faculty	Patricia Baker Robert Bérard Barbara Casey
Governors selected by and from the students	Shawn Ahmed Leah Lewis Tim Power
Governors appointed by the Governor in Council	Theresa Laffin Vacant
Governors selected by the Board from the community at large	Sharon Calder R. Blois Colpitts Nancy Gillis Joan Glode Gwen Haliburton Tracey Jones Karen McDougall Patrick O'Regan Wendy Paquette Harrison Robbins Ward Skinner Jane Smith Mary Sparling Jim Spurr Judy Steele Darrell Taylor Shelia Taylor
Secretary to the Board of Governors	Michelle Landreville

Senate

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Faculty representatives	Dr. Patricia Baker Dr. Robert Bérard Dr. Ilya Blum Dr. Susan Boyd Dr. Stephen Bruhm Prof. Barbara Casey Dr. Susan Drain Prof. Wendy Doyle Dr. Fred French Dr. Fred Harrington Dr. Kim Kienapple Prof. Brent King Dr. Jennifer McLaren Dr. Lorri Neilsen Prof. Denise Nevo Dr. Deborah Norris Dr. Stephen Perrott Dr. Eve Rosenthal Dr. Larry Steele
Student representatives	Kathy Clayton Leah Lewis Terri Roberts TBA TBA
Secretary of Senate	Peter Glenister

Administrative Offices

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Executive Assistant	Michelle Landreville, BA
Secretary	Kim Campbell
Vice-President Academic	Judith Woodsworth, PhD
Faculty Relations Officer	Brenda Kennedy, MIR
Secretary	Irene MacDonald
Vice-President Administration	Amanda Whitewood, CMA, CHE
Secretary	Beverly Daye
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Senior Secretary	Anne Duguay-Langmaid
Dean of Professional Studies	Mary Lyon, PhD
Senior Secretary	Cathy Haller
Assistant to the Deans for Academic Advising (Undergraduate)	Heather Graham, BSc
Art Gallery Director	Ingrid Jenkner, MA
Bookstore Manager	Jean McKay
Co-operative Education	
Co-ordinator, Public Relations	Shani Pearson, BComm, BA
Co-ordinator, Business & Information Technology	Sonya Horsburgh, BBA
Co-ordinator, Tourism and Hospitality Management	Mausi Reinbold, BTHM
Distance Learning and Continuing Education	
Director	Peggy Watts, PhD
Co-ordinator (DUET)	Chris Beckett, BFA
Co-ordinator (Open Learning)	Carolyn Nobes, MA
Manager, Administration	Heather Withrow-Kowalczyk, BComm
Finance and Administration	
Director of Finance and Administration	Sharon Davis, BBA, CA
Manager, Financial Planning and Control	Beverley Grant, BComm, CA
Manager, Accounting Services	Sandra Hiltz
Manager, Endowments, Research and Special Projects	Sharon Ganong, BA
Manager, Purchasing	Dennis Digout
Distance Co-ordinator - Student Accounts	Angela MacKinnon
Manager, Conference Services	Jill Hurlbert, BTHM
Food Services Director	Wanda Laffin
Human Resources	
Director	Madelyn Doody, BBA, CHRP
Human Resources Generalist	Linda DeGrace, BPR
Coordinator, Payroll & Benefits	Debbie Beaver

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Director	Donna Forbes, BBA
Project Co-ordinator	Christine Schumancher, BComm
Manager, Systems Solutions Delivery	Carolann Broome, BSc
Analyst Programmers	Jean Brown, BComm
	Elliott Douglas, BSc
Manager Client Services	David Crawford
Client Service Specialists	Andrew Carr
	Christine McKenzie
	Jamie Swallow
Co-ordinator Computer Labs & Audio Visual	Greg Pretty
Coordinator, Telecommunications Services	Stuart Chase, BSc
LAN Administrators	Nancy Kerr, BA, CNE
Technology Support Analyst	Bill Church
University Webmaster	Christine McNeille, BSc

Institutional Analyst	Pamela Fancey, MA
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Library

Head Librarian and Librarian, Collections Development	Terrence Paris, MLS
Librarian, Bibliographic Services	Peter Glenister, MLS
Librarian, Reference and Instruction	Marnie MacGillivray, MLIS
Librarian, Co-ordinator of Public Services	Meg Raven, MLIS

Physical Plant

Director	Paul Reyno
Manager of Grounds	Catherine Deveau, Dip Hort
Chief of Security	Glenn Hollett
Manager of Maintenance	Tex Barkhouse
Supervisor, Custodial	Rick Walkden, Bus Cert
Chief Stationary Engineer	Jamie Swindells
Secretarial Services/Print Shop	
Co-ordinator	Carol Snow, BA

Public Affairs

Media Relations Officer	Heather Patenaude, BA
Public Affairs Advisor	Ruth Jeppesen, BAS, Bus Cert

Registrar's Office

Registrar	Lynne Theriault, BA (Bus-Ec)
Associate Registrar	Nancy MacConnell-Maxner, MEd
Assistant Registrar	Tara Wigglesworth-Hines, BBA
Admissions/Liaison Officer	Sheldon Miller, BBA
Admissions Liaison Assistant	Kristen Donaldson, BPR
Scheduling & Production Officer	Stephanie Hale

Director of Research	Cynthia Mathieson, PhD
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Student Affairs

Dean	Carol Hill, EdD
Co-ordinator Athletics	
Recreation	June Lumsden, BSc PhyEd
Recreation Officer	Joanne Burns-Theriault, BRec

Athletics and Recreation

Assistants

Dyrick McDermott, BA
Pat MacDonald, BEd (PhyEd),
Adult Ed. Cert.
Martha Martin, BA
Carol Hill, EdD
Joanne Mills, MA,
(Psychologist Candidate
Registered)
Ilona Oszadzsky, MEd
(Counselling)

Chaplain

Counsellors

Manager, Housing,
& Financial Aid
Manager, Health Services
Physicians

Frances Cody, BBA
Diane Tinkham, BScN
Kathy Coughlan, MD
Laura Peters, MD
Cathy Ramier, BScPt, MCPA
Andrew Caissie, RMT

Pysiotherapist

Massage Therapist

Co-ordinator, Career

Placement & Planning

Christine Frigault,
MEd (Counselling)

Career Placement Counsellor

Kim Beaton, MEd
(Counselling)

Co-ordinator, Writing Resource Centre

Eleonore Schönmaier, MFA

University Advancement

Director

Alumnae Officer

Development Officer

Jone Mitchell, BA, CFRE
Laura McDonald, BA
Cathy Pace, BBA

Sister Yvonne Pothier, BA (MSVU), BEd (UNB),

MEd, PhD (Alberta), Professor Emeritus of Education

Ram Seth, MA Econ, MA PolSci (East Punjab), PhD (London),
Professor Emeritus of Economics

Walter Shelton, BA (Durham), PhD (UBC) Professor Emeritus
of History

Sister Anna Gertrude Smith, BA (Dalhousie), MA (StFX),
DHumL (MSVU), Professor Emeritus of Mathematics

Norman Uhl, BS (Roanoke), MA, PhD (Maryland), Professor
Emeritus of Education

Renate Usmani, BA (Hobart), MA (Harvard), Professor
Emeritus of English

Lillian Wainwright, BA (Brooklyn), MA, PhD (Columbia),
Professor Emeritus of Biology

Sister Agnes Martha Westwater, BEd, MA (St John's), PhD
(Dalhousie), Professor Emeritus of English

John Barry Wheaton, BA (St. Anne's), STL (Angelicum Rome),
SSL (Pontifical Biblical Institute, Rome: Ecole
Archeologique et Biblique, Jerusalem), Professor Emeritus
of Religious Studies

Librarians

Peter Glenister, BA, BEd (SMU), MLS (Dalhousie),
Librarian, Bibliographic Services

Marnie MacGillivray, BA (Saskatchewan), MLIS (Dalhousie),
Librarian, Reference and Instruction

Terrence Paris, BA (Manitoba), MLS (Western Ontario),
Head Librarian, Librarian, Collections Development

Meg Raven, BA, MLIS (McGill),
Librarian, Co-ordinator of Public Services

Professors Emeriti

Sister Geraldine Anthony, BA (MSVU), MA,

PhD (Saint John's), Professor Emeritus of English

Sister Elizabeth Bellfontain, BA (MSVU), MA (St Mary's),

PhD (Notre Dame), Professore Emeritus of Religious Studies

Lucian Bianchini, MALS (Rosary), MPA (Dalhousie),
Librarian Emeritus

Larry Fisk, BA, BDiv (Alberta), MA (Queen's), PhD (Alberta),
Professor Emeritus of Political Science and Canadian Studies

Sister Mary Lua Gavin, BA (MSVU), MSc (CUA), DHumL
(MSVU), Professor Emeritus of Biology

Pierre Gerin, BESL (Lyon), Les L (Aix), CAPES, DES
(Tanarive), DTC (Lyon), Professor Emeritus of French

Margaret James, BSc, PhD, Professor Emeritus of Chemistry

Ann Manicom, BEd (McGill), MEd (Atlantic Institute of
Education), PhD (Toronto), Professor Emeritus of Education

Robert McDonald, BSc, MSc (Manitoba), PhD (Toronto),
Professor Emeritus of Chemistry

Philip McShane, BSc (National University of Ireland),
LPh (St Stanislaus College), STL (Hysthrop College,
England), DPhil (Oxon), Professor Emeritus of
Philosophy

Mary L Morley, BA, BSc (MSVU), MSc (Cornell), EdD
(Columbia) PDt, Professor Emeritus of Home Economics

Alleyne Murphy, BScHEc (St.FX), MSc (Montreal), PDt,
Professor Emeritus of Human Ecology

Pierre Payer, BA, STB (Assumption), MA, PhD (Toronto)