

# Graduate Programs Academic Calendar



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

### **Mount Saint Vincent University**

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

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

FAX Centre: 902-457-6455

World Wide Web: [www.msvu.ca](http://www.msvu.ca)

### **Frequently Called Numbers**

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



# Table of Contents

---

## Section 1 - General Information

Academic Course Add/Drop Dates 2008-2009	7
Important Dates in the University Year 2008-2009	8
Introduction	11
Glossary of Terms	11
The University	14

## Section 2 - Academic Regulations and Information

Admissions	20
Application Fee	20
Application Deadlines	20
Deferral of Admission	20
Language Proficiency	20
Categories of Students	20
Admission Requirements for Transfer	
Students	21
Prior Learning Assessment	21
Students With Disabilities	21
Regulations (General)	21
Registration	21
Authorized External Courses and Concurrent	
Registration	22
Minimum Institutional Credit Requirement	22
Class Attendance	22
Transcripts	22
Academic Advising	22
Graduate Level Grading Scheme	23
Examination Policy	23
Standing	24
Failure	24
Time Limit for Program Completion	24
Thesis Requirement	24
Academic Appeals Procedures	25
Academic Offences	26
Academic Offence Appeals Procedures	28
Student Judicial System	30
Regulations Governing Computer Use	30
Privacy of Information	31
Notice of Disclosure of Personal Information to	
Statistics Canada	31
Other Regulations	31
Graduation	31
Prizes Awarded At Convocation	32
Financial Awards	32
External Financial Assistance	32
Bursaries Available Through MSVU	32
Scholarships	34
Fellowships and Assistantships	35

## Section 3 - Financial Information

Important Definitions	38
Tuition and Other Fees	38
Assessment and Payment of Fees	40
Withdrawal From University	40
Important Financial Policies	41
International Students Health Plan	41
Outstanding Fees	41
Parking Policies	41
Thesis Registration	42
Returned Cheques	42
Other Information	42
Fees Deductible for Income Tax	42
Other Room and Board Information	42
Student Loans	42

## Section 4 - Program Descriptions

Applied Human Nutrition	44
Child and Youth Study	45
Education	46
Curriculum Studies	47
Educational Foundations	49
Educational Psychology	49
Elementary and Middle School Education	52
Literacy Education	52
Studies in Lifelong Learning	53
Master of Arts in School Psychology	54
Research Master of Arts	54
Family Studies and Gerontology	55
Public Relations	56
Women and Gender Studies	58
Distance Learning	59

## Section 5 - Course Descriptions

Applied Human Nutrition (GAHN)	62
Child and Youth Study (GCYS)	64
Education	65
Generic Courses (GEDU)	65
Curriculum Studies (GCRD)	65
Educational Foundations (GFDD)	68
Educational Psychology (GEPY)	69
Elementary and Middle School	
Education (GEMS)	73
Literacy Education (GLIT)	75
Studies in Lifelong Learning (GSLL)	77
School Psychology (GSPY)	78
Research Master of Arts (GREA)	81
Family Studies	
and Gerontology (GFSG)	81
Public Relations (GPRL)	82
Women and Gender Studies (GWGS)	84

## **Section 6 - University Facilities**

The Art Gallery .....	88
Evaristus Chapel .....	88
Athletics/Recreation .....	88
The Bookstore .....	88
The Library .....	88
Information Technology and Services .....	89
Distance Learning and Continuing Education .....	90
Student Affairs .....	91
Students' Union .....	94
The Child Study Centre .....	94
The Institute for the Study of Women .....	95
The Learning Centre .....	95
Centre for Women in Business .....	95
Nova Scotia Centre on Aging .....	95

## **Section 7 - University Officers and Personnel**

Board of Governors .....	98
Senate .....	98
Administrative Offices .....	99
Professors Emeriti .....	100
Librarians .....	100

<b>Index</b> .....	101
--------------------	-----

# General Information

1

General Information



# Academic Course Add/Drop Dates 2008-2009

Duration of Classes	Last Day to Register/ Add a Course	Last Day to Indicate Audit Registration	Last Day to Drop Without Transcript Notation (W)	Last Day to Drop Without Academic Penalty (WF)
Summer Session I, 2008				
Apr 21-June 27, 2008 (Distance)	Monday, April 21, 2008	Monday, May 26, 2008	Monday, May 26, 2008	Monday, June 9, 2008
May 12-June 27, 2008	Monday, May 12, 2008	Monday, May 26, 2008	Monday, May 26, 2008	Monday, June 9, 2008
May 12-June 4, 2008	Monday, May 12, 2008	Tuesday, May 20, 2008	Tuesday, May 20, 2008	Monday, May 26, 2008
June 5-June 27, 2007	Thursday, June 5, 2008	Thursday, June 12, 2008	Thursday, June 12, 2008	Thursday, June 19, 2008
Summer Session II, 2008				
July 2-August 19, 2008 On-campus and Distance	Wednesday, June 25, 2008	Wednesday, July 16, 2008	Wednesday, July 16, 2008	Wednesday, July 30, 2008
July 2-July 24, 2008	Wednesday, June 25, 2008	Wednesday, July 9, 2008	Wednesday, July 9, 2008	Wednesday, July 16, 2008
July 25-August 19, 2008	Wednesday, June 25, 3008	Friday, August 1, 2008	Friday, August 1, 2008	Friday, August 9, 2008
Fall Term/FullYear 2008/2009				
Sep 3-Apr 6, 2009	Wednesday, September 10, 2008	Wednesday, November 5, 2008	Wednesday, November 5, 2008	Wednesday, February 4, 2009
Fall Term Only 2008				
Sep 3-Dec 2, 2008	Wednesday, September 10, 2008	Wednesday, October 1, 2008	Wednesday, October 1, 2008	Wednesday, November 5, 2008
Winter Term Only 2009				
Jan 5-Apr 6, 2009	Friday, January 9, 2009	Monday, February 2, 2009	Monday, February 2, 2009	Monday, March 2, 2009

- \* Some on-campus and most distance courses begin prior to May 12, 2008. Consult summer session timetable and WebAdvisor for start date of all courses.
- \* Graduate calendar: Offsite Education courses may begin earlier than May 12, 2008.
- \* For financial deadlines and refund dates, visit <http://www.msvu.ca/WebAdvisor>.
- \* Add and drop deadlines for Mount courses offered for degrees in Association with Bermuda College and the University of St. Martin are the deadlines in effect in those institutions.



# Important Dates in the University Year 2008-2009

## 2008

### April

Tuesday	1	Reminder to students: Consult Summer Session Timetable and WebAdvisor for the start dates of all courses. Some courses begin prior to May 12 Deadline for application to Master of Arts in Women and Gender Studies Program
Monday	7	Classes End
Tuesday	8	Reading Day
Wednesday	9	Exams begin at 9:15 a.m.
Friday	11	Deadline for payment of all Summer Session I fees, after this date fees are due upon registration
Friday	18	Exams end at 10 p.m.
Saturday	19	10 a.m. Dining Hall closes 12 noon Residences close
Monday	21	Summer Session I begins for most courses offered through distance education. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses.
Wednesday	30	Final date to clear 2007-08 Fall-term IP grades

### May

Monday	12	Summer Session I begins for most on-campus courses. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses. Some on-campus courses begin prior to May 12 Off-site education courses may begin earlier than this date
Thursday	15	Spring Convocation
Friday	16	Spring Convocation
Monday	19	Victoria Day - University closed
Friday	30	Final date to clear 2007-08 full-unit or Winter-term INC grades

### June

Friday	13	Deadline for payment of all Summer Session II fees—after this date fees are due upon registration
Friday	27	Application deadline for international applicants for September 2008 Summer Session I ends
Monday	30	Summer co-op fees due

### July

Tuesday	1	Canada Day - University Closed
Wednesday	2	Summer Session II begins for on-campus and distance courses
Tuesday	15	Deadline to file Intent to Graduate for Fall 2008 Convocation
Wednesday	16	Last date to withdraw from courses offered over the first half of Summer Session II without academic penalty. Courses dropped after this date will receive an academic penalty grade of WF

Wednesday	30	Last date to withdraw from courses offered over the full session of Summer Session II without academic penalty. Courses dropped after this date will receive an academic penalty of WF
Thursday	31	Final date to clear Summer Session I INC grades

### August

Monday	4	Halifax Metro Natal Day - University Closed
Friday	8	Last day to withdraw from courses offered over the second half of Summer Session II without academic penalty. Courses dropped after this date will receive an academic penalty of WF.
Friday	15	Application deadline for September 2008 entry, new admissions and reactivations
Tuesday	19	Summer Session II ends
Friday	29	Final date to clear 2007-08 full-year and winter-term IP grades
Saturday	30	Westwood Apartments open at noon
Sunday	31	All other residences open at noon Dining Hall opens at noon on a cash only basis.

### September

Monday	1	Labour Day - University Closed Meal Plan commences at 5 p.m.
Tuesday	2	Orientation Day Seton Café opens at 7:30 a.m.
Wednesday	3	Classes begin
Wednesday	10	Passport to Learning registration opens Last date to register for full-year and fall-term courses Last day to drop full-year and fall term courses without financial penalty. See Final Timetable for Tuition Refund schedule. Deadline for payment of full fee instalment for all students registered to date in order to validate their registration
Tuesday	30	Final date to clear 2008 Summer Session II INC grades

### October

Wednesday	1	Last day to withdraw from fall-term courses without transcript notation. Fall-term courses dropped after this date and through November 4 will receive a transcript notation of W
Friday	3	No refund for fall term courses dropped after this date
Monday	13	Thanksgiving Day - University Closed
Sunday	19	Fall Convocation
Friday	31	Final date to clear 2008 Summer Session I IP grades

## **November**

Monday	3	Deadline for applications for January entrance to graduate programs except Master of Arts in School Psychology and Master of Science in Applied Human Nutrition
Wednesday	5	Last day to withdraw from full-year courses without transcript notation. Full-year courses dropped after this date and through February 3 will receive a transcript notation of W
Friday	7	Application deadline for In-Course Bursaries
Tuesday	11	Remembrance Day - University Closed
Friday	14	Deadline to file Intent to Graduate for Spring 2009 Convocation

## **December**

Tuesday	2	Classes end
Wednesday	3	Reading Day
Thursday	4	Exams begin at 9:15 a.m.
Friday	12	Seton Café closes
Saturday	13	Exams end at 9:00 p.m.
Sunday	14	Rosaria Dining Hall closes at 10:00 a.m. 12 noon residences close
Friday	19	Final date to clear 2008 Summer Session II IP grades

## 2009

### January

Thursday	1	New Year's Day - University Closed	Thursday	9	Deadline for payment of all Summer Session I fees. After this date fees are due upon registration
Friday	2	University re-opens	Friday	10	
Saturday	3	Residences open at 12 noon Rosaria Dining Hall opens at noon for continental breakfast	Monday	13	Easter Weekend - University Closed
Monday	5	Classes begin Seton Café opens at 7:30 a.m.	Thursday	15*	Last date to register for Summer Session I courses beginning prior to May 5 including all distance courses
Friday	9	Final date to register for Winter-term courses Last day to drop winter term courses without financial penalty. See Final Timetable for Tuition Refund Schedule. Last day to pay for second term fees. All other fees for the academic year should be paid at this point.	Saturday	18	Exams end at 10:00 p.m.
Thursday	15	Application deadline for Master of Arts in School Psychology for September 2009	Sunday	19	Dining Hall closes at 10:00 a.m. Residences close as 12 noon
Wednesday	28	Caritas Day. No classes held on this day	Tuesday	21	Summer Session I begins for most courses offered through distance education. Consult the Summer Session Timetable and WebAdvisor for start dates of all courses
Friday	30	Final date to clear fall-term INC grades Application deadline for BEd program for September 2009 No refund for winter or full year courses dropped after this date	Thursday	30	Rosaria Dining Hall closes at 10:00 a.m. Final date to clear 2008-09 fall-term IP grades Last day to register for Summer Session I courses beginning on or after May 5

### February

Monday	2	Last date to withdraw from winter-term courses without transcript notation. Courses dropped after this date and through March 1 will receive a transcript notation of W Last date to indicate audit registration for winter-term courses
Wednesday	4	Last date to withdraw from full-year courses without academic penalty. Courses dropped after this date will receive an academic penalty of WF
Monday	16	Study Break week begins
Monday	23	Classes resume

### March

Monday	2	Last date to withdraw from winter-term courses without academic penalty. Courses dropped after this date will receive an academic penalty of WF Application deadline for graduate programs except for Masters of Arts in Women and Gender Studies and Master of Arts in School Psychology for September 2009 entrance
Monday	30	Reminder to students: Consult Summer Session Timetable and WebAdvisor for the start dates of all courses. Some course begin prior to May 11

### April

Wednesday	1	Deadline for application to Master of Arts in Women and Gender Studies program
Monday	6	Classes End
Tuesday	7	Reading Day
Wednesday	8	Exams begin at 9:15 a.m.

### May

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

### June

Friday	12	Deadline for payment of all Summer Session II fees. After this date fees are due upon registration
Friday	26	Application deadline for international applicants for September 2009 entrance Summer Session I ends

\* Subject to change

# General Information

---

## Introduction

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

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

The University offers graduate programs in:

- Applied Human Nutrition
- Child and Youth Study
- Education
- Family Studies and Gerontology
- Public Relations
- Women and Gender Studies

The University confers degrees of:

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

Students already holding a degree may be interested in the Bachelor of Education degree which is described starting on page 100 of the Undergraduate Calendar.

## Glossary of Terms

### Academic Appeals Procedures

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

### Academic Offences

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

### Academic Advisor

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

### Alumna

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

### Authorized External Course (AEC)

Previously called "letter of permission", 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 University, includes all academic regulations which govern your studies at the Mount, list all program requirements and courses offered. Course information changes from year to year but the degree requirements described in the Calendar in the year of your admission to the degree remain in force as you complete your program—available for pick up in the Registrar's Office, Deans' Offices, Department of Distance Learning and Continuing Education and Assisi Information Desk. The Calendar is also located on the Mount website at [www.msvu.ca](http://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 22.

### 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. Any departures from the courses listed on the data form must be approved by the program coordinator. Copies are kept and updated by the department and the Registrar's Office.

#### **Dean**

The head of a faculty within the University. At the Mount, we have a Dean of the Faculty of Arts and Science, a Dean of the Faculty of Professional Studies, a Dean of the Faculty of Education, a Dean of Graduate 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 in exceptional cases when a student is unable to complete course requirements due to medical or other reasons during the time frame provided for completing an INC grade.

#### **Degree Requirements**

Listed in the Calendar and outlined on graduate program data forms, degree requirements outline the courses 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 Conflict**

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.

#### **Exam Schedule (When) and Seating Plan (Where)**

Published in the Registration and Advising 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](http://www.msvu.ca)

#### **F\***

A course notation meaning Failure resulting from an academic offence.

#### **Fees**

Fees are the costs associated with various aspects of attendance at the University—see Financial Information in the Final Timetable.

#### **Full-time Students**

Full-time students are enrolled in three or more units of credit during the September to April academic year. Graduate students enrolled in the Thesis are considered full-time students.

#### **Grade Point Average (GPA)**

The total of 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 coursework completed from September 1996 onward.

#### **Grade Points**

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

#### **Grade Report**

Available at the end of each term/academic session (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 or when a final exam or other course requirements have not been completed due to medical reasons. If these arrangements are not completed in the specified time, the INC notation shall be changed to F (failure).

#### **Intention to Graduate Form**

You must tell us when you plan to graduate—when you enrol in your final session of coursework 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](http://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. See regulations for registration in thesis, p.26

**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.

**Non-degree**

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

**NXM**

A course notation given in full-time courses for which no December grades are given.

**Orientation**

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

**Part-time Students**

Part-time students are enrolled in 2 ½ or fewer units of credit during the September to April academic year.

**Permanent Address and "Other" Addresses**

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 another 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 coursework in a specific field; also called a curriculum.

**Registration Form**

Available 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 21.

**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.

**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, the Registrar's Office will issue your ID card for the current year. ID cards expire each August.

You will need a Student ID card to use the Library, Computer Labs, to display when writing exams and to participate in many student and other activities on campus and in the metro area.

**Term Grade Point Average (TGPA)**

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

**Thesis Supervisor**

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

### Timetable

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, summer session I and II. Timetables are published on the Mount's website at [www.msvu.ca](http://www.msvu.ca).

### Transcript

The official academic record of your registrations at the Mount. It 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 accepted, 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 "Admission Requirements for Transfer Students", page 21.

### 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 coursework at Mount Saint Vincent University with formal approval from their home university.

### W

A course notation meaning withdrawal without academic penalty.

### WebAdvisor

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

### WF

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

### WP

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

## The University

### Mission

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

### Vision

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

### Values

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

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

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

The strategic plan, *Destination 2012*, was developed through extensive consultations involving faculty, administrators, staff, students, alumnae and the broader public. Our new mission charts our course and sets us on a path that builds on our heritage established by the Sisters of Charity. Our values express the beliefs we will live by in the pursuit of our vision and the fulfillment of our mission. The goals and strategies define our priorities, and the measures will ensure that we account for our progress.

Mount Saint Vincent University today is a small, diverse university whose size belies its strength. Building on its distinct features and esteemed history, the Mount is an environment for transformative learning and a university with unparalleled social impact - at home, across the country, and overseas.

Access to education and a commitment to positive social change hold the key. These distinctive features make the Mount unique in the post-secondary landscape and connect out past to our future. The Sisters of Charity founded Mount Saint Vincent as one of the first institutions in Nova Scotia dedicated to the education of women. Well into the 20<sup>th</sup> century, the Mount was the only independent college for women in the British Commonwealth. The Mount today has a

greater proportion of female leaders and faculty than any other university in Canada. While the University has long welcomed both men and women seeking an arts, science or professional education, the commitment to education as a right for all people, the direction to nurture knowledge and spirit, and the dedication to social responsibility burns as brightly today as it did in 1873.

The Mount is nationally recognized for its small class sizes - while larger universities will often have a hundred or more students per class, the Mount is committed to the transformations that occur for students in a rich, intimate learning environment. Faculty members are invested in the successful academic outcome of every student, whom they quickly come to know by name. Professors are not restricted to the model of professor as expert lecturer. Lively group discussions, personalized attention, and small team projects not only enhance learning, they allow classes to become enriched by the background and experience of each student.

The Mount's research is often focused on investigations applied to real world challenges, evident in the investigations of the Mount's four prestigious Canada Research Chairs. Faculty involvement in research - which has become extensive over the last decade - further enhances academic excellence by exposing students to current knowledge and intellectual discovery that ignites their academic vision. While most universities provide research assistantships mainly for graduate students, the Mount engages students at the undergraduate level as well. These opportunities can be life changing for students, opening up professional possibilities and new aspirations.

Faculty members at the Mount are not only the recipients of prestigious research and post-secondary teaching awards, but students notice the difference too. In the 2007 Canadian Undergraduate Survey Consortium (CUSC) survey of first year students, 95 per cent of Mount students said their professors were accessible outside of class time to help them and 94 per cent said they felt welcome at the university.

As well as offering world-class arts and science programs, Mount Saint Vincent University has developed a number of speciality programs over the years, many born out of the University's dedication to contribute to its community, nationally recognized for their excellence and unique within the region and Canada.

More than 5,000 women and men from across Canada and 60 countries around the world take advantage of the Mount's 38 undergraduate programs in Arts, Science, Education, and professional studies including Applied Human Nutrition, Business Administration, Child and Youth Study, Family Studies and Gerontology, IT, Public Relations and Tourism and Hospitality Management. The Mount also offers 21 graduate degrees in 13 areas to build upon the strengths of our bachelor's degrees. The newest additions are a Master of Arts in Public Relations, a Master of Public Relations and new Master of Education concentrations in supporting learners with diverse needs and education leadership.

The Mount offers most of its programs part-time, so that students with families or who are working can earn degrees at their own pace. Currently, 35% of undergraduate students and 91% of graduate students are taking part-time studies. The Mount was the first university in Nova Scotia to provide on-site childcare and the first to enter into articulation agreements with community colleges, so that students could upgrade to degree granting programs.

From the beginning, the Mount has been concerned about the welfare of individuals and communities, at home and abroad. We champion the principle that ideas and innovation are forces of change. Mount Saint Vincent University students graduate as leaders instilled with the values, perspective and ability to make a positive difference, locally, nationally and around the globe.

### Our Presidents

In keeping with the objectives of the University to provide strong leadership role models, ten presidents have all been women. From 1925, when Mount Saint Vincent 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, CM, BA, MA, PhD
1996-2006	Sheila A. Brown, BA, MA, PhD
2006	Kathryn E. Laurin, Mmus

### The Coat of Arms and Logo

The University's 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.



### 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, child and youth study, education, family studies and gerontology, public relations, women and gender studies, and school psychology. Master's degrees in education are offered in the following areas: elementary and middle school education, educational psychology, educational foundations, literacy education, studies in lifelong learning, 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	Wine
Master of Public Relations	Bangkok Rose

### The Campus

#### Location

The Mount Saint Vincent University campus is nestled atop one of the most beautiful and green areas of the city, overlooking the picturesque Bedford Basin. The campus boasts walking trails and a duck pond and is only minutes from downtown Halifax, Nova Scotia's exciting capital city. It's the best of both worlds - a park-like setting within a bustling capital city.

#### History

The history of Mount Saint Vincent University is a story of humanity and growth. From its inception, the Mount has been concerned about the welfare and fortune of individuals and communities, at home and abroad.

Mount Saint Vincent started as an academy established by the Sisters of Charity in 1873. In 1914, an agreement was signed with Dalhousie University, enabling students to enrol in the first two years of a bachelor's degree program at Mount

Saint Vincent and to continue for the last two years and the awarding of the degree at Dalhousie.

In 1925, the Nova Scotia legislature awarded Mount Saint Vincent 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 79 percent of the more than 5000 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, in addition to the Art Gallery and Seton Café. 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 the RBC link, an above-ground pedway. 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 hall, bank machine, bookstore, and Students' Union offices. Athletic/recreation facilities include a gymnasium, exercise room and saunas, and the Pepsi Weight Training/Conditioning Centre, Vinnie's Pub, The Corner Store, student newspaper, the Diversity Centre, the Crow's Nest and the Fountain Play Centre are also located in Rosaria.

Residences include Assisi Hall, a 12-storey high-rise; The Birches, five townhouses clustered around a tree-lined pond; and Westwood, a co-ed apartment-style residence which opened its doors to students in September 2003.

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

various functions; and the Research House, the newest addition to the Mount campus.

### *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 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 full and part-time child care centre which serves as a training, research and an 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.

### **Alumnae**

#### *The Alumnae*

Mount Saint Vincent alumnae are a strong, dynamic group numbering more than 23,900 around the world. Nearly half of Mount Saint Vincent alumnae graduated in the past decade and over 80 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 Relations and Development Offices, to ensure that all Mount Saint Vincent 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](http://www.msvu.ca/alumnae)).

The Mount Saint Vincent Alumnae Award for Teaching Excellence 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	Norah 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, OBE
1978	Muriel Duckworth, CM Florence Wall
1979	Gabrielle Leger, CC The Honourable Flora MacDonald, PC, CC, O.Ont, ONS
1980	Doris Ogilvie Jill Conway
1981	The Honourable Rosemary (Wedderburn) Brown, PC, OC, O.BC, CD John H. Coleman John Dickey Irene Farmer, SC Mary Lua Gavin, SC The Honourable Henry Hicks, CC Katherine O'Toole, SC
1982	The Honourable Monique Bégin, CP, OC Mary Helen Creighton, CM M. Irene McQuillan Murphy Beryl Rowland
1983	Roy Bonisteel, CM Anita (Rosenblum) Dubinsky Francis d'Assisi McCarthy, SC The Right Honourable Jeanne (Benoit) Sauvé, CP, CC, CMM
1984	The Honourable Bertha Wilson, CC The Honourable Lois M. Wilson, C.C., O.Ont
1985	Constance McGrath Baird Rosalie Bertell 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, CM Evelyn Fitzgerald, SC Ursula Franklin, C.C., O.Ont Lena Isabel Coldwell Jodrey
1987	The Honourable Antonine Maillet, C.P., C.C., O.Q. Pauline M. Webb
1988	R. Nita Barrow Mary Eberts Brenda Milner, C.C., O.Q.
1989	The Honourable Madam Justice Rosalie Abella Sonja Bata, OC Nancy Rowell Jackman

	Betty Kennedy, OC		Elisabeth Maxwell
	Thelma Herman McCormack	2000	Elizabeth May, OC
	Margaret Swan		Betty Peterson
1990	Roberta Lynn Bondar, OC, O.Ont		The Honourable Jennifer Smith, JP, MP, DBE
1990	Paule Cantin, SC	2001	Lascelles Sewell Lewis
	Margaret Catley-Carlson, OC	2001	Leila Theresa Thomas
	Verna J. Kirkness, CM, OM		The Honourable Madam Justice Louise Arbour
	Julia Levy, OC		Beverley Mascoll, CM
	Margaret Perry		The Honourable Sister Peggy Butts
1991	Berit As		Marnie McBean
	Agnes Grossmann	2002	Eleanor Wachtel, CM
	Ruth Johnson		Judith Gold, CM
	Michele Landsberg, OC		Linda Lundström
1992	The Honourable Doris Anderson, CC		Dorothy Moore, CSM, ONS
	Judy Erola, PC		The Honourable Marion Reid, CM, OPEI
	Maureen Forrester, CC, QC		The Right Honourable Beverley McLachlin, PC
	Nuala Kenny, SC, OC	2003	Alida K. (Cora) Greenaway, CM, ONS
	Phyllis Lambert, C.C., G.O.Q.		Laura Smith
	Maxine Tynes		Margaret Wade Labarge, CM
1993	June Callwood, OC		Pamela Wallin, O.C., S.O.M.
	The Honourable Sylvia Fedoruk, OC		Angela Hewitt, OC
	Daurene Lewis, CM		Shelagh Mackenzie
	Rita MacNeil, CM, ONS	2004	Daphne Marlatt, CM
	Pearleen Oliver		Ann Medina
	Lillian Wainwright		The Honourable Myra A. Freeman, ONS
1994	Edris Leatrice Bird		Elizabeth Raum
	E. Margaret Fulton, OC		Julie Payette, CQ.
	Naomi Elizabeth Griffiths, OC		Miriam Therese Winter
	Huguette Labelle, CC		Aldéa Landry, CP, CM
	Mary Jo Leddy, CM		Mary Sparling
	Katherine Paterson		Catherine McKinnon
1995	Ninette Babineau	2005	Louise R. Fleischman
	Roberta Way Clark		The Honourable Margaret Norrie McCain, OC, ONB
	Hillary Rodham Clinton		Rick Salutin
	F. Anthony Comper		Vivien Mavis Srivastava
	Margot A. Franssen, OC		The Honourable Mary Ellen Turpel-Lafond
	Charlotte Gray, CM		Dawn MacNutt
	Catherine McQueen, OC		Maxine Antoinette Henry-Wilson
1996	Jean Little, CM	2006	Graham Dennis, CM
	Annette Verschuren		Shirley Thomson, CC
	Martha Westwater, SC		Linda Inkpen, CM
	Sharon Hampson, CM	2007	Margaret Conrad, OC
	Lois Lilienstein, CM		Joan Craig, CM
	Bram Morrison, CM		Dorothy Green Wills, CM
	Myrna Slater		Jeanne Lamon, CM
1997	Mairi St. John Macdonald		
	Dale Godsoe, CM		
	Susan Patten, CM, ONL		
	Barbara Barde		
	Janet Conners		
	Alleyne Murphy		
	Kathleen Shannon, CM		
1998	Elizabeth Dowdeswell		
	The Honourable Rita Joe, CM		
	The Honourable Jocelyne Bourgon, CP, OC		
	The Honourable Constance R. Glube, ONS		
	Rosa Louise Parks		
	Ruth Hammond		
	Mary Pratt, CC		
1999	The Honourable Judge Anne S. Derrick		
	Dorothy E. Smith		
	Marguerite Andersen		
	Olive Patricia Dickason, CM		
	Mavis Gallant, CC		

# Academic Regulations and Information

# 2

Academic Regulations and Information

# 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](http://www.msvu.ca) and must be returned to the Admissions Office when completed. Two letters of reference (three for school psychology and women and gender studies), a statement of intent, a résumé and two copies of each official transcript of post-secondary study are required. Applications will be reviewed by the Program to which the student is applying. Applicants may be requested to attend an interview.

After receiving the recommendation on admission from the department, the Admissions Office will inform 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  
166 Bedford Highway  
Halifax, Nova Scotia  
B3M 2J6

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

### Application Fee

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

### Application Deadlines (for September entrance)

Master of Applied Human Nutrition	March 1, 2008
Master of Science in Applied Human Nutrition	March 1, 2008
Master of Arts in Child and Youth Study	March 1, 2008
Master of Arts in Education	March 1, 2008
Master of Education	March 1, 2008
Master of Arts in School Psychology	January 15, 2008
Master of Arts in Family Studies and Gerontology	March 1, 2008
Master of Arts in Public Relations and Masters of Public Relations	March 1, 2008
Master of Arts in Women and Gender Studies	April 1, 2008

January entrance to programs except School Psychology and Applied Human Nutrition	November 1, 2008
Scholarship consideration-Women and Gender Studies	January 31, 2008

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

### Deferral of Admission

Once an offer of admission is accepted, students with bona fide reasons may apply to defer admission for up to 12 months. Applications for deferrals must be submitted in writing to the **Dean of Graduate Studies**, prior to September 1 of the year of acceptance. Students granted such deferrals must confirm their intention to register in the subsequent academic year by the closing date of application for the program.

### Language Proficiency

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

Applicants who meet our admission requirements but whose English skills do not meet language requirements are referred to the East Coast School of Languages (ECSL) for assessment.

### Categories of Students

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

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

### **Additional Admission Requirements**

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

### **Admission Requirements for Transfer Students**

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

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

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

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

### **Prior Learning Assessment**

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

### **Students With Disabilities**

The Mount accepts applications from students with disabilities and is committed to enabling capable students with identified disabilities to enter and complete university programs. The Mount 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 are required to provide documentation of their disability to the Co-ordinator of Disability Services if they require accommodations. Once they have provided this documentation, the Co-ordinator of Disability Services 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 exam 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 counselling support. For more information, please see the Accessibility Plan at [www.msvu.ca/student-affairs/special-needs-students](http://www.msvu.ca/student-affairs/special-needs-students). 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;
3. have obtained the required approvals for proposed coursework and submitted the official university registration form to the Registrar or on WebAdvisor. Distance learning students must have formally completed distance learning registration procedures.

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

4. as a part of the registration process, students must also open a financial account with Financial Services and be formally charged-up for the proposed period of study. (Please refer to Financial Information - Section 3- for fee information and schedule of required payments).

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

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

## Maintaining Registration in Graduate Programs

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

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

Students who have not registered in coursework for more than one but less than two complete academic calendar years

must apply to the Registrar's Office to request reactivation of their status. Graduate students requesting reactivation must pay the reactivation fee, equivalent to the application fee for graduate programs, and have their file reviewed by the Registrar's Office and the Program. Permission to reactivate is dependent upon the approval of both the Registrar's Office and the Program. Students may be required to provide additional information.

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

## Leaves of Absence

Students with bona fide reasons, such as illness or parental leave, for not registering in one unit of credit in any academic calendar year (September to August) must apply for a leave of absence from the program by submitting a Request for Leave of Absence Form to the Dean of Graduate Studies, prior to the start of the semester in which the leave begins. Students may normally be granted a leave for twelve months only once in their program. Students on leave of absence are not entitled to University services nor to any kind of supervision during the period of their leave.

## Change in Course Registration

Students may change their registration in courses during the first week of each semester only. An instructor is not obligated to accept a student into a class after the first full week of classes has passed. In order to make such a change, students obtain a change of course form (add/drop form) from the Office of the Dean or Registrar and write the course number being deleted and the number of the course being added, before returning the form to the Registrar's Office or make the changes online through WebAdvisor. It is students' responsibility to keep their registration records accurate and up to date through the submission of course change (add/drop) forms. Alternately, students may submit changes by letter or by FAX as noted above. Only changes made in writing or on WebAdvisor will be recorded. Distance Learning students must complete Distance Learning procedures or inform the Registrar's Office in writing. The effective change date is the date the form is received and date stamped in the Registrar's Office.

## Withdrawal

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

Students wishing to withdraw from courses must withdraw in writing. The responsibility for initiating withdrawal rests with the student. Ceasing to attend classes or advising the course instructor of intended withdrawal is not sufficient to register a formal withdrawal.

Withdrawal from a course is done by submitting a course change (add/drop) form, or letter (containing all the relevant information from an add/drop forms) to the Registrar. Distance Learning students must complete Distance Learning procedures or inform the Registrar's Office in writing. The official date of withdrawal is the date the form or letter is received and date stamped in the Registrar's Office.

Please refer to the table **Academic Course Add/Drop Dates 2008-2009** on page 7.

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 exceptional circumstances. (See regulations governing "WP" grades on page 23)

### **Authorized External Courses and Concurrent Registration**

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

### **Minimum Institutional Credit Requirement**

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

### **Class Attendance**

Regular attendance is expected of students at all classes. In general, the responsibility for meeting this obligation rests with students, even where it is not specifically stated in the course outline. Students may not register for courses where the scheduled times overlap in any way on any day. Where such a case is found, the student will be assigned a failing grade in the courses with overlapping times.

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

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

### ***Resumption Following a Labour Disruption***

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

### **Transcripts**

A student's transcript is the record of academic work undertaken and results obtained while at the Mount. Transcript copies are prepared and released upon the written request of students in good financial standing with the University. Telephone requests cannot be accepted, but written requests may be sent by FAX to (902) 457-6498 to expedite ordering. Students may obtain an unofficial copy of their own transcript upon request.

### **Academic Advising**

Incoming students are encouraged to confer regularly with the graduate program co-ordinator and/or their academic advisor 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.

### **Graduate Level Grading Scheme**

Letter Grade	Descriptor	Grade Points	Numerical Guidelines
--------------	------------	--------------	----------------------



A+	Outstanding	4.3	94-100
A	Very Good to Excellent	4.0	87-93
A-		3.7	80-86
B+	Acceptable to Good	3.3	77-79
B		3.0	73-76
B-		2.7	70-72
C	Minimally Acceptable	2.0	60-69
P	Pass in Courses on P/F Scale	Neutral	
F	Failure	0.0	below 60
F*	Failure Resulting from Academic Offence	0.0	
NCR	This mark indicates no credit, repeat and is allowed in certain courses graded only on the Pass/Fail scale	Neutral	
NXM	This notation is given in full unit courses for which no December grades are given	Neutral	
INC	Incomplete with Deadline for Completion (Regulations and deadlines noted below)	Neutral	
IP	In Progress at End of Term (Regulations and deadlines noted below)	Neutral	
DEF	Deferral for Illness (Regulations and deadlines noted below)	Neutral	
W	Withdrawal without academic penalty (deadline driven)	Neutral	
WP	Late withdrawal without academic penalty (deadline driven) Regulations noted below	Neutral	
WF	Withdrawal with academic penalty (deadline driven)	0.0	

### *INC*

The notation "Incomplete (INC)" is given according to the following regulations:

When a student is unable to complete course requirements for other than medical reasons and the faculty member agrees to a schedule for the completion of the outstanding requirements.

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

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

examination or complete the outstanding requirements on application to the Registrar.

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

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

### *IP*

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

A grade of IP will be assigned to a thesis course or continuation that is incomplete at the end of the appropriate academic term. Please see regulations for registration for thesis, p.25.

### *DEF*

A notation of "Deferred (DEF)" can be given through the Registrar's Office in exceptional cases when a student is unable to complete course requirements due to medical or other reasons during the time frame provided for completing an INC grade.

Normally, in accordance with INC grade regulations, a grade of INC will be initially assigned by the faculty. A student whose circumstances warrant a grade of DEF must submit a Petition to Request a Grade of Deferred (DEF) form to the Registrar's Office no later than 15 days prior to the expiration of the INC grade. The Registrar, Dean and faculty member will determine whether the petition will be granted or the grade of INC will remain.

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

### *WP*

A student who withdraws from a course due to exceptional circumstances after the withdrawal date for academic penalty may petition to the Dean for a grade of WP. If the petition is granted and the student has earned a grade of C- or above in the coursework to the point of withdrawal, a grade of WP will be recorded.

### **Examination Policy**

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

### *Examination Policy*

1. An examination will normally be required for every course at the undergraduate level taught at the University
2. There will be an examination period at the end of each semester during which all examinations will be written as scheduled by the Registrar's Office. Instructors may not schedule examinations outside of this examination period including the reading day.
3. The value of the examination must be at least 30 percent of the work of the semester, the exact value of each examination to be determined by the instructor in consultation with the department.
4. An examination must never provide more than 70 percent of the total mark for a course.
5. The student must have received at least one mark and/or evaluation in each course prior to the examination period in each semester.
6. The form of the examination—oral, multiple choice, open book, essay, etc.—will be the prerogative of the instructor in consultation with the department.
7. Exemptions for giving an examination in a course are subject to departmental policy on examinations and reporting. If a course is exempt from examination, this must be stated in the course outline, and the Registrar's Office must be informed of the exemption.
8. No tests will be held nor assignments made due during the final two weeks of any academic term unless these tests and formal assignments are included on the course outline distributed at the beginning of each academic term. Examination scheduling is covered in items 2 and 7 above.

### *General Exam Rules for Students*

1. Students should not take coats, briefcases, headsets, or large purses into the examination room, except in the case of an open book exam. If students must bring these articles into the examination room, they must be left at the front door of the room and not brought to their seats.
2. Smoking, eating and drinking are not permitted.
3. Students are not permitted to wear ball caps while writing exams.
4. Students are required to turn off cell phones, watch alarms and/or pagers while writing exams.
5. There will be no talking in the examination room.
6. Students must display their valid Mount Saint Vincent University Student ID Card during each exam.
7. Students may begin their exams as soon as they are seated; however, shortly after they begin their exams, a sheet will be circulated on which they must write their name beside the appropriate seat number.
8. No student may leave the examination room during the first twenty minutes of the exam. Latecomers will be admitted to the examination room only during the first twenty minutes.
9. Students requiring assistance should raise their hands and not leave their seats.
10. When students have finished their exam, they should write their row and seat number on the cover of the examination booklets, hand their exams to one of the proctors and sign the attendance sheet for their course. Students may be required to show their valid Mount Saint Vincent University Student ID Card at this time.
11. If a student misses an examination due to illness, she/he must inform the Registrar promptly and submit a medical

certificate from a family physician or from the Health Office Nurse directly to the Registrar.

### **Standing**

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

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

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

### **Failure**

A student who receives a grade of "F" or "F\*" in any course will be dismissed from the program. Such a student may apply to the Graduate Studies Program and Policy Committee for readmission. Normally only one re-application to the Program will be considered.

### **Time Limit for Program Completion**

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

### *Leaves of Absence*

Students with bona fide reasons, such as illness or parental leave, for not registering in one unit of credit in any academic calendar year (September to August) must apply for a leave of absence from the program by submitting a Request for Leave of Absence Form, available at [www.msvu.ca/graduatestudies](http://www.msvu.ca/graduatestudies), to the Dean of Graduate Studies, prior to the start of the semester in which the leave begins. Students may normally be granted a leave for up to twelve months only once in their program. Students on leave of absence are not entitled to University services nor to any kind of supervision during the period of their leave.

### *Extensions*

Students who anticipate that they will be unable to complete program requirements within the five year time period must apply in writing to the Dean of Graduate Studies, before the end of the fifth year. Normally only students completing the thesis requirement will be granted an extension.

### **Thesis Requirement**

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

preparation, presentation and approval of theses are available on the Graduate Studies website at [www.msvu.ca/graduatestudies](http://www.msvu.ca/graduatestudies).

### **Registration for Thesis**

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

See page 42 for financial information about the thesis course.

### **Academic Appeals Procedures**

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

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

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

#### **A. Grade Appeals**

##### **► Stage One: Informal Grade Query and Grade Analysis**

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

If still dissatisfied, the student may move to Stage 2. Stage 2 is initiated by contacting the Registrar's Office to complete the Academic Appeals and paying the fee of \$25. The Academic Appeals form is copied to the department Chair, the Dean, and the faculty member concerned. If not carried out at stage 1, a grade analysis is conducted before a re-read in order to ensure that any arithmetical errors are corrected.

##### **► Stage Two: Re-read**

A re-read shall involve reconsideration of the student's coursework, including the final examination, if any. It shall be the responsibility of the student to preserve all exercises,

papers, reports and other graded material for the course except the final examination paper, and to submit the originals of these documents with the application for a re-read. Work not submitted, and courses or aspects of courses in which it is not possible to review the student's work, cannot be taken into consideration.

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

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

A re-read will be conducted as follows:

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

#### **B. Appeal of Misapplication of University Regulations by Petition to the Committee on Academic Appeals**

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

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

##### **► Procedures for This Type of Appeal**

1. Application for an appeal to the Committee and must be made in the form of a signed and dated letter, accompanied by an Academic Appeal Petition form, available from the Registrar's Office. The basis of the appeal should be clearly stated in the letter of appeal and decisions will be based on this information alone. Thus, applicants must ensure that all relevant information is stated in the letter of appeal. Applicants are advised to contact the Registrar's Office for advice while collecting

information for their appeal in order to ensure that all necessary information is included. Students will state in writing their specific complaint and the action already taken to seek a remedy. This written representation should be directed to the Registrar and all supporting documents must accompany it. A fee of \$25 must be paid at this stage. At this point the faculty member involved will be informed by the Registrar that a petition to the Committee has been launched.

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

#### *Academic Appeals Committee Procedures*

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

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

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

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

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

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

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

#### *Hearing Procedures*

1. The purpose of the hearing is to ascertain the facts. Both the student and faculty will be invited into the hearing by

the Chair of the Committee and asked to present their respective cases and will be permitted to cross examine the evidence.

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

#### **Academic Appeals Deadlines**

For Courses Taken In	Deadline Date
Winter Term 2008	May 23, 2008
Fall/Winter Term 2007-08	May 23, 2008
Summer Session I, 2008	July 15, 2008
Summer Session II, 2008	September 16, 2008
Fall Term 2008	January 16, 2009
*Winter Term 2009	May 22, 2009
*Fall/Winter Term 2008-09	May 22, 2008

\*subject to change

#### **Academic Offences**

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

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

#### *Plagiarism*

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

- Using copied material without enclosing that material in quotation marks and/or without appropriately acknowledging its source;
- Paraphrasing or summarizing the original wording too closely;

- Omitting acknowledgment of the source of paraphrases and summaries;
- Submitting work that has been written in full or in part by someone else.

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

#### *Cheating*

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

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

#### *Other*

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

#### *Procedures for Dealing with Plagiarism, Cheating and Other Academic Offences*

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

1. If a formal charge is to be made, the faculty member will send a written report of the offence (including relevant documentation and recommended penalty based on the

University guidelines) to the Dean copied to the Registrar and Department Chair within five working days following the meeting with the student(s). Penalties may range from a grade of zero in an assignment in a course to expulsion from the University.

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

#### *Misrepresentation*

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

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

#### *Procedures for Dealing with Misrepresentation*

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

1. When the Registrar and/or Dean has reason to suspect that an academic offence has occurred, the Registrar and/or Dean will provide an opportunity for the student to discuss the incident for clarification purposes.
2. Following this discussion, the Registrar and/or Dean will determine whether or not an academic offence has occurred. If it is determined that an offence has occurred, a written report (including relevant documentation and recommended penalty based on the University guidelines) will be sent to an alternate Dean who will assess the penalty (which may range from zero in an assignment to expulsion from or denial of admission to the University).
3. Within seven working days of determining the penalty, the Registrar will send notification to the student with copies to the Department Chair, and where appropriate to the faculty member and/or Dean.
4. If the recommended penalty is expulsion, the Dean will make a recommendation, in writing, to the President with a copy to the Registrar and where appropriate, to the faculty member. The President will then confirm or revise the penalty. The University President will send the notification to the student with copies to the Registrar, faculty member, Chair of the Department and the Dean.
5. Subject to any appeal decisions, all documents related to the charge will be a permanent record in the student's file.
6. The student has the right to respond in writing to this notification and the supporting documentation to the Registrar within 15 working days of receipt of the notification. The response will be placed on file with copies, where appropriate, to the faculty member, Chair of the Department and the Dean (and President, in the case of expulsion). The student will have the right to appeal the decision and/or the related penalty to the Academic Appeals Committee.
7. Two years following an assessment of a penalty transcript notation, if there is only a single F with a notation on the student's transcript, the student may appeal to have the notation removed from the transcript. This appeal must be made within ten years from the time the offence was noted on the transcript. The Appeals Committee will consider the student's entire file in assessing the appeal to remove the notation.

#### **Academic Offence Appeals Procedures**

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

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

Faculty and students who have a conflict of interest, such as having been involved previously with the case under consideration, will withdraw from the Committee. In the event

that the Registrar is involved in the case, an alternate Dean will serve as the resource member on the Committee.

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

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

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

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

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

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

#### **Hearing Procedures**

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

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

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

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

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

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

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

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

<sup>2</sup> Academic calendar year begins September 1 and ends on August 31

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

## Student Judicial System

A student judicial system for non-academic infractions is in effect. It exists to maintain an environment that is hospitable and conducive to academic study and extra-curricular activities for both women and men. One of its premises is that non-academic standards of behaviour are as important to the quality of university life as are academic standards. It sets out what constitutes the misconduct for which students of the University are subject to discipline, and procedures for dealing with complaints. The definitions of misconduct include, among others: conduct which threatens or endangers the health and safety of any member of the University community on or off campus; use of abusive or obscene language or gestures at any University sponsored functions or operations; obstruction or disruption of any university or Students' Union sponsored function. Failure to comply with the instructions of University or Students' Union officials acting in the performance of their authorized duties; and violation of any law of Canada.

### Procedures

Complaints may come from any member of the University community and should be directed to the Office of the Dean of Student Affairs (457-6360). They must be in writing and in as much detail as possible regarding the misconduct being alleged. The Dean of Student Affairs then forwards a copy of the complaint to the respondent asking for a written response, and may begin an investigation. A hearing is scheduled by the Chair of the Student Judicial Committee. That committee has the power to impose sanctions. The decision can be appealed. Note that all disciplinary and appeal procedures are designed to follow principles of natural justice.

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

## Regulations Governing Computer Use

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

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

1. using the computer access privileges of others or sharing one's username and password; interfering with the security or confidentiality of other users' files or maliciously destroying any computer stored material including that in primary storage;
2. impeding others or interfering with their legitimate use of computing facilities (this includes but is not limited to sending obscene, threatening, or repeated unnecessary messages or downloading pornographic material);
3. illegally copying programs or data that are the property of the University or other users or putting unauthorized or forbidden software, data files, or other such computer-related material on university computers;

4. interfering with the normal operation of computing systems or attempting to subvert the restrictions associated with such facilities;
5. using computing resources for purposes not in accordance with educational and/or research activity;
6. failing to follow specific rules set out by the faculty member or department in charge of the course for classes, tests, or exams held in a computer lab;
7. using the Internet and other computing resources for purposes deemed to be "recreational" to detriment of curriculum-related uses.

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

### Procedures for Dealing with Student Violations

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

#### ► Level One

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

#### ► Level Two

Level two offences will be defined as repeat offences of level one. The Director of IT&S will forward the information to the Dean of Student Affairs for appropriate action based on the nature of the offences. This could include the involvement of the Student Judicial Committee, the Registrar, or the Sexual Harassment Advisor. Procedures of the specific policy or code will be followed.

#### ► Level Three

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



## Privacy of Information

### *Freedom of Information and Protection of Privacy (FOIPOP)*

In 1993, the province of Nova Scotia enacted the Freedom of Information and Protection of Privacy Act, 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/just/foi/foisvcs.htm](http://www.gov.ns.ca/just/foi/foisvcs.htm)

### *Personal Information and Protection of Electronic Documents (PIPEDA)*

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

A complete copy of Bill C-6, the Personal Information Protection and Electronic Documents Act is available on the Privacy Commissioner's web site at [www.privcom.gc.ca](http://www.privcom.gc.ca).

### *Privacy Act*

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

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, Mount Saint Vincent University 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 39). Credentials will not be awarded until all accounts have been paid in full.

### *Participation in Convocation Ceremonies*

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

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

## Prizes Awarded At Convocation

### *Senate Medals of Distinction*

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

### *President's Prizes*

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

### *Kappa Gamma Pi*

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

### *Governor-General's Medal*

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

### *The Graduate Thesis Award*

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

## Financial Awards

### External Financial Assistance

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

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

A Financial Aid Manager is available on campus to assist students with their loan applications and to provide information on other types of financial assistance. Employment opportunities are available at the University for students who wish to work part-time, such as library assistants, office help, receptionists and switchboard operators. Application forms for on-campus work are available from the personnel office.

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

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

### Bursaries Available Through 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, Students' Union and online at [www.msvu.ca](http://www.msvu.ca) in October. **Completed applications must be received in the Financial Aid Office by 4 p.m. on Friday, November 3, 2008.**

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 an MSVU 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 January of each year (applications open for the months of October and November 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 January of each year (applications open for the months of October and November 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.

### **Aramark Canada Ltd. Bursary**

Established by Aramark Canada Ltd. in recognition of their long-standing relationship with Mount Saint Vincent University. This bursary is awarded annually to a student in financial need.

### **The Louise Ardenne Endowed Bursary**

Established by Louise Ardenne (BA '89), to help a single mother or a woman who is the primary care-giver for a family or a friend who has encountered financial difficulties, complete her term or course. A special application is required and is available from the Financial Aid Office and must be submitted with the formal bursary application.

### **Marion Baker Memorial Endowed Bursary**

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

### **CCJ Childcare Bursary**

Established by members of the University's senior academic administration, this bursary is awarded annually to a single parent with small children to subsidise childcare at the MSVU Child Care Centre, in order for the student to continue her/his studies.

### **The Catherine and Douglas Clancy Endowed Bursary**

Established by their daughter, Mary Clancy BA (Hons) '70 MSVU; LLB '74 Dalhousie; LLM '76 London, MSVU 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 Endowed 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 an MSVU 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 Endowed Bursary**

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

### **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 MSVU'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 Isabel Hyland Memorial Endowed Bursary**

Established by Janet Pottie Murray (BA '56) as a lasting tribute to the educational dedication of her Aunt Isabel, who graduated from Mount Saint Vincent College in 1944. A devoted teacher for thirty-four years, Isabel Hyland will always be remembered by her students for her compassion and devotion. This bursary is available to students in the education program who have demonstrated a financial need. Applicants should include a résumé outlining how the pursuit of their studies will fulfill specific career goals.

***The Mount Saint Vincent University  
Faculty Association Endowed 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 Endowed Bursary***

Established by Dr. T.J. (Jock) Murray and children to honour his wife and their mother, Janet (Pottie) Murray. Janet was Chair of the Board of Governors from 1980 to 1983 and is a loyal MSVU 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 Endowed 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 MSVU. 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.

***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.

***Royal Canadian Air Force (Women's Division)***

Two bursaries are available to female (Women's Division) students over thirty years of age with demonstrable need who plan to re-enter the workforce upon completions of studies. First preference will be given to women born in Nova Scotia.

***Dr. Catherine T. Wallace Endowed Bursary***

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

***The Wilfred F. Young Memorial Endowed 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.

***Scholarships***

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

***John Ardenne Memorial Endowed  
Scholarship for Women***

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

***The Patricia S. Barnes Memorial Endowed 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. Recipients are selected by the Graduate Studies Scholarships, Assistantships and Awards Committee on the recommendation of the Faculty of Education.

***The George Cheong and Sons Memorial  
Endowed 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. Recipients are selected by the Graduate Studies Scholarships, Assistantships and Awards Committee on the recommendation of the Faculty of Education.

***Child & Youth Study Graduate Endowed Scholarship***

This scholarship, established by the Child & Youth Study faculty, is awarded to a student who has completed at least 3.0 units towards the MA(CYS). The scholarship is awarded annually to a student who has demonstrated academic excellence and whose thesis research promises to contribute to the development of the field. All proposals successfully defended in any given calendar year may be considered for the scholarship. **Application deadline: January 15.** Recipients are selected by the Graduate Studies Scholarships, Assistantships and Awards Committee on the recommendation of the Faculty of Education.

### ***The Harvella Scholarship***

Established to recognize Mount Saint Vincent University's commitment to academic excellence. Awarded annually, on the recommendation of the Graduate Studies Scholarships, Assistantships and Awards Committee, to a full-time student entering a Master of Arts or Science degree program who has demonstrated outstanding academic achievement.

**Application deadline: April 1**

### ***The Naomi L. Hersom Endowed Scholarship***

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

### ***Women and Gender Studies Graduate Scholarship***

This scholarship is awarded annually to a student accepted to the MA Women and Gender Studies program. Recipients are selected by the Graduate Studies Scholarships, Assistantships and Awards Committee on the recommendation of the Women and Gender Studies Graduate Faculty. **Application deadline: January 31**

### **Graduate Merit Scholarships**

In-course awards are made to graduate students on the basis of coursework completed at Mount Saint Vincent University. To be considered, students must have completed 2.0 units of graduate coursework, excelled academically and demonstrated that they will make a significant contribution. Separate awards for full and part-time students are available. Applications are available from departments and the Office of the Dean of Graduate Studies. **Application deadline: May 15**

### **Fellowships and Assistantships**

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

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



# Financial Information

3

Financial Information

# 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 and financial policies for 2008-2009 have not yet been determined. Fees listed below are those in effect for 2007-2008 and are, therefore, subject to change without notice upon approval of the Board of Governors. Regulations regarding financial matters are also subject to change. Updated financial information will be posted on the web site at [www.msvu.ca](http://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 41 for more details

## Tuition Fee Schedule 2007-2008

Graduate courses (excluding certain School Psychology courses)	\$1523 per unit of credit
Certain School Psychology courses	\$1623 per unit of credit
Graduate Applied Human Nutrition internships	\$1523 per unit of credit for each internship

## Nova Scotia Tuition Reduction Program

For the 2007/08 academic year, all Nova Scotia students (as determined by a definition established by the Province), will receive a reduction in their tuition of \$100 per unit of credit. This reduction will be applied using the same guidelines as for tuition. Please check our website for more detailed information on the Nova Scotia Tuition Reduction Program.

## 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	\$ 85
Per full unit	\$170

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 tapes, 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	\$1059
--------------------	--------

## Non-Refundable Fees

Confirmation Deposit all newly admitted students	\$100
Technology Fee	\$10/unit of credit
Athletics Recreation Fee	\$5/unit of credit
Students' Union fees	\$30.80/unit up to a maximum of \$154.00
Students' Union orientation fee	\$35 for each new full-time student
Refugee Student Program fee	\$.90/unit up to a maximum of \$4.50



U-Pass fee	\$118 per full-time student (students taking 1.5 units of credit or more in a semester)
------------	---

Students' Union Yearbook fee	\$5.23/on-campus student
------------------------------	--------------------------

International Student Health Plan Family coverage is available upon request. (See policy section for restrictions on opt outs)	\$602.25 single (12 months)
--	-----------------------------

#### Miscellaneous Fees

Application fee for Graduate programs	\$50
Challenge examinations fee (must be paid prior to taking examination) challenged	½ of full rate of course

PLA fee	½ of full rate of courses for which credit will be given
---------	--

Academic Appeals Procedure: Stage Two re-read fee, payable prior to re-read non-refundable	\$25
--	------

Graduation fee	\$65
----------------	------

Trunk storage fee	\$40
-------------------	------

Locker fee	\$20
------------	------

Returned cheque fee	\$20
---------------------	------

#### Official Transcript Delivery Fees

Transcripts will be issued within (3) working days of receipt of request (not including the day of receipt) **except** at the end of each term when five (5) or more working days may be required. Regular delivery is by Canada Post (first class) or personal pick up from the Registrar's Office.

#### Delivery Charges

Official and unofficial transcripts are provided without charge. Depending upon the delivery method requested, charges may apply. Please see below for details.

Delivery by Canada Post (first class) will be provided without charge. Delivery by courier or expedited service will be at cost.

Delivery by FAX will be charged as follows:

Local FAX	No charge
Atlantic Provinces	\$10 per destination
Rest of Canada	\$15 per destination
USA, Bermuda, & Caribbean	\$25 per destination

When FAX is chosen, a hard copy will be sent at no extra charge by regular Canada Post provided an address is included.

Students are responsible to ensure that transcripts sent by FAX are acceptable by the recipient. Students are

responsible to supply the exact delivery address and/or FAX number when requesting these delivery modes. Students requesting expedited delivery, courier or FAX services must provide payment (cash, cheque, VISA, MasterCard, debit) at the time of the request.

#### Room and Board Fees

##### Single Room

Birches 1-4	\$6795*
Birch 5	\$4570 plus \$550 declining balance meal plan

Assisi	\$6795*
Westwood (dorm style)	\$7715*

##### Double Room

Assisi	\$6175*
--------	---------

\*- includes \$2325 declining balance meal plan

##### Apartment Style

Westwood - per occupant	\$5060 plus \$500 declining balance meal plan
-------------------------	---

Lost Meal Cards Replaced	\$5
--------------------------	-----

Residence Deposit	\$300
-------------------	-------

#### Other Fees

##### Parking Permit Costs for the 2007-2008 Academic Year

Full Year	Sept 2007 - Aug 2008	\$141.09 + \$19.75 HST
1st Term	Sept 2007 - Dec 2007	\$74.56 + \$10.44 HST
	Sept 2007 - Apr 2008	\$114.71 + \$16.06 HST
2nd Term	Jan 2008 - Apr 2008	\$73.10 + \$10.23 HST
	Jan 2008 - Aug 2008	\$114.71 + \$16.06 HST
Summer	May 2008 - June 2008	\$42.44 + \$5.94 HST
	July 2008 - Aug 2008	\$42.44 + \$5.94 HST
Daily permits		\$5.74 + \$0.80 HST
Weekly permits		\$20.64 + \$2.89 HST
Monthly parking		\$42.44 + \$5.94 HST
Meter parking		\$1.15/hour
Pay and display		\$6.00/per day

#### Confirmation Deposit

All new students, must pay a non-refundable confirmation deposit when they are admitted to the University to confirm their intention to attend the University. The confirmation deposit will be \$100 for graduate students. This deposit will be applied towards tuition fees but is forfeited if not used in the most current academic year (September to April).

#### Room Deposits

New students may not apply to residence until they have been accepted to the University. A residence application will accompany the acceptance package from the Admissions Office. A \$150 deposit must be included with each completed residence application submitted. If a student is not assigned a room, \$125 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 May 31, will receive a refund of \$100. No deposit refunds will be granted after May 31.

For all residence students except for those living in Westwood apartment style rooms, the deposit will be applied to the student account in September against the fees owing for the room. For Westwood residents, the deposit will be held as a caution deposit until the end of the academic year to cover any assessed damages. (See Residence Penalties Policy on Page 41.) The remaining balance, after assessment of any damages, will be refunded to the student.

## Assessment and Payment of Fees

### Financial Eligibility to Register

To be eligible to register, a student must have no outstanding fees that are due and payable to the University.

### Important Fee Payment Deadlines

Students must pay the required fee instalment by each term's payment deadlines specified below in order to complete their registration and retain their course selections for that term. Those who do not make the required fee instalment by the due date, in any term, will lose their course selections for that term. **The payment deadline for the fall term will be September 10, 2008 and for the winter term will be January 9, 2009 for all payments, except payment of co-op fees.**

### Instalment Payment Option

Students who are registered in at least one on-campus course and for both the fall and winter terms may choose to make payment in two instalments, the first being 60 percent of the balance which is due no later than **September 10, 2008**, and the second being 40 percent of the outstanding balance which must be paid by **January 9, 2009**. 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 and/or dental plans will be required to pay 100 percent of the plan fees.

### Students Full Registered in Distance Education Options, Off-campus Course, or for One Term Only

Students who are registered solely in distance or off-campus courses or are registered for one term only will be expected to pay each term's fees on the required payment due dates for the term in order to confirm registration.

### Co-operative Education Students

Students enrolled in the co-operative education option will be required to pay their tuition in full by the dates indicated above for the semester in which they are enrolled in classes. Students on co-op terms will be required to pay their co-op fee by the end of the month following the month in which the co-op term begins. If a student is also registered in courses while

on a co-op work term, the fees for the course registrations are due on the regular term deadlines noted previously.

### Students Waiting for Student Loan

Students who have applied for student loan but have not yet received it by the payment deadline will be required to complete an agreement form with Financial Services, which will provide an extension for payment of fees to allow additional time for the loan to be received. The agreement form will be available online.

### Students With Other External Funding/Sponsorship

Students sponsored by government or other agencies that will be paying the student's fees directly to the University, must present a signed statement from the sponsoring agency, by the payment deadline, indicating the nature and extent of the sponsorship.

**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 Hall on Monday to Friday throughout the calendar year. Office hours are 9 a.m. to 4:30 p.m. from June 2 to August 29, 2008 and 9 a.m. to 5 p.m. from September 2, 2008 to May 29, 2009. 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**. Fees may also be paid through internet and telephone banking services of most major chartered banks. 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 the payment deadline. 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](mailto:financial.services@msvu.ca), with any questions.

### Late Payment

As noted earlier, **late payment is not permitted without an approved extension by Financial Services**. Where a student has been permitted, by Financial Services, to make their payment beyond the normal payment deadline, interest will be charged, on the overdue balance at the rate of one percent per month, which equates to 12 percent per annum.

### Withdrawal From University

**A student who has completed registration and subsequently wishes to withdraw from a course must notify the Registrar's Office (delivered in person, by mail, by email, or by fax or through "Drop a section" in WebAdvisor). Refunds will be calculated based on the date on which the withdrawal is received or processed through WebAdvisor.**

**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 the course change form has been processed.

#### **Tuition Refund Schedule**

<b>Withdrawal Date</b>	<b>"A" Term</b>	<b>"B" Term</b>
Up to Sept 10	100%	100%
Sept. 11 to 16	80%	100%
Sept. 17 to Sept. 23	60%	100%
Sept. 24 to Oct. 3	30%	100%
Oct. 4 to Jan. 9	0%	100%
Jan. 10 to Jan. 23	0%	60%
Jan. 24 to Jan. 30	0%	30%
After Jan 30	0%	0%

#### **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 there are no vacancies in residence and an off-campus replacement can be found . Please refer to policy section on page 41 for details. All students withdrawing from residence are responsible to meet with the Housing Office before their withdrawal is official.

#### **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 student 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, 2008. 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.

#### **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 93.

##### **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 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 Co-ordinator and complete a withdrawal interview prior to leaving residence. A student will be responsible for the full cost of the room unless the University has no vacancies in residence and an off-campus replacement can be found.

### **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 and purchases are subject to tax. Details regarding the debit card are available through the food services area in Rosaria.

### **Thesis Registration**

Graduate students in MA and MSc programs requiring a thesis must register and pay the full graduate tuition fee per unit value for the thesis. The tuition fee will cover a continuous period of 12 months from the beginning of the term of the initial registration (September, January, May, July). Students who do not complete the thesis within the 12 month period must register and pay the thesis continuation fee which will be assessed at the graduate tuition fee for a half unit of graduate work. 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 made available automatically, near the end of February, 2009, based on the calendar year (January 2008-December 2008) and the 2008 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, Saturday, August 30, 2008  
(Westwood Apartments)  
12 noon, Sunday, August 31, 2008 (all other residences)  
12 noon, Saturday, January 3, 2009  
Residence Closing: 12 noon, Sunday, December 14, 2008  
12 noon, Sunday, April 19, 2009

The main dining hall will open, on a cash only basis, at noon on Sunday, August 31, 2008. Meal plan use will commence at 5 p.m. on Monday, September 1, 2008 and close on Sunday, December 14, 2008 at 10 a.m. The dining hall will re-open on Saturday, January 3, 2009 at noon and close for the academic year at 10 a.m. on Sunday, April 19, 2009. The dining hall will remain open with limited service during the study break.

The Seton Café will open on Tuesday, September 2, 2008 and close on Friday, December 12, 2008. The Seton Café will re-open on Monday, January 5, 2009. The Seton Café will be open for limited service 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 by the financial payment deadlines must sign an agreement with Financial Services that will provide an extension for payment of fees in order to allow additional time for the loan to be received.

"Certificates of Eligibility" (Schedule 1) and "Confirmation of Enrolment" (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 enrolment for those seeking benefits from Youth Allowances, Canada Pension Plan, Department of Veterans Affairs or US Veterans Administration.

# Program Descriptions

# 4

Program Descriptions

# 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), Professor  
Daphne Lordly, BSc (Acadia), PDt (Royal Alexandra),  
MAHE (MSVU), Assistant Professor  
Melissa Rossiter, BSc (UPEI), MSc (MSVU), Lecturer  
Janette Taper, BS, MS (McGill), PhD (Virginia Polytechnic),  
Professor  
Patricia Williams, BScHEc (MSVU), PDt (MSVU),  
PhD (British Columbia), Associate Professor  
Kwan Wong, BSc, PhD (Alberta), Associate Professor  
Donna Woolcott, BHSc (Guelph), MSc (Manitoba),  
PhD (Guelph), Professor

### General Information

The Master of Science Applied Human Nutrition and the Master of Applied Human Nutrition programs will provide students with the opportunity for advanced level study in nutrition with an emphasis on issues related to community nutrition. The programs explore the theoretical foundations of community nutrition through critical reflection on current research and practice within the discipline.

### Admission Requirements

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

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

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

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

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

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

GAHN 6608	Methods of Nutrition Research	half unit
GAHN 6614	Ethical Aspects of Research and Practice in Nutrition	half unit
GEPY 6608	Intermediate Statistics and Research Design	half unit

► One unit from		
GAHN 6600	Recent Research in Nutrition*	half unit
GAHN 6602	Contemporary Issues in Food, Health and Disease*	half unit
GAHN 6607	Nutrition Education*	half unit
GAHN 6609	Nutrition and Population Health Assessment*	half unit
GAHN 6616	Community Education*	half unit
*offered in alternate years		

► For thesis option		
GAHN 6691	Thesis Seminar	one unit

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

Electives should be selected in consultation with the graduate studies advisor in accordance with the candidate's chosen area of emphasis. Students may select courses listed under any Mount graduate programs (GAHN, GFSG, GCYS, GSLL, GEDU, etc.) or other university graduate programs. If selecting electives from other universities, students must obtain formal approval; see page 22 for information regarding authorized external courses.

### Internship Education Program

The Internship Education Program is open to individuals who are enrolled in the Master of Science Applied Human Nutrition program and who wish to meet Dietitians of Canada (DC) education competencies. To be eligible for the Internship Education Program, students must be graduates of a DC accredited undergraduate program. Students apply to the internship at the time they apply for admission to the graduate program. Applicants may be interviewed prior to admission. Following successful completion of all MScAHN program requirements **and** the internship education courses (GAHN 5501, 5502, and 5503), students will be eligible to write the national examination required by all provincial dietetic associations or colleges for registration as a professional dietitian. The Internship Education Program is completed as an addition to all graduate requirements; the internship education courses cannot be taken in place of elective courses.

There are three possible grades for internships

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

## Child and Youth Study

### Chair

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

### Faculty

Carmel French, BAEd (Memorial), Grad. Dip. in Special Ed., MEd, PhD (Alberta), Associate Professor  
Kim Kienapple, BA (Waterloo), MS, PhD (Purdue), Associate Professor  
Mary Lyon, BA (Birmingham), MEd, PhD (Manchester), Professor  
JoAnne MacGillivray, BA (Western Ontario), BEd, (Dalhousie) MA (SMU), Assistant Professor  
Fernando Nunes, BA (York), MEd, PhD (Toronto), Assistant Professor  
Joan Turner, BA (Winnipeg), MSc (Manitoba), PhD (Missouri-Columbia), Assistant Professor  
Donna Varga, BAsC (Guelph), MA, PhD (Toronto), Associate Professor

### Admission Requirements

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

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

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

Students must complete the Graduate Studies Application Package available online at [www.msvu.ca](http://www.msvu.ca), from the Admissions Office by **March 1** for fall admission.

### Degree Requirements

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

The program requires a minimum of five units, including a one-unit thesis. Academic standing and grading criteria as outlined on page 23 will be followed.

### Required Courses

GCYS 6011	Developmental Issues for Children and Youth	half unit
GCYS 6012	Social Contexts of Child and Youth Care	half unit
GCYS 6013	Intervention and Evaluation for Children and Youth	half unit
GCYS 6014	Administration and Leadership in Child and Youth Care	half unit

► Statistics: one-half unit required such as:

GEPY 6608	Intermediate Statistics and Research Design or equivalent statistics course	half unit
-----------	---	-----------

► Research Methods: one-half unit research methods such as:

GEDU 6100	Experimental Research Methods	half unit
GEDU 6107	Qualitative Research Methods	half unit
GEDU 6170	Seminar: Focus on Research Literacy	half unit
GFSG 6606	Research Methods	half unit

► Thesis

GCYS 6130	Thesis	one unit
-----------	--------	----------

### Electives (one unit)

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

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

## Education

### Dean

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

### Director of Teacher Education

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

### Director of Graduate Education

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

### Faculty

Jane Baskwill, BA (Hope College), BEd, MEd (Acadia), MA (MSVU), PhD (University of South Australia), Assistant Professor

Derek Berg, BA (Dalhousie), BEd (MSVU), MEd, PhD (Queen's), Assistant Professor

Geneviève Boulet, BA (Bishop's), MSc (McMaster), PhD (Montreal), Associate Professor

Michael Bowen, BSc (Guelph), BEd (Dalhousie), MSc, MA (Guelph), PhD (Victoria), Associate Professor

Susan Brigham, BEd (UNB), MEd, PhD (Alberta), Assistant Professor

Catherine Broom, BA (UBC), BEd (UBC), MEd (UBC), PhD (SFU), Assistant Professor

Elizabeth Church, BA (St. John's College), MA, PhD (Toronto), Professor

Nezihe Elik, BA (Bogazici), MA (Toronto), PhD (Toronto), Assistant Professor

Michelle Forrest, BA, MA, PhD (Dalhousie), Assistant Professor

Frederick French, BA, BEd, MEd (MUN), PhD (Alberta), Associate Professor

Marnina Gonick, BA (Manitoba), MA (McGill), PhD (Toronto), Associate Professor

Patricia Gouthro, BA, MA (Guelph), PhD (Dalhousie), Associate Professor

Mary Jane Harkins, BA (St. F.X.), BEd (MSVU), MA (Kean), PhD (Dalhousie) Assistant Professor

Carol Hill, BA (Concordia), MS, EdD (Indiana), Assistant Professor

Eva Knoll, BSc (McGill), MSc (Montreal), PhD (Exeter), Assistant Professor

Valda Leighteizer, BA, MA, MEd (Acadia), PhD (Dalhousie), Assistant Professor

Anne MacCleave, BSCHec (Acadia), MAHed (MSVU), PhD (Pennsylvania State), Associate Professor

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

Jamie Metsala, BSc, MA, PhD (Toronto), Associate Professor

Allan Neilsen, BA, BEd, MEd (Manitoba), PhD (Minnesota), Professor

Lorri Neilsen, BEd (Saskatchewan), MA (Minnesota), PhD (New Hampshire), Professor

Donovan Plumb, BA (Alberta), MEd (Saskatchewan), PhD (Alberta), Associate Professor

Robert Sargent, BA, BEd, MA (Dalhousie), MEd (SMU), PhD (Dalhousie), Associate Professor

Cornelia Schneider, Maîtrise in Education (Paris), MEd



(Paris), PhD, (Paris), Assistant Professor  
 Susan Walsh, BEd, MEd, PhD (Aberta), Assistant Professor  
 Hong Wang, BA, MA (China), MA (Carleton), PhD (Queen's),  
 Assistant Professor

### General Information

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

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

### Program Options Include

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

### Application Deadline

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

The Graduate Studies Application Package is available online at [www.msvu.ca](http://www.msvu.ca) from the Admissions Office.

### Curriculum Studies

#### General Information

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

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

#### Admission Requirements

Minimum requirements for admission to the program are a bachelor's degree and evidence of one year successful teaching experience (or equivalent). For those teaching in the

public school system, a BEd or its equivalent is also required. Those involved in education other than in the school system do not require a BEd for admittance to the program and are encouraged to apply.

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

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

### General Curriculum Studies Program

#### Master of Education Degree Program Requirements

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

#### Required Courses

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

#### ► GCRD Elective Courses

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

#### ► Elective Courses

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

#### Master of Arts Degree Program Requirements

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

#### ► Required Courses

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

#### One-half unit of credit from:

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

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

GEDU 6130	MAEd Thesis	one unit
-----------	-------------	----------

#### ► Electives

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

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

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

#### ► Required Courses

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

**Note:** This concentration is available for part-time study only and only to students admitted to a SLDNE cohort.

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

The MEd Curriculum Studies: TESL is a non-thesis graduate degree including five and one-half units of coursework. In place of the research, general curriculum, and elective course in the general MEd Curriculum Studies, students opting for this route will follow a prescribed set of courses designed to address the classroom instruction needs of teachers working with English as second language learners. The program is designed primarily as a pedagogical rather than a research degree. This program is offered and conferred jointly by Mount Saint Vincent University and Saint Mary's University.

#### ► Required Courses

GCRD 6301	Foundations of Curriculum Studies I	half unit
GCRD 6302	Foundations of Curriculum Studies II	half unit
GCRD 6303	Principles of Language Acquisition for Education	one unit
GCRD 6304	Linguistics for Teachers	one unit
SMU EDUC 5661	Language, Culture and Education	half unit
SMU EDUC 5656	Curriculum and Instruction in Teaching English as a Second or Foreign Language	one unit

SMU EDUC 5658	Pedagogical Grammar for ESL Teachers	half unit
SMU EDUC 5659	Seminar and Practicum in TESL	half unit

### **Education of Young Adolescents Concentration**

**Program revisions are being considered. For Further information, please consult the Co-ordinator of Curriculum Studies.**

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

**Note: The Education of Young Adolescents Concentration will not be offered during the academic year 2008-2009.**

#### *Master of Education Degree Program Requirements*

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

#### ► Required Courses

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

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

#### ► Elective courses

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

#### *Master of Arts in Education Degree Program Requirements*

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

#### ► Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
-----------	-------------------------------------	-----------

One-half unit of credit from:

GEDU 6100	Experimental 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

One-half unit of credit from:

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

#### ► Electives

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

## Educational Foundations

### General Information

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

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

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

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

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

From time to time specialized programs within Educational Foundations are offered to groups of students admitted as special cohorts, (eg in Educational Leadership). These programs are offered part-time over a two-year period including the summer sessions. The courses to be taken are all specified in advance and the students in the cohort take the program together. Typically, information sessions are advertised and held in March and the programs commence in September.

### Admission Requirements

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

### Master of Education Degree Program Requirements

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

#### Required Courses

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

#### Electives

Two units chosen in consultation with a faculty advisor.

### Master of Arts in Education Degree Program Requirements

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

#### Required Courses

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

Half unit from:

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

Two units in GFDD courses or designated foundational courses.

#### Electives

One unit chosen in consultation with a faculty advisor.

## Educational Psychology

### General Information

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

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

### Admission Requirements

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

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

who are blind, visually impaired, deaf or hard of hearing, a thesis option is available.

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

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

### Evaluation Concentration

**Note: The Evaluation Concentration will not be offered during the academic year 2008-2009.**

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

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

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

##### ► Required Courses

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

One unit from:

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

##### ► Electives

Two units chosen in consultation with a faculty advisor.

#### *Evaluation Concentration - Master of Arts in Education Degree Program Requirements*

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

##### ► Required Courses

GEPY 6601 Statistics	half unit
GEDU 6130 MAEd Thesis	one unit

One unit from:

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

One unit from:

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

##### ► Electives

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

### Human Relations Concentration

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

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

##### ► Required Courses

GEDU 6170 Seminar: Focus on Research Literacy	half unit
---	-----------

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 Human Relations Program Design	half unit
GEPY 6647 Issues in Human Relations	half unit

##### ► Electives

Two units chosen in consultation with a faculty advisor.

#### *Human Relations Concentration - Master of Arts in Education Degree Program Requirements*

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

► Required Courses	
One unit from:	
GEDU 6170 Seminar: Focus on Research Literacy	half unit
GEDU 6107 Qualitative Research Methods	half unit
GEDU 6100 Experimental Research Methods	half unit
GEDU 6150 Independent Study in Research Methods	half unit
Two units from:	
GEPY 6642 Theory and Practice of Human Relations II	half unit
GEPY 6643 Current Theories of Personality	half unit
GEPY 6644 Group Process in Education	half unit
GEPY 6645 Mediation and Conflict Resolution	half unit
GEPY 6646 Human Relations Program Design	half unit
GEPY 6647 Issues in Human Relations	half unit
GEDU 6130 MAEd Thesis	one unit

► Electives  
One unit chosen in consultation with a faculty advisor

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

#### Education of Students who are Blind or Visually Impaired Concentration

**Note:** The next program will start in July 2008.

This concentration is offered by Mount Saint Vincent University with the support of the Atlantic Provinces Special Education Authority (APSEA). The graduate degree concentrating on the education of students with visual impairments is designed to prepare educators to become specialists in the education of those who are blind or visually impaired. Children and youth who are visually impaired or blind make up an extremely heterogeneous population. Educational programming needs vary in relation to such factors as the degree of vision loss, age, the presence of other disabilities, and the nature of the eye condition. The program is designed to prepare teachers, beyond the traditional teacher training, to teach the specialized curricula associated with disability-specific skills such as Braille, orientation and mobility, efficient use of residual vision, use of adaptive technology and equipment, and independent living skills. It also prepares teachers to work effectively as team members, consultants, and case managers collaborating with others involved in programming for students who are blind or visually impaired (e.g., parents, regular classroom teachers, medical personnel).

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

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

► Required Courses	
GEDU 6170 Seminar: Focus on Research Literacy	half unit
GSPY 6823 The Psychology of Child and Adolescent Development	half unit

GEPY 6911 Functional Implications of Visual Impairment	half unit
GEPY 6912 Foundations of Orientation and Mobility for Teachers of the Visually Impaired	half unit
GEPY 6913 Literacy for Students who are Blind/Visually Impaired	half unit
GEPY 6914 Assistive Technology for Students who are Blind/Visually Impaired	half unit
GEPY 6915 Assessment and Program Planning for Learners with Visual Impairments	half unit
GEPY 6917 Seminar and Internship for Students with Visual Impairments	one unit
GEPY 6918 Curriculum and Instructional Strategies for Students with Visual Impairments I	half unit
GEPY 6919 Curriculum and Instructional Strategies for Students with Visual Impairments II	half unit

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

#### Education of Students Who are Deaf or Hard of Hearing Concentration

**Note:** The next program will start in July 2008.

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

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

Students registered in the Master of Education non-thesis program for the education of students who are deaf or hard of hearing must complete 5 ½ units of graduate work.

► Required Courses	
GEDU 6170 Seminar: Focus on Research Literacy	half unit
GSPY 6823 The Psychology of Child and Adolescent Development	half unit
GEPY 6903 Audiology/Auditory Development for Students who are Deaf/Hard of Hearing	half unit
GEPY 6904 Aural/Oral Rehabilitation	half unit
GEPY 6905 Communication for Deaf or Hard of Hearing	half unit
GEPY 6909 Implications of Deafness for Diagnostic Assessment and Curriculum Access I	half unit
GEPY 6910 Implications of Deafness for Diagnostic Assessment and Curriculum Access II	half unit
GEPY 6906 Seminar and Internship	one unit

GEPY 6922	A Comparative Analysis of Language Development in Students with Normal Hearing and Students Who are Deaf or Hard of Hearing I	half unit
GEPY 6923	A Comparative Analysis of Language Development in Students with Normal Hearing and Students Who are Deaf or Hard of Hearing II	half unit

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

## Elementary and Middle School Education

### General Information

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

### Admission Requirements

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

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

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

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

### Master of Education Degree (Non-Thesis) Program Requirements

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

#### Required Courses

GEDU 6170	Seminar: Focus on Research Literacy	half unit
GEMS 6424	Seminar: Focus on Teaching	half unit

One unit from:

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

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

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

See pages 73 to 75 for course descriptions. Check current timetable to see which courses are offered.

### Electives

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

### Master of Arts in Education Degree Program Requirements

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

#### Required Courses

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

Half unit from:

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

One unit from:

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

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

### Electives

One unit selected in consultation with a faculty advisor.

## Literacy Education

### General Information

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

issues in literacy education with an exploration of implications for practice.

### Admission Requirements

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

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

### Master of Education (Non-Thesis) Program Requirements

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

#### Required Courses

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

Any two units from Literacy Education courses.

#### Electives

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

### Master of Arts in Education Program Requirements

Students registered in the Master of Arts in Education program in Literacy Education must complete four full units of graduate work and an acceptable thesis. Some students may be required to complete additional prerequisite courses.

#### Required Courses

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

Half unit from:

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

#### Elective

One unit selected in consultation with a faculty advisor.

## Studies in Lifelong Learning

### General Information

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

### Admission Requirements

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

### Master of Education Degree Program Requirements

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

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

#### Required Courses

GSLI 6200	Introduction to Studies in Lifelong Learning	half unit
GSLI 6206	Lifelong Learning Processes	half unit
GSLI 6207	Graduate Seminar in Lifelong Learning	half unit
GSLI 6290	Practicum in Lifelong Learning	one unit
GEDU 6140	Graduate Project Seminar	half unit
One and one-half units from courses designated GSLI or GEDU		

#### Elective Courses

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

### Master of Arts in Education Degree Program Requirements

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

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

#### Required Courses

GSLI 6200	Introduction to Studies in Lifelong Learning	half unit
GSLI 6206	Lifelong Learning Processes	half unit
GSLI 6290	Practicum in Lifelong Learning	one unit

GEDU 6130 MAEd Thesis	one unit
One unit of courses designate GSLL or GEDU	
One-half unit from:	
GEDU 6100 Experimental Research Methods	half unit
GEDU 6107 Qualitative Research Methods	half unit
GEDU 6150 Independent Study in Research Methods	half unit

#### *Elective Courses*

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

### **Master of Arts in School Psychology**

#### **General Information**

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

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

#### **Admission Requirements**

1. Undergraduate degree in psychology, preferably an honours degree in psychology or equivalent. In addition, a degree in education is preferred and considered necessary in some provinces in order to work in the schools. A high academic standing (normally a minimum of B+ (GPA 3.3)) is expected.
2. Related work/volunteer experience.
3. Three letters of reference attesting to academic and work experiences, and personal characteristics.
4. Prior to admission the most promising applicants will be interviewed to evaluate their understanding of and motivation for entry into the field of school psychology.

#### *Note to Applicants re: Psychology and Education Certification Requirements*

Applicants to the program should be aware that certification requirements vary in each province/territory. Furthermore, some provinces do not permit school psychologists to work in the schools without an undergraduate degree in education in addition to their preparation in psychology. Applicants are advised to consult with the provincial/territorial Board of Examiners in Psychology and Teacher Certification Departments to determine specific requirements.

### **Master of Arts in School Psychology Program Requirements**

***Note: As part of its continuous review process, the MASP program is updates program requirements to meet changing demands of the profession and registration requirements. Student programs will be devised in accordance with current requirements and may vary from the listed courses.***

#### **Required Courses (10 units)**

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

#### *Program Policy Manuals*

Students will be provided with copies of various program, practicum and internship policy manuals. These documents provide specific information governing professional practice, program and personal requirements. Practicum and internship placements necessitate travel and this is the responsibility of the student.

### **Research Master of Arts**

#### **General Information**

The Research Master of Arts degree is intended for those who wish to pursue specialized scholarly study under the supervision of a full-time faculty member of the Faculty of Education. The focus of the degree is research and it may be taken in any of the graduate program areas offered by the Faculty of Education. The program requires a minimum of five units. Coursework will vary according to the background of the student. The thesis can count for a minimum of one unit and a maximum of five units.



### Admission Requirements

Students must meet the admission requirements specified for the Master of Arts in Education for the program area in which they wish to study and, in consultation with a faculty advisor, must submit a program of study for approval by the Graduate Studies Program and Policy Committee. Applicants should contact the Director of Graduate Education in the Faculty of Education for details of the requirements of the application.

### Degree Requirements

Students registered in the Research Master of Arts program must complete the program of study that was approved for admission to the program. This would include a thesis based on research and writing that embodies the results of an original inquiry in education that has been defended at a formal, public, oral examination. Students must register for GREA 6930 MA (Research) Thesis. Coursework plus thesis must total no less than five units.

## Family Studies and Gerontology

### Chair

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

### Faculty

Felicia Eghan, MS (Louisiana State),  
PhD (Pennsylvania State), Assistant Professor  
Áine Humble, BSc, MSc (Alberta), PhD (Oregon State),  
Assistant Professor  
Janice Keefe, BA (UPEI), MA, PhD (Guelph),  
Professor, Canada Research Chair in Aging and  
Caregiving Policy

### Admission Requirements

Students will normally have completed a four-year baccalaureate degree from an accredited university in a social science area (e.g., psychology, sociology, family studies, gerontology, child and youth study, social work, education) with a minimum of a B average (GPA 3.0). Undergraduate courses in statistics, research methods and at least five courses (2 ½ units) in family studies or gerontology are required by all applicants. Where there are deficiencies, students may be required to complete additional undergraduate and/or graduate coursework and obtain a minimum of B in these courses prior to acceptance.

Students must complete the Graduate Studies Application Package available online at [www.msvu.ca](http://www.msvu.ca), from the Admissions Office by **March 1** for fall admission. Applicants are required to submit a sample of writing that demonstrates their research potential as a graduate student in the Department of Family Studies and Gerontology.

### Master of Arts in Family Studies and Gerontology Program Requirements

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

#### *Required Courses (3 units)*

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

#### *Electives*

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

Depending on the field of interest, students may take up to one unit of graduate coursework in other graduate programs at the Mount (e.g., child and youth study, education, nutrition, women and gender studies) or from other universities (e.g., Dalhousie University's programs in Health Administration, Community Health and Epidemiology or Social Work).

Elective courses should be selected in consultation with the graduate studies advisor in accordance with the student's field of interest. Selected courses may be completed via distance learning.

## Public Relations

### Chair

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

### Faculty

Wade Kenny, BA, Bed, MA (SMU), MA, PhD (Pittsburgh)  
Associate Professor  
Brent King, BSc, MBA (Dalhousie), BJ (Carleton), Associate  
Professor  
Margaret McKee, BPR (MSVU), MBA (Toronto), Assistant  
Professor  
Patricia Parsons, BN, MSc (Dalhousie), APR, Fellow CPRS  
Professor  
DeNel Rehberg Sedo, BA (Granada), BA (North Dakota),  
MMC (Arizona State), PhD (Simon Fraser), Associate  
Professor  
Trudene Richards, BA (Manitoba), MJ (Carleton), Associate  
Professor

### General Information

The Master of Arts in Public Relations and the Master of Public Relations degrees will enable students to acquire advanced skills and knowledge in research, management, problem-solving and issues in the field of Public Relations.

### Admission Requirements

To be admitted into the Master of Arts in Public Relations or the Master of Public Relations degrees students must have completed:

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

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

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

All applicants must have completed a minimum of a half unit of statistics at the undergraduate level. Applicants must also submit an 800-word narrative essay describing their profile, research interests and aspirations for a career in the field of Public Relations and both professional and academic references.

Students must complete the Graduate Studies Application Package available online at [www.msvu.ca](http://www.msvu.ca) from the Admissions Office by **March 1** for fall admission.

Admission to the MA (PR) will be based on the availability of the Department of Public Relations faculty to supervise in a student's proposed area of research. At present faculty areas of professional and academic interest include: Public Relations ethics; healthcare communication; Public Relations management and strategy; media relations; crisis communication; mass media theory; public opinion; gender issues in Public Relations; rhetorical and persuasion theory; small group and community theory; and audience reception theory.

### **Degree Requirements**

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

### **Master of Arts (Public Relations) Program Requirements**

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

#### *Required Courses*

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

#### *Elective Courses (1 ½ units from the following)*

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

### **Master of Public Relations Program Requirements**

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

#### *Required Courses*

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

#### *Elective Courses (1 ½ units from the following)*

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

# Women and Gender Studies

## Mount Saint Vincent University Co-ordinator

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

## Inter-university Faculty

### Mount Saint Vincent

Susan Brigham, BEd (UNB), MEF, PhD (Alberta)  
Steven Bruhm, BA (MSVU), MA (Dalhousie), PhD (McGill)  
Frances Early, BA (Florida State), MA, PhD (Concordia)  
Reina Green, BA (MSVU), MA, PhD (Dalhousie)  
Marnina Gonick, PhD (OISE)  
Jane Gordon, BA (Antioch), MA, PhD (Southern Illinois)  
Áine Humble, BSc, MSc (Alberta), PhD (Oregon State)  
Karen Macfarlane, BA, MA (Queens), PhD (McGill)  
Sheva Medjuck, BA (McGill), MA, PhD (York)  
Lorri Nielsen, BEd (Saskatchewan), MA (Minnesota),  
PhD (New Hampshire)  
Deborah Norris, BHEc (MSVU), MSc (Alberta),  
PhD (Dalhousie)  
Meredith Ralston, BA (Toronto), MA (Sussex),  
PhD (Dalhousie)  
DeNel Rehberg Sedo, BA (Spanish & Journalism)  
(North Dakota), MMC (Arizona State University),  
PhD (Simon Fraser), Assistant Professor  
Katherine Side, BPE, BA (McMaster), MA (Kent), PhD (York)  
Donna Varga, BAsC(Guelph), MA, PhD (Toronto)  
Susan Walsh, BEd, MEd, PhD (Alberta)  
Randi Warne, BA (Winnipeg), MA, PhD (Toronto)  
Rhoda Zuk, BA, MA, PhD (Alberta)

### Saint Mary's

Azza Anis, BA (Khartoum), MA (University of Lyon)(Saint  
Mary's), D.E.A., PhD (Sorbonne, Paris)  
Zohreh Bayatrizi, BA(Hons)(Tehran), MA, PhD (British  
Columbia)  
Sandra J. Bell, BA, MA (Western Ontario), PhD (Toronto)  
Michelle Byers, BA, MA, PhD  
Joëlle Cauville, MA (Paris), MA, PhD (British Columbia)  
Tatjana Chorney, BA (Hons) (York), MA, PhD (Toronto)  
Linda Christiansen-Ruffman, BA (Smith), PhD (Columbia)  
Diane Crocker, BA (Memorial), MA, PhD (York)  
Shelagh Crooks, BA (St. Mary's), MA (Dalhousie),  
PhD (Edinburgh)  
Anne Marie Dalton, BS, BEd (Conjoint) (Memorial), MA  
(Fordham), PhD (Catholic University of America)  
Alexandra Dobrowolsky, BA (Queens/UofT), MA (Dalhousie),  
PhD (Carleton)  
Maryanne Fisher, BA(Hons)(York), MSc (McMaster)  
Patricia Fitzgerald, BBA (St.FX), MA (North Dakota),  
PhD (North Colorado)  
Theresa Heffernan, BA, MA (Ottawa), PhD (Toronto)  
Gugu Hlongwane, BA, MA (Toronto), PhD (New School for  
Social Research)  
Renée Hulan, BA (Acadia), MA (Guelph), PhD (McGill)  
Val Marie Johnson, BA (Skidmore), MA, PhD (Dalhousie)  
Wendy Katz, BA (Skidmore), MA, PhD (Dalhousie)  
Edna Keeble, BA (DePaul), MA, PhD (Dalhousie)  
Martha MacDonald, BA (Dalhousie), MA, PhD (Boston)  
Audrey MacNevin, BA, MA, PhD  
Nicole Neatby, BA (Ottawa), MA (Queen's), PhD (Montreal)  
Mythill Rajiva, BA (Concordia), MA (Ottawa), PhD (Carleton)

Najma Sharif, BA (Punjab), MA (Dacca), MA, PhD (McMaster)  
Deborah Stiles, AB (Marshall University), MA, PhD (University  
of Maine)

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)  
Russell Westhaver, BA, MA (Sask), PhD (Simon Fraser)

## General Information

The Masters of Arts in Women and Gender Studies is offered jointly by Mount Saint Vincent University and Saint Mary's University in Halifax, Nova Scotia, Canada. This dynamic program emphasizes the interdisciplinary basis of Women and Gender Studies, its community linkage, and its grounding in feminist theories and methodology.

The Master of Arts in Women and Gender Studies will appeal to those individuals with interests in areas that combine a feminist perspective with global issues; gender in relation to war and peace studies, cultural studies; literary studies; history; theory; research methods; health; sexuality; gender; education; social change; religion/spirituality; human rights and social justice; race and ethnicity; body image; paid and unpaid caregiving labour; family relations; media studies; creative arts; and community activism.

This program is enriched by its access to multiple library collections at universities in the metro area, by the presence of the Nancy's Chair in Women's Studies located at Mount Saint Vincent University, and by an active local women's community.

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

## Application and Admission Requirements

Students will be admitted by the joint Graduate Admissions and Program Committee (GAPC) for the Master of Arts in Women and Gender Studies.

To be admitted into the five-unit program, applicants will normally be expected to have a four-year Bachelor of Arts degree with a minimum B average (GPA 3.0) or equivalent. Students who do not meet these criteria might be admitted with the requirement to complete a qualifying year or additional courses.

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

Enrolment is limited and is based on the availability of Women and Gender Studies faculty to supervise a student's proposed area of research.

Application packages are available on the website at [www.msvu.ca/applyonline](http://www.msvu.ca/applyonline) or from the Admissions Office [admissions@msvu.ca](mailto:admissions@msvu.ca).

## Program Requirements

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

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

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

\*see below for further information.

### *Elective in Theory/Method* half unit

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

### *Free Elective* one unit

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

### *Thesis* two units

The thesis requires a proposal, will demonstrate research and communications skills, and will be defended to fulfill the requirements. The thesis must meet the specifications set by the student's home university.

In consultation with the Graduate Women and Gender Studies Program Co-ordinator, electives and independent study courses are chosen to support a student's special area of interest and may be selected from courses and faculty available at Mount Saint Vincent University, Saint Mary's University, and other universities such as Dalhousie University and Nova Scotia College of Art and Design.

## Time Frame

Students may choose between full- or part-time status. Graduate students have five years to complete all degree requirements. Students must register in a minimum of one unit of credit per year.

## Distance Learning

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

Televised courses in the arts, sciences and selected professional disciplines are available at the undergraduate and graduate level. Courses are broadcast on Halifax metro cable (channel 33), the Atlantic Satellite Network (ASN) and are available for rental on videotape or DVD. Printed support materials, on-line interaction, individual consultations with the professor via a toll-free phone line, and in some cases, teleconferences complement the courses.

A multi-mode approach (combinations of on-line, face-to-face delivery, voice over the Internet and teleconferencing), is used for delivering the certificate in information technology, certificates in accounting and marketing, the certificate, diploma and degree in tourism and hospitality management and in business administration, as well as undergraduate courses in child and youth study and in public relations. Graduate-level multi-mode courses are available in literacy education, education of students who are blind or visually impaired, education of students who are deaf or hard of hearing, and tourism.

For additional information on distance learning, 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](mailto: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](http://www.msvu.ca/distance).



# Course Descriptions

5

Course Descriptions

# Course Descriptions

---

## Applied Human Nutrition (GAHN)

GAHN 5501

### **Administrative Internship**

one unit

*Prerequisite: acceptance into the MScAHN and the internship education program*

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

GAHN 5502

### **Clinical Internship**

one unit

*Prerequisite: acceptance into the MScAHN and the internship education program*

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

GAHN 5503

### **Community Internship**

one unit

*Prerequisite: acceptance into the MScAHN and the internship education program*

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

GAHN 6400

### **Issues in Food Product Development**

half unit

*Prerequisite: permission of the instructor*

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

Laboratory required

GAHN 6409

### **Medical Nutrition Therapy II**

half unit

*Prerequisite: permission of the instructor*

Topics covered will include diseases of the renal system, cardiovascular system, endocrine system, neurological system, inborn errors of metabolism, and weight management. Note: Students who have received credit for NUTR 4403 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 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.

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.

## Child and Youth Study (GCYS)

GCYS 6011

### **Developmental Issues for Children and Youth** half unit

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

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

GCYS 6012

### **Social Contexts of Child and Youth Care** half unit

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

An examination of critical social issues and contemporary resources/supports for children, youth and their families. Consideration will be given to the role of the helping professional in promoting the health and welfare of children, youth, and their families, in a social context.

GCYS 6013

### **Intervention and Evaluation for Children and Youth** half unit

*Prerequisite: completion of GCYS 6011 and admission into the graduate child and youth study program or permission of the instructor*

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

GCYS 6014

### **Administration and Leadership in Child and Youth Care** half unit

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

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

GCYS 6130

### **Thesis** one unit

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

GCYS 6029

### **Special Topics in Child and Youth Study** half unit

GCYS 6039

### **Special Topics in Child and Youth Study** half unit

*Prerequisite: Admission to the MA(CYS) program or permission of the instructor*

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

GCYS 6190

### **Directed Study** half unit

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

An independent examination of the research literature designed to meet the needs of individual graduate students. This course provides students with an opportunity to pursue independent work in a specific area relating to their research interests and career intentions.

GCYS 6609

### **Graduate Internship** half unit

*Prerequisite: permission of the department*

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

# Education

## Generic Courses (GEDU)

GEDU 6100

**Experimental Research Methods** half unit

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

GEDU 6107

**Qualitative Research Methods** half unit

*Prerequisite: permission of the instructor*

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

GEDU 6130

**MAEd Thesis** one unit

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

GEDU 6140

**Graduate Project Seminar** half unit

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

GEDU 6150

**Independent Study in Research Methods** half unit

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

GEDU 6151

**Independent Study** half unit

GEDU 6152

**Independent Study** half unit

GEDU 6153

**Independent Study** one unit

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

GEDU 6154

**Summer Institute** half unit

GEDU 6155

**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.

GEDU 6170

**Seminar: Focus on Research Literacy** half unit

*Prerequisite: permission of the instructor*

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

## Curriculum Studies (GCRD)

GCRD 6301

**Foundations of Curriculum Studies I** half unit

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

GCRD 6302

**Foundations of Curriculum Studies II** half unit

*Prerequisite: GCRD 6301 or permission of the instructor*

This course provides a continuation to curriculum studies as a field for scholarly inquiry and professional practice. The course will further examine issues concerning development, evaluation, and implementation of curricula and in particular focus on the intersections among the concerns of each sub-field.

GCRD 6303

**Principles of Language Acquisition for Education** one unit

Intended primarily for teachers of English as a second or foreign language (ESL/EFL), this course focuses on the nature of language acquisition including the written language, is followed by a detailed examination of the variables involved in the acquisition of additional language by older learners.

GCRD 6304

**Linguistics for Teachers** one unit

The focus of this course is on the relevance of language for educational settings. It examines the sound, word, sentence and meaning of systems of English within the context of language teaching. Central concepts of sociolinguistics and psycholinguistics which relate to language in education will also be addressed. The course is intended for teachers of English as a second language but is also appropriate for teachers of English and language arts.

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

This course provides an introduction to educational practices as forms of cultural politics. It examines theoretical frameworks (critical theory, feminisms, postcolonialism, poststructuralism, etc.) for analyses of the intersections of knowledge, power and identity in and through the everyday work of education. Particular emphasis is given to the constitutive processes of gendering, racialization, etc. within educational institutions. Counter-pedagogies, those which can name, challenge and more democratically reconstitute such processes and effects, are the primary focus of the course.

GCRD 6316

**Critical Pedagogy II**

half unit

*Prerequisite: GCRD 6315 or permission of the instructor*

This course provides a continuation of the examination of educational practices as forms of cultural politics. It examines theoretical frameworks (critical theory, feminisms, postcolonialism, poststructuralism, etc.) for analyses of the intersections of knowledge, power and identity in and through the everyday work of education. Particular emphasis is given

to the constitutive processes of gendering, racialization, etc. within educational institutions. Counter-pedagogies, those which can name, challenge and more democratically reconstitute such processes and effects, are the primary focus of the course.

GCRD 6317

**Curriculum in Practice I**

half unit

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

GCRD 6318

**Curriculum in Practice II**

half unit

*Prerequisite: GCRD 6317 or permission of the instructor*

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

GCRD 6320

**Global Issues and Education I**

half unit

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

GCRD 6321

**Global Issues and Education II**

half unit

*Prerequisite: GCRD 6320 or permission of the instructor*

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

GCRD 6322

**Education and Development I**

half unit

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

GCRD 6323

**Education and Development II**

half unit

*Prerequisite: GCRD 6322 or permission of the instructor*

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

examined within the process of development planning and implementation strategies.

GCRD 6324

**Cultural Politics and the Teaching of English** half unit

This course traces the social, cultural and institutional functions of the subject of English to provide an understanding of how it is a form of cultural politics. The course examines contemporary critical theories and the cultural politics of media (print, electronic, visual) as a means of expanding possibilities of teaching English as a socially progressive subject. (Also listed as GLIT 6731)

GCRD 6325

**Reading and Teaching Popular Culture** half unit

This course focuses on the educational and pedagogical dimensions of popular culture. It provides theoretical frameworks, namely, those of cultural studies and critical literacy, to explore the variety of literacies practised in contemporary multi-mediated cultures and the complex social processes brought to bear on the teaching and reading of popular culture. (Also listed as GLIT 6732)

GCRD 6330

**Assessment for Learning I** half unit

*Prerequisite: Admission to concentration in Supporting Learners with Diverse Needs and Exceptionalities program*

A review of educational assessment for learning focusing on the inclusive classroom. Topics include linkages between assessment and program planning, selected professional practice issues, measurement issues, and the role of the teacher and student in the assessment process for school age children and youth. Content also includes a critical analysis of selected tests, strategies and procedures used in the assessment process.

GCRD 6331

**Assessment for Learning II** half unit

*Prerequisite: GCRD 6330 (may be taken concurrently)*

A seminar and practicum course designed to extend knowledge and critical perspectives in integrating assessment information in developing accommodations, adaptations, and individualized program plans. Students critically review the design and development of informal techniques and strategies to enhance the teaching/learning process and practice the administration, scoring, and interpretation of selected instruments.

GCRD 6332

**Programming for Students with Learning Differences I** half unit

*Prerequisite: GCRD 6331*

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

GCRD 6333

**Programming for Students with Learning Differences II** half unit

*Prerequisite: GCRD 6332 (may be taken concurrently)*

A seminar and practicum course designed to provide for critical examination and practice in building inclusive learning environments. The course focuses on a critical analysis of the design and implementation of adaptations, accommodations, as well as the use of assistive technology to support learners with various interests, needs and abilities.

GCRD 6334

**Classroom Organization and Programming for Learners with Behavioral Challenges** half unit

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

GCRD 6335

**School Culture and Inclusive Practices** half unit

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

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

**History of Educational Ideas** half unit

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

GFDD 6513/GCRD 6305

**Schooling and Social Justice** half unit

An exploration of the connections between curriculum theorizing and practices, ways in which social issues are brought to bear upon curriculum, and how curriculum is impacted by the everyday lived experiences of students and teachers. This course also focuses on developing strategies for socially just classrooms.

GFDD 6514

**The Aesthetic in Experience** half unit

*Prerequisite:* admission to MEd or MAEd Education

*Foundations, Curriculum Studies or Literacy graduate degree programs.*

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

GFDD 6515

**19th and 20th Century Critical Thinkers:**

**Marx to Habermas** half unit

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

GFDD 6516

**Gender and Education** half unit

*Prerequisites:* BEd or equivalent and permission of the instructor

An examination of the ways in which the social organization of schooling is seen to legitimate the existing hierarchy of gender in society. It also offers strategies for change in teacher pedagogy and school organization which would promote and assist in gender equity. Note: Students who have received credit for GFDD 6530 may not take this course for credit.

GFDD 6517

**Teachers, Their Organizations and  
Decision-Making in Education** half unit

An examination of the historical, and current political/social context of teaching. The major themes of this course may include the relations and conflicts between teachers and their own organizations, government departments, educational administrators, parents and students; and the extent to which teachers have influenced educational policy. Note: Students who have received credit for GFDD 6540 may not take this course for credit.

GFDD 6518

**Multiculturalism and Education** half unit

An examination of the historical development of multiculturalism in Canada and the impact of official policies such as bilingualism and multiculturalism on educational practice. Note: Students who have received credit for GFDD 6541 may not take this course for credit.

GFDD 6520

**Contemporary Philosophy of Education** half unit

This course examines the development of philosophy of education in the contemporary era, from the work of early twentieth century philosophers of education through the great debate about the nature of philosophy of education and the emergence of an analytical tradition to the anti-foundational challenges and the role of philosophy of education in a digital age.

GFDD 6521

**Critical Thinking and Education** half unit

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

GFDD 6522		
<b>Open-Mindedness and Education</b>	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		
<b>Issues in Teaching and Learning:</b>		
<b>A Philosophical-Historical Perspective</b>	half unit	
A philosophical and historical discussion of issues in teaching and learning by focussing on assumptions of different pedagogical approaches and their historical roots.		
GFDD 6531		
<b>Feminism and Educational Practices</b>	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.		
<b>Social Issues in the Curriculum</b>	half unit	
This course examines what is learned (and not learned) in schools about social issues, how knowledge is produced through historically contingent practices, and how traditional school curricula provide particular frameworks from within which students “learn about” social issues. It also explores the constraints and the possibilities for critical pedagogy within schools. While the focus is on knowledge in schools, knowledge produced for use in other educational settings may be examined.		
GFDD 6542		
<b>Education and Public Policy</b>	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		
<b>The Politics of Education</b>	half unit	
Students in this course will be asked to:		
<ol style="list-style-type: none"> <li>1. examine the political dimensions of schools, school systems, and provincial educational authorities;</li> <li>2. explore the various meanings and levels of meanings of “politics” and “political” in education;</li> <li>3. analyze relationships of power, authority, and influence in educational settings;</li> <li>4. relate the political aspects of education in settings with which they are familiar to broader political questions.</li> </ol>		
GFDD 6553		
<b>Research Seminar in Educational Foundations</b>	half unit	
GFDD 6554		
<b>Research Seminar in Educational Foundations</b>	half unit	
GFDD 6555		
<b>Research Seminar in Educational Foundations</b>	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		
<b>Special Topics in Educational Foundations</b>	half unit	
GFDD 6557		
<b>Special Topics in Educational Foundations</b>	half unit	
GFDD 6558		
<b>Special Topics in Educational Foundations</b>	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.		
<b>Educational Psychology (GEPY)</b>		
GEPY 6601		
<b>Statistics</b>	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		
<b>Theories of Learning:</b>		
<b>Contemporary Perspectives</b>	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  <b>Curriculum and Program Evaluation</b>  <i>Prerequisite: GEDU 6170 or equivalent</i>  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>	half unit	<p>statistics such as discriminant analysis and factor analysis. The use of data analysis by computer is emphasized.</p>
<p>GEPY 6604  <b>Problems in Educational Measurement and Assessment</b>  <i>Prerequisite: GEDU 6170 or equivalent</i>  An intermediate course designed to examine the foundations of measurement and the implications these have for the principles and practice of standardized testing.</p>	half unit	<p>GEPY 6641  <b>Theory and Practice of Human Relations I</b>  GEPY 6642  <b>Theory and Practice of Human Relations II</b>  Introductory courses which explore the dynamics of human communication and relationships, with particular attention to relationships in educational settings. Support of effective communication is given particular attention. An emphasis is placed on experiential approaches to developing skills.  Note: Students who have received credit for GED 614 and 652 may not take GEPY 6642 for credit</p>
<p>GEPY 6605  <b>Evaluation in the Classroom</b>  <i>Prerequisite: GEDU 6170</i>  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>	half unit	<p>GEPY 6643  <b>Current Theories of Personality</b>  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 6606  <b>Values Reasoning</b>  <i>Prerequisite: GEDU 6170</i>  An analysis of issues using the process of values reasoning. This process involved assessing value questions or claims, making justified value judgements and resolving value conflicts. Values reasoning entails viewing issues with greater insight, dealing with complexity, understanding different perspectives, developing empathy and acceptance and becoming more sensitive to the ethical dimensions of issues and problems.</p>	half unit	<p>GEPY 6644  <b>Group Process in Education</b>  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 6607  <b>Practicum in Evaluation</b>  <i>Prerequisites: GEPY 6603 and GEDU 6170 and registration in the Evaluation concentration</i>  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>	half unit	<p>GEPY 6645  <b>Mediation and Conflict Resolution</b>  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 6608  <b>Intermediate Statistics and Research Design</b>  <i>Prerequisite: GEPY 6601 or equivalent</i>  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</p>	half unit	<p>GEPY 6646  <b>Human Relations Program Design</b>  An evaluation of programs for psychological services and curriculum in human relations from a variety of frameworks. Programs may include anger management, self-esteem, anti-bullying, sexuality and gender relations. Students also design new programs or revise existing programs to reflect their choice of frameworks and consider implementation strategies for school and workplace settings.</p>
		<p>GEPY 6647  <b>Issues in Human Relations</b>  <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</p>



engage in in-depth study in a human relations issue relevant to their professional practice.

GEPY 6653

**Research Seminar in Educational Psychology** half unit

GEPY 6654

**Research Seminar in Educational Psychology** half unit

GEPY 6655

**Research Seminar in Educational Psychology** one unit

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

GEPY 6656

**Special Topics in Educational Psychology** half unit

GEPY 6657

**Special Topics in Educational Psychology** half unit

GEPY 6658

**Special Topics in Educational Psychology** one unit

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

**Note: The following courses are specialized courses for the education of the blind or visually impaired and the deaf or hard of hearing. The courses are taught at the Atlantic Provinces Special Education Authority (APSEA).**

GEPY 6903

**Audiology/Auditory Development for Students who are Deaf/Hard of Hearing** half unit

An introduction to audiology, auditory development, auditory training, speech reading, speech perception and production and speech teaching methods. Each topic is covered in module format.

GEPY 6904

**Aural/Oral Rehabilitation** half unit

An introduction to aural/oral rehabilitation with a focus on the use of remedial hearing including the use of hearing aids and cochlear implants.

GEPY 6905

**Communication for the Deaf/Hard of Hearing** half unit

An examination of the linguistics of visual, non-verbal language codes. Students will be introduced to different sign language codes, with particular emphasis on ASL and Signed English, and their applications in educational and social settings. The course will also provide students the opportunity to develop skills at a basic level in the receptive and expressive use of sign language.

GEPY 6906

**Seminar and Internship in Deaf Education** one unit

A minimum of 500 hours of observation and student teaching of deaf children at all levels from preschool to high school and in all settings, including self-contained settings, inclusive settings, one to one instruction, consultation and direct service. The seminar component of the course provides trainees with the opportunity for discussion and feedback on

the internship experience. The internship will focus on the development of such skills as the identification of the special educational needs of deaf children; use of appropriate and differentiated teaching methods; planning, delivery and evaluation of an appropriate curriculum; effective time management in a range of educational settings; working effectively with professional colleagues and other adults; promotion of language development and communication skills in deaf children.

GEPY 6907

**Special Topics in Deaf/Hard of Hearing** half unit

GEPY 6908

**Special Topics in Deaf/Hard of Hearing** half unit

*Pre-requisite: permission of the instructor*

These courses are designed to allow students to study in greater depth a topic in Deaf Education that is treated more briefly in another graduate course or a related topic not covered in another graduate course.

GEPY 6909

**Implications of Deafness for Diagnostic Assessments and Curriculum Access I** half unit

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

GEPY 6910

**Implications of Deafness for Diagnostic Assessments and Curriculum Access II** half unit

A more advanced course in assessment, curriculum development and strategies for curriculum implementation for students who are deaf or hard of hearing. This course will focus on the adaptation of current public school curriculum for students who are deaf or hard of hearing. Note: Students who have received credit for GEPY 6901 may not take this course for credit.

GEPY 6911

**Functional Implications of Visual Impairment** half unit

This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined. The assessment of visual performance, both medical and functional, is examined. The interpretation of ophthalmic and optometric data essential for individualized program planning with the visually impaired is addressed.

GEPY 6912

**Foundations of Orientation and Mobility for Teachers of the Visually Impaired** half unit

This course is designed to introduce the student to the principles and fundamentals of orientation and mobility. Emphasis is placed on the study of the human sensory motor systems, concept formation, and spatial orientation as these topics relate to environmental orientation and mobility. The student will gain insight into travel problems of the visually impaired, travel options (e.g., dog guide, sighted guide, long cane), the effective use of remaining senses, and methodologies in orientation and mobility skills for those who are totally blind, have low vision or who have multiple

disabilities. The orientation and mobility needs of individuals of various ages will also be presented.

GEPY 6913

**Literacy for Students who are Blind/Visually Impaired**

half unit

An examination of the implications for both the learner and the educator when the student must use tactual codes for reading, writing, and mathematics. The topics will include: the development of tactual codes; a comparison of visual and tactual perception; braille reading readiness; principles of teaching braille reading and writing; the Nemeth code and teaching strategies; and codes used for music, foreign languages, and computer programming. The student will be required to master the Grade II level of the braille literary code and the Nemeth code for mathematics.

GEPY 6914

**Assistive Technology for Students who are Blind/Visually Impaired**

half unit

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

GEPY 6915

**Assessment and Program Planning for Students with a Visual Impairment**

half unit

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

GEPY 6917

**Seminar and Internship**

one unit

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

GEPY 6918

**Curriculum and Instructional Strategies for Students with Visual Impairments I**

half unit

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

GEPY 6919

**Curriculum and Instructional Strategies for Students with Visual Impairments II**

half unit

*Prerequisite: GEPY 6918*

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

GEPY 6920

**Special Topics in the Education of Learners with Visual Impairments**

half unit

GEPY 6921

**Special Topics in the Education of Learners with Visual Impairments**

half unit

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

GEPY 6922

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

half unit

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

GEPY 6923

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

half unit

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

## Elementary and Middle School Education (GEMS)

### Creative Arts

GEMS 6410

#### **Art in the Elementary and Middle School Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

GEMS 6411

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

*Prerequisites: GEMS 6410 and permission of the instructor*

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

GEMS 6412

#### **Creative Arts in the Elementary and Middle School Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

GEMS 6413

#### **Creative Arts in the Elementary and Middle School Curriculum: Theory and Practice II** half unit

*Prerequisites: GEMS 6412 and permission of the instructor*

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

GEMS 6414

#### **Drama in the Elementary and Middle School Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

GEMS 6415

#### **Drama in the Elementary and Middle School Curriculum: Theory and Practice II** half unit

*Prerequisites: GEMS 6414 and permission of the instructor*

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

GEMS 6416

#### **Music in the Elementary and Middle School Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

GEMS 6417

#### **Music in the Elementary and Middle School Curriculum: Theory and Practice II** half unit

*Prerequisites: GEMS 6416 and permission of the instructor*

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

GEMS 6418

#### **Special Topics in Elementary and Middle School Creative Arts** one unit

GEMS 6419

#### **Special Topics in Elementary and Middle School Creative Arts** half unit

*Prerequisite: permission of the instructor*

These courses are designed to allow students to study in greater depth a topic in the creative arts that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

### Foundations

GEMS 6421

#### **Principles and Practices of Curriculum Construction** half unit

*Prerequisite: permission of the instructor*

Concepts of the curriculum: basic principles of construction; social influence; selection of subject matter; placement problems; organization of instruction; evaluation of outcome.

GEMS 6422

#### **Knowledge and the Curriculum** half unit

*Prerequisite: permission of the instructor*

A study of the implications of the nature of knowledge for the elementary and middle school curriculum: the conditions of knowledge; the structure of knowledge theories; the patterns of curriculum; the current debate on curriculum; the justification of curricular decisions.

GEMS 6423

#### **Crucial Issues in Elementary and Middle School Education** half unit

*Prerequisite: permission of the instructor*

The course addresses a range of crucial issues related to the foundations of elementary and middle school education. It focuses on such issues as the changing child, school, aims, and social attitudes; curriculum, teaching, assessment; and alternatives to schooling. The topic under which the issues will be discussed may vary from year to year.

GEMS 6424

#### **Seminar and Project: Focus on Teaching** half unit

*Prerequisite: permission of the instructor*

This course is designed to integrate the student's coursework through the completion of a project related to some aspect of elementary or middle school education. It will normally be the last course students take in the Master of Education, elementary and middle school education program.

GEMS 6425

**Special Topics in Elementary and Middle School**

**Education: Psychological Perspectives** half unit

*Prerequisite: permission of the instructor*

This course is designed to allow students to study in greater depth topics in psychological issues relating to elementary and middle school education.

**French**

GEMS 6431

**French in the Elementary and Middle School**

**Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

GEMS 6432

**French in the Elementary and Middle School**

**Curriculum: Theory and Practice II** half unit

*Prerequisites: GEMS 6431 and permission of the instructor*

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

GEMS 6436

**Special Topics in Elementary and**

**Middle School French** one unit

GEMS 6437

**Special Topics in Elementary and**

**Middle School French** half unit

*Prerequisite: permission of the instructor*

These courses are designed to allow students to study in greater depth a topic in French that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

**Language Arts**

GLIT 6727

**Foundations of Literacy Learning I** half unit

See Literacy Education course listings.

GLIT 6728

**Foundations of Literacy Learning II** half unit

See Literacy Education course listings.

GEMS 6446

**Special Topics in Language Arts** one unit

GEMS 6447

**Special Topics in Language Arts** half unit

*Prerequisite: permission of the instructor*

These courses are designed to allow students to study in greater depth a topic in language arts that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

**Mathematics**

GEMS 6461

**Mathematics in the Elementary and**

**Middle School Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

GEMS 6462

**Mathematics in the Elementary and**

**Middle School Curriculum: Theory and Practice II** half unit

*Prerequisites: GEMS 6461 and permission of the instructor*

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

GEMS 6463

**Clinical Diagnosis and**

**Remediation in Mathematics** half unit

*Prerequisite: EDUC 5461 and/or 5463*

*with permission of the instructor*

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

GEMS 6464

**Clinical Practicum in Mathematics** half unit

*Prerequisites: GEMS 6463 and permission of the instructor*

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

GEMS 6466

**Special Topics in Elementary and**

**Middle School Mathematics** one unit

GEMS 6467

**Special Topics in Elementary and**

**Middle School Mathematics** half unit

*Prerequisite: permission of the instructor*

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

**Science**

GEMS 6471

**Science in the Elementary and Middle**

**School Curriculum: Theory and Practice I** half unit

*Prerequisite: permission of the instructor*

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

<p>GEMS 6472  <b>Science in the Elementary and Middle School Curriculum: Theory and Practice II</b> half unit  <i>Prerequisites: GEMS 6471 and permission of the instructor</i>  This course will deal with curricular applications and organization in science in the elementary and middle school as they arise from the examination of theoretical perspectives.</p>	<p>elementary and middle school as they arise from the examination of theoretical perspectives.</p>
<p>GEMS 6476  <b>Special Topics in Elementary and Middle School Science</b> one unit  GEMS 6477  <b>Special Topics in Elementary and Middle School Science</b> 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 and middle school science that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.</p>	<p>GEMS 6492  <b>Values/Moral/Religious Education: Theory and Practice II</b> half unit  <i>Prerequisites: GEMS 6425 and permission of the instructor</i>  This course will deal with curricular applications and organization in values/moral/religious education in the elementary and middle school as they arise from the examination of theoretical perspectives.</p>
<p><b>Social Studies</b></p> <p>GEMS 6481  <b>Social Studies in the Elementary and Middle School Curriculum: Theory and Practice I</b> half unit  <i>Prerequisite: permission of the instructor</i>  This course will deal with curricular applications and organization in social studies in the elementary and middle school as they arise from the examination of theoretical perspectives.</p>	<p>GEMS 6496  <b>Special Topics in Values/Moral/Religious Education</b> one unit  GEMS 6497  <b>Special Topics in Values/Moral/Religious Education</b> half unit  <i>Prerequisite: permission of the instructor</i>  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.</p>
<p>GEMS 6482  <b>Social Studies in the Elementary and Middle School Curriculum: Theory and Practice II</b> half unit  <i>Prerequisites: GEMS 6481 and permission of the instructor</i>  This course will deal with curricular applications and organization in social studies in the elementary and middle school as they arise from the examination of theoretical perspectives.</p>	<p><b>General Courses</b></p> <p>GEMS 6453  <b>Research Seminar in Elementary and Middle School Education</b> half unit  GEMS 6454  <b>Research Seminar in Elementary and Middle School Education</b> half unit  GEMS 6455  <b>Research Seminar in Elementary and Middle School Education</b> one unit  A seminar course for MEd or MA students in a topic related to elementary and middle school education. Topics will vary. May be taken more than once for credential credit.</p>
<p>GEMS 6486  <b>Special Topics in Elementary and Middle School Social Studies</b> one unit  GEMS 6487  <b>Special Topics in Elementary and Middle School Social Studies</b> 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 and middle school social studies that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.</p>	<p>GEMS 6456  <b>Special Topics in Elementary and Middle School Education</b> half unit  GEMS 6457  <b>Special Topics in Elementary and Middle School Education</b> half unit  GEMS 6458  <b>Special Topics in Elementary and Middle School Education</b> 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.</p>
<p><b>Values/Morals/Religious Education</b></p> <p>GEMS 6491  <b>Values/Moral/Religious Education: Theory and Practice I</b> half unit  <i>Prerequisite: permission of the instructor</i>  This course will deal with curricular applications and organization in values/moral/religious education in the</p>	

## Literacy Education (GLIT)

GLIT 6722

### **Assessing and Teaching At-Risk Literacy Learners**

one unit

*Prerequisite: GLIT 6728 or equivalent*

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

Practicum hours required

GLIT 6724

### **Literature for Children and Young Adults I**

half unit

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

GLIT 6725

### **Literature for Children and Young Adults II**

half unit

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

GLIT 6727

### **Literacy Learning I**

half unit

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

GLIT 6728

### **Literacy Learning II**

half unit

*Prerequisite: GLIT 6727*

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

GLIT 6729

### **Pedagogy of Literacy Learning**

half unit

*Prerequisite: GLIT 6728*

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

GLIT 6730

### **Reflection on Literacy Learning and Teaching**

half unit

*Prerequisite: GLIT 6729*

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

GLIT 6731

### **Cultural Politics and the Teaching of English**

half unit

This course traces the social, cultural and institutional functions of the subject English to provide an understanding of how it is a form of cultural politics. The course examines contemporary critical theories and the cultural politics of media (print, electronic, visual) as a means of expanding possibilities of teaching English as a socially progressive subject. (Also listed as GCRD 6324)

GLIT 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			
<b>Language and Literacy Education II</b>	half unit	GSLL 6211	
GLIT 6791		<b>Lifelong Learning and Culture</b>	half unit
<b>Language and Literacy Education II</b>	half unit	A consideration of lifelong learning as a cultural practice. The course pursues the nature of contemporary post-modern culture and its implications for lifelong learning. Note: Students who have received credit for GAED 6211 may not take this course for credit.	
<i>Prerequisites: GLIT 6771 or 6772 and GLIT 6781 or 6782</i>			
Major issues in language and literacy education will be examined as students consider research methods, and develop and trial their own research design.			
GLIT 6792		GSLL 6212	
<b>Theory and Practice of Writing</b>	one unit	<b>Methods for Fostering Lifelong Learning</b>	half unit
An examination of the role of writing as a literate activity. Students will develop their own writing in a number of genres, study the historical roots of writing instruction, and examine critically the philosophical and pedagogical implications of teaching and learning writing from several cultural and epistemological perspectives.		An overview of effective processes for fostering lifelong learning. Students share perspectives on best practices in lifelong learning contexts while continuing to develop their skills with various teaching and learning methods. Note: Students who have received credit for GAED 6212 may not take this course for credit.	
<b>Studies in Lifelong Learning (GSLL)</b>		GSLL 6213	
GSLL 6200		<b>Diversity Issues in Lifelong Learning</b>	half unit
<b>Introduction to Studies in Lifelong Learning</b>	half unit	A consideration of the constraints of race, gender, sexual orientation, ethnicity and class (and other cultural exclusions) on the learning process, and an exploration of the various pedagogical strategies designed to foster non-discriminatory lifelong learning practices. Note: Students who have received credit for GAED 6213 may not take this course for credit.	
An introduction to the important conceptual frameworks and vocabularies of studies in lifelong learning. A consideration of diverse perspectives, essential concepts, key practices and central issues in studies in lifelong learning in order to understand and address the central learning challenges of our times. Note: Students who have received credit for GAED 6203 may not take this course for credit.			
GSLL 6201		GSLL 6214	
<b>The Historical Legacy of Studies in Lifelong Learning</b>	half unit	<b>Community Education and Development</b>	half unit
An introduction to the rich historical legacy of studies in lifelong learning. Note: Students who have received credit for GAED 6201 may not take this course for credit.		A consideration of the limitations and potentialities of lifelong learning in the community. Students will develop their capacities to enhance learning in the community by engaging in projects within the community itself. Note: Students who have received credit for GAED 6214 may not take this course for credit.	
GSLL 6202		GSLL 6215	
<b>Contemporary Perspectives in the Study of Lifelong Learning</b>	half unit	<b>Continuing Professional Education</b>	half unit
A consideration of key contemporary contributors to studies in lifelong learning. This course engages student in an in-depth examination of the theories and practices of select contemporary topics in the field. Note: Students who have received credit for GAED 6202 may not take this course for credit.		A consideration of a range of contemporary continuing professional education issues and innovations. In a series of practical exercises, students develop expertise as continuing professional education instructors and planners. Special attention is paid to the workshop as an important continuing professional education venue. Note: Students who have received credit for GAED 6215 may not take this course for credit.	
GSLL 6206		GSLL 6216	
<b>Lifelong Learning Processes</b>	half unit	<b>Creating the Educative Workplace</b>	half unit
An exploration of the distinguishing features of lifelong learning processes including an investigation of the ways lifelong learning in adulthood connects to processes of social and cultural reproduction and development. Explores the impact of broader physical, social and cultural contexts on lifelong learning processes.		An overview of the contemporary reorganization of work and an investigation of the implications for lifelong learning in the workplace. Note: Students who have received credit for GAED 6216 may not take this course for credit.	
GSLL 6207		GSLL 6217	
<b>Graduate Seminar in Lifelong Learning</b>	half unit	<b>Lifelong Learning in Post-Secondary Institutions</b>	half unit
An advanced exploration of theoretical and research issues related to studies in lifelong learning. Note: Students who have received credit for GAED 6204 may not take this course for credit.		A consideration of lifelong learning in post-secondary institutions, with a focus on private vocational colleges, community colleges, and universities. An examination of issues in post-secondary education like the impact of new technologies, purpose and mission of the post-secondary institution, staff development, and community participation.	

Note: Students who have received credit for GAED 6217 may not take this course for credit.

GSLI 6218  
**Lifelong Learning in International Contexts** half unit  
 A consideration of the major learning challenges confronting third-world theorists and practitioners in studies of lifelong learning and an examination of selected exemplary lifelong learning projects in various regions of the world. Note: Students who have received credit for GAED 6218 may not take this course for credit.

GSLI 6219  
**Lifespan Development** half unit  
 A consideration of human development as it transpires throughout the lifespan. This course examines the particular learning challenges that confront adults at different stages and transition points in the lifespan. Particular attention is paid to women's developmental process. Note: students who have received credit for GAED 6219 may not take this course for credit.

GSLI 6220  
**Policy Issues in Lifelong Learning** half unit  
 An overview of the analytical frameworks for the study of policy as it impacts lifelong learning and an examination of selected policy issues (for example, training retraining of the Canadian labour force, literacy, higher education). Note: Students who have received credit for GAED 6220 may not take this course for credit.

GSLI 6221  
**Designing Contexts for Lifelong Learning** half unit  
 A survey of several models (humanist, technical, critical) for designing contexts to support the lifelong learning of adults in a variety of settings. Particular attention is paid to the ways lifelong learning contexts are the outcome of complex and ongoing processes of negotiation. Note: Students who have received credit for GAED 6221 may not take this course for credit.

GSLI 6222  
**Social Issues and Lifelong Learning** half unit  
 A consideration of the ways lifelong learning is inextricably bound up with the central social issues any society faces at any point in time. An examination of selected social issues confronting Canadians such as unemployment and retraining, technology, the information age, bioethics, eco-degradation, racism, etc., for their implications for lifelong learning and educational practice. Note: Students who have received credit for GAED 6222 may not take this course for credit.

GSLI 6223  
**Feminists Perspectives in Lifelong Learning** half unit  
 This course explores a range of feminist theories and research in relation to lifelong learning.

GSLI 6256  
**Special Topics in Lifelong Learning** half unit  
 GSLI 6257  
**Special Topics in Lifelong Learning** half unit  
 GSLI 6258  
**Special Topics in Lifelong Learning** one unit



An opportunity to study in greater depth a topic in studies in lifelong learning that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course.

GSL 6290

### **Practicum in Studies in Lifelong Learning** one unit

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

## **School Psychology (GSPY)**

Some of the following courses may only be offered in alternative years.

GSPY 6801

### **Perspectives on Schooling: Implications for the Role of the School Psychologist** half unit

An introduction to the nature, context and culture of schools; current issues in teaching and learning; current trends in curriculum; underlying assumptions, beliefs and values held in education; and, examination of the implications of schooling on the roles and responsibilities of a school psychologist within the culture of the school. Note: Students who have received credit for GSPY 6800 may not take this course for credit.

GSPY 6816

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

*Prerequisites: completion of GSPY 6844, 6845 or 6846 or equivalent*

A course designed to build on the strategies, techniques and skills developed in GSPY 6812 and 6813 or equivalents. Participants will examine critically advanced strategies for more in depth therapeutic approaches and will have the opportunity through practicum experiences to apply and evaluate selected techniques. Practicum hours required

GSPY 6817

### **Strategies for Intervention with Learning Difficulties: A Developmental Perspective** half unit

*Prerequisite: successful completion of an undergraduate course in child development*

An examination of learning difficulties in children within a developmental framework. Current approaches, intervention strategies, materials and methods will be critically reviewed. Opportunities to explore the link between assessment and intervention, implications for the practice of school psychology and to gain knowledge about the role of the school psychologist in supporting persons with learning difficulties. Note: Students who have received credit for GSPY 6815 may not take this course for credit.

GSPY 6819

## **Seminar and Internship in School Psychology** one unit

*Prerequisites: registration in the MASP program, the successful completion of all practicum requirements and normally all coursework with the exception of thesis requirements*

Seminars examine ethical and professional issues and effective intervention strategies for graduate students in supervised internships in schools. The focus is on a bridge between the role of student and the role of psychologist, through consideration and integration of initial professional experiences. The student completes a minimum of 500 hours in the internship and participates in the seminars throughout the two terms of the University year. Open only to students enrolled in the Master of Arts program in School Psychology, who have successfully completed all practicum requirements of the Program and normally all coursework of the Program with the exception of thesis requirements. A minimum of 500 hours internship required.

GSPY 6820

### **Child Clinical Psychology** half unit

*Prerequisite: an undergraduate course in abnormal psychology, child clinical psychology or equivalent*

A detailed examination will be given to selected areas in child clinical psychology, including developmental and personality disorders. Emphasis will be placed on an understanding of the research contributions and implications for practice.

GSPY 6822

### **Ethical Principles and Practices in Professional Psychology** half unit

This seminar course will focus on the process and the underlying assumptions of ethical decision making and inquiry and their practical application in the provision of psychological services especially in, but not limited to, the school setting. Theories and models of ethical decision making will be introduced, discussed and applied. As well, selected codes of practice will be reviewed including the Canadian Code of Ethics for Psychologists.

GSPY 6823

### **The Psychology of Child and Adolescent Development** half unit

*Prerequisite: an undergraduate course in developmental psychology or equivalent*

A critical review of child and adolescent development. Examination and analysis of various theories and research on aspects of development incorporating an analysis of how the interaction between individuals, family, school and society fosters development. Applications to the educational environment will be examined.

GSPY 6824

### **Perspectives on Diversity: Implications for the Practice of School Psychology** half unit

*Prerequisite: registration in the graduate program in school psychology or permission of the instructor*

A critical examination of current perspectives on diversity in its broadest sense using a socio-psychological framework with an emphasis on learners who are African Canadian, First Nations and ESL. Students will be provided opportunities individually and collectively to explore multi-faceted approaches to psychological service delivery for diverse populations.

GSPY 6831

**Neurodevelopmental and Neuropsychological Issues in Childhood** half unit

*Prerequisite: registration in the school psychology program and successful completion of undergraduate courses in child development and physiological psychology or equivalent.*

Children's learning profiles are examined using formal and informal measures based on eight basic neurodevelopmental functions and academic skills, the relationship between patterns of disordered learning and neuroanatomical structures and further development interpreting neuropsychological test results. Note: Students who have received credit for GSPY 6821 may not take this course for credit.

GSPY 6840

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

*Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6841, 6842, and 6843*

A seminar course covering communication and consultative strategies for school psychologists. Topics include examination of various consultative models, issues regarding role expansion for school psychologists and best practices in consultation. Note: Students who received credit for GSPY 6810 may not take this course for credit.

GSPY 6841

**Practicum in School Psychology Consultation Skills** half unit

*Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6840, 6842, 6843*

A practicum course covering the practice of communication and consultative strategies for school psychologists. The primary objective addresses the sharing of psychological assessment results with those involved in the care of the child. Note: Students who received credit for GSPY 6811 may not take this course for credit.

GSPY 6842

**Clinical Practice 2: Seminar in Psychological Assessment** one unit

*Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6840, 6841, 6843*

A seminar in psychological assessment, effective reporting and programming implications. Included are topics and clinical practice on interviewing strategies; observation skills; and, the administration, scoring and interpretation of individual psychological tests, with a focus on tests of intellectual ability. Note: Students who have received credit for GSPY 6810 may not take this course for credit.

GSPY 6843

**Practicum in Psychological Assessment** one unit

*Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6840, 6841, 6842*

A practicum in psychological assessment, effective reporting and programming implications. Included are clinical practice on interviewing strategies; observation skills; and, the administration, scoring and interpretation of individual psychological tests, with a focus on tests of intellectual ability. To be taken concurrently with GSPY 6842. Note: Students

who received credit for GSPY 6811 may not take this course for credit.

GSPY 6844

**Clinical Practice 3: Therapeutic Interventions for Psychological Practice I** half unit

*Prerequisite: registration in the school psychology program. To be taken concurrently with GSPY 6840, 6841, 6842 and 6843.*

This course will focus on various therapies with an emphasis on brief therapy; psychological approaches, strategies, techniques and interventions aimed at problem solving, skill development in communication and therapeutic intervention, and problem resolution for children with mental health concerns. Note: Students who received credit for GSPY 6812 may not take this course for credit.

GSPY 6845

**Clinical Practice 4: Seminar in Therapeutic Interventions in Psychological Practice II** half unit

*Prerequisites: GSPY 6844. To be taken concurrently with GSPY 6840, 6841 and 6842.*

This course will build on the therapy techniques introduced and developed in Therapeutic Interventions I. Weekly seminars will focus on critical appraisal of various strategies, their fit within a collaborative problem solving process and their effectiveness. An emphasis on brief therapy techniques will exist along with a critical review of the impact of short term therapy with children, youth and their families. This course should be completed concurrently with other courses in the Clinical Practice group. Note: Students who received credit for GSPY 6813 may not take this course for credit.

GSPY 6846

**Practicum in Therapeutic Intervention in Psychological Practice** half unit

*Prerequisite: GSPY 6844.*

*To be taken concurrently with GSPY 6845*

A practicum course focussed on applying therapeutic principles and their application to assess, develop, implement and evaluate treatment programs for children with mental health issues.. Note: Students who have received credit for GSPY 6813 may not take this course for credit.

GSPY 6847

**Seminar in Strategies for Managing Behavioural Concerns** half unit

*Prerequisites: registration in the School Psychology Program and successful completion of an undergraduate course in behavioural psychology*

A seminar course focussed on developing and understanding behavioural principles and their application to assess and develop treatment programs for children with challenging behaviours. Various models, methods and strategies are examined with a focus on functional assessment and applied behavioural analysis. Note: Students who have received credit for GSPY 6814 may not take this course for credit.

<p>GSPY 6849  <b>Advanced Seminar in Psychological Assessment</b> half unit  <i>Prerequisites: completion of GSPY 6842 and 6843 or equivalent and permission of the instructor.</i>  Critical examination and development of advanced assessment strategies, techniques and skills in selected areas of psychological, neuropsychological and personality/behavioural assessment.</p>	
<p>GSPY 6850  <b>Advanced Practicum in Psychological Assessment</b> half unit  <i>Prerequisites: completion of GSPY 6842 and 6843 or equivalent and permission of the instructor. To be completed concurrently with GSPY 6849</i>  Development of advanced assessment strategies, techniques and skills in selected areas of psychological, neuropsychological and personality/behavioural assessment through an integrated practicum.</p>	<p>GSPY 6872  <b>Psycho-educational Assessment</b> half unit  <i>Prerequisites: an undergraduate course in assessment/measurement theory or equivalent and GSPY 6870 or 6871 or equivalent</i>  The integration of theory and practice in educational diagnosis through class seminars and a practicum placement. Assessment strategies including interviewing, observation, formal and informal group and individual tests, diagnosis and program development will be covered. Enrolment limits are set in accordance with practicum availability. Individuals planning to undertake this course should consult with the program co-ordinator as soon as possible.  Practicum hours required</p>
<p>GSPY 6853  <b>Research Seminar in School Psychology</b> half unit  GSPY 6854  <b>Research Seminar in School Psychology</b> half unit  GSPY 6855  <b>Research Seminar in School Psychology</b> one unit  Special session courses for MASP students in a related topic. Topics will vary. May be taken more than once for credential credit.</p>	<p>GSPY 6873  <b>Psychological Principles and Practices: Programming for Learners with Special Needs</b> half unit  <i>Prerequisite: GSPY 6872 or equivalent</i>  An overview of current approaches to the development and application of individual educational programs and procedures for learners. Within a supervised practicum context, students will develop and implement programs on a one-to-one basis and/or in small group situations or in consultation with teachers, with selected children with identified exceptionalities.</p>
<p>GSPY 6856  <b>Special Topics in School Psychology</b> half unit  GSPY 6857  <b>Special Topics in School Psychology</b> half unit  GSPY 6858  <b>Special Topics in School Psychology</b> one unit  These courses are designed to allow students to study in greater depth a topic in School Psychology that is treated more briefly in another graduate course or a related topic that is not covered in another graduate course. May be taken more than once for credential credit.</p>	<p>Enrolment limits are set in accordance with practicum availability. Individuals planning to undertake this course should consult with the program co-ordinator as soon as possible.  Practicum required</p>
<p>GSPY 6870  <b>Children with Exceptionalities: Psychological Perspectives</b> half unit  <i>Prerequisite: an undergraduate course in exceptionalities or equivalent is desired</i>  This course examines issues and practices for children with exceptional needs with an emphasis on learning disabilities, developmental delays, emotional disturbance and giftedness.</p>	<p>GSPY 6874  <b>The Psychology of Reasoning/Thinking</b> half unit  <i>Prerequisite: an undergraduate course in cognition, learning, or equivalent</i>  This course will focus on reasoning/thinking and problem-solving. It will incorporate implications of current psychological and educational research, theories of cognitive development and sociocultural perspectives for teaching and learning as they apply to and foster understanding of the reasoning process and children's thinking.</p>
<p>GSPY 6871  <b>Inclusive Practices for Learners with Exceptionalities in the Regular Classroom</b> half unit  This course will provide an opportunity to critically examine programs, services, and approaches essential to inclusive practices for learners with exceptionalities in the regular classroom. The course is designed to provide educators with an opportunity to reflect upon their own practices drawing on the research and literature that exists relative to education of children and youth with exceptionalities in the regular classroom. As well, a pragmatic examination of materials,</p>	<p><b>Research Master of Arts (GREA)</b></p> <p>GREA 6930  <b>MA (Research) Thesis</b>  This will be required for completion of all Research Master of Arts degrees. Upon agreement of the Faculty of Education and the Graduate Studies Committee this course will carry no less than one unit of credit and no more than five units of credit toward the Research MA.</p>

## Family Studies and Gerontology (GFSG)

GFSG 6606

### Research Methods

half unit

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

GFSG 6610

### Family Life Education

half unit

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

GFSG 6612

### Family Relations Across the Life-Course

half unit

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

GFSG 6613

### Critical Theories in Family Studies and Gerontology

half unit

This is an advanced theory course designed to develop analytical skills and critical thinking. The focus is on current social scientific theories and their implications for family studies and gerontology. Note: Students who have received credit for GHEC 6613 may not take this course for credit.

GFSG 6615

### Program Planning: Implementation and Evaluation

half unit

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

GFSG 6633

### Social Policies on Family and Aging

half unit

This is an advanced course in the analysis and development of social policies relating to the family and the elderly. The focus is on how policy is developed, the relationship between research and policy, and how to critically analyze existing policies.

GFSG 6650

### Special Topics

half unit

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

GFSG 6658

### Independent Study

half unit

*Prerequisites: permission of the chairperson and the faculty member involved*

Independent examination of the research literature designed to meet the special needs of individual graduate students. The graduate student will make arrangements with the faculty member in advance of registration. No more than one-half unit of credit towards a graduate degree may be acquired through independent study. Note: Students who have received credit for GHEC 6658 may not take this course for credit.

GFSG 6691

### Thesis

one unit

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

GPRL 6012

**Public Relations Writing: Form and Style** half unit

*Prerequisite: admission to the MPR*

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

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

## Public Relations (GPRL)

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

GPRL 6010

**Public Relations: Social and Organizational**

**Context** half unit

*Prerequisites: admission to the MPR or permission of the instructor.*

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

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

GPRL 6101

**Quantitative & Qualitative Research**

**in Public Relations** half unit

*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*

An examination of the methods, problems and theoretical assumptions in qualitative and quantitative social science research as it applies to Public Relations. Students will consider the relationships between theory and method, and will gain experience by applying research methods.

GPRL 6011

**Professional Learning Portfolio** half unit

*Prerequisite: admission to the MPR*

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

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

GPRL 6014  
**Public Relations Management and Planning** half unit  
*Prerequisite: GPRL 6010*  
 An introduction to management theories and practices in relation to public relations. Topics include management theory, strategic planning processes as they apply to public relations, the role of organizational communication including its cultural impact and divergent perspectives.

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

GPRL 6088  
**Co-op Internship** one unit  
*Prerequisite: Admission to the MPR*  
 A 14-16 week term of full-time paid career-related experience in an organizational setting: corporate, not for profit or government. Students will work with industry professionals who will provide feedback to the University on the student's performance and development. In consultation with faculty and cooperative education staff, the students will be required to set learning objectives, submit a major academic paper which situates the work carried out in the context of appropriate public relations theory, and participate in a three-hour return-to-campus seminar.

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

GPRL 6102  
**Communication Theory** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 An examination of human relationships as a function of discourse and more generally symbolic action.

GPRL 6103  
**Advanced Study in Communication Theory** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 Advanced study of specific areas of communication theory, for example: critical theory, semiotics, classical rhetorical theory, 20<sup>th</sup> century rhetorical theory, contemporary communication and public relations theory.

GPRL 6104  
**Organizational Theory & Public Relations Leadership** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 Advanced study of specific areas of communication theory related to organizational theory and management. Topics may include: historical and contemporary issues in organizational communication scholarship; theories of organizational and management process; the impact of technology on organization and management process; and internal and external corporate rhetoric, and ethics.

GPRL 6105  
**Media, Culture & Society** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 An explanation of the relationship between media, culture and society, and how the interconnectedness of those spheres affects the citizen in a democratic environment.

GPRL 6106  
**Public Relations Ethics and Law** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 An examination of ethical problems in Public Relations and ethical frameworks for Public Relations. This courses addresses the regulatory and statutory laws that relate to Public Relations practice including copyright, libel, privilege, trademark, contracts, corporate governance and privacy.

GPRL 6107  
**Graduate Seminar in Public Relations Education** half unit  
*Prerequisites: permission of the instructor*  
 A survey of educational approaches for the practice of Public Relations through the past century throughout North America and other parts of the world including the United Kingdom, Australia and New Zealand. Pedagogical approaches to teaching Public Relations at the certificate, diploma, and undergraduate level will be examined.

GPRL 6108  
**Public Relations and Public Opinion Research** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 An exploration of the nature, formation and communication of attitudes and opinion. The roles of persuasion and propaganda in Public Relations practice are also explored, as is the influence public opinion has on media content and on public policy.

GPRL 6201  
**Independent Study** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 An independent examination of the research literature designed to meet the needs of individual graduate students. This course provides students with an opportunity to pursue independent work in a specific area relating to their research interests and career intentions.

GPRL 6202  
**Special Topics in Public Relations** half unit  
*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*  
 An opportunity for advanced students to examine in-depth selected topics in Public Relations, in a seminar setting. Topics will vary from year to year. This course will allow students to focus on a specialized area of the field that may be treated more briefly in other courses.

GPRL 6220

**Project Seminar**

half unit

*Prerequisites: admission to the MA(PR), MPR or permission of the instructor.*

The project entails a sustained exploration of their, research and practice. Students will be expected to reflect upon their learning throughout the degree to link theoretical and research ideas to existing practical contexts. Each project will be designed by the individual student in consultation with the faculty member. Normally the project seminar course will be taken toward the end of the degree. This course may not count for credit towards the MA(PR).

GPRL 6230

**Thesis**

half unit

*Prerequisite: GPRL 6101*

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

## Women and Gender Studies (GWGS)

GWGS 6330

**Canadian Women Film Directors**

half unit

*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 CULS 3330/WOMS 3330 and under Canadian Studies)

GWGS 6601

**Feminist Theory**

half unit

An in-depth study of feminist theory, emphasizing theoretical development over time and common assumptions and debates among feminist scholars.

GWGS 6602

**Feminist Methodology**

half unit

An examination of feminist critiques and strategies around knowledge and research methodologies. It explores historical and contemporary debates on important research issues.

GWGS 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.

GWGS 6604

**Community Based Learning**

half unit

In this course, students will be required to engage in field-based learning which will be community based and developed in the context of each student's interests and needs. Students will explore the theoretical, methodological and practical implications of their field-based experiences. Note: Students who received credit for GWGS 6603 prior to September 2002 may not take this course for credit.

GWGS 6607

**Queer Theory**

half unit

*Prerequisite: 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)

GWGS 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)

GWGS 6609

**Independent Study** half unit

GWGS 6614

**Independent Study** half unit

GWGS 6615

**Independent Study** half unit

GWGS 6616

**Independent Study** one unit

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

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

GWGS 6620

**Special Topics in Women & Gender Studies** half unit

*Prerequisites: Admission to the MA(GWGS) program or permission of the instructor.*

An opportunity for students to examine in-depth a selected topic in women and gender studies that is treated more briefly in another graduate course or a topic that is not covered in another graduate course. Topics will vary from year to year.

GWGS 6699

**Thesis** two units

The thesis requires a proposal, will demonstrate research and communications skills, and will be defended to fulfill the requirements. The thesis must meet the specifications set by the student's home university.





# University Facilities

# University Facilities

---

## The Art Gallery

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

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

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

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

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

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

## Evaristus Chapel

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

## Athletics/Recreation

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

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

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

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

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

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

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

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

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

## The Bookstore

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

## The Library

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

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

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

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

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

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

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

### *Library Service Hours*

#### *During Academic Sessions*

Monday to Thursday	8:00 a.m. - 11:00 p.m.
Friday	8:30 a.m. - 6:00 p.m.
Saturday	9:00 a.m. - 6:00 p.m.
Sunday	12 noon - 9:00 p.m.

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

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

***Library hours are subject to change 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 in support of 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 Lab 428)
- Education Curriculum Resource Centre (Seton 408)
- Education Lab (Seton 406)
- EMF Staff Training Centre (127C)
- EMF Information Commons
- Faculty Resource Centre (Seton 341, Evaristus 376A)
- Modern Languages Lab (Seton 317)

### *Lab Hours of Operation*

#### *Seton 315/316:*

Monday to Thursday	8:30 a.m. - 10:00 p.m.
Friday	8:30 a.m. - 4:00 p.m.
Saturday and Sunday	12:00 noon - 4:00 p.m.

#### *Evaristus Lab 137:*

Monday to Thursday	8:00 a.m. - 8:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday and Sunday	closed

The Departments of Information Technology, Modern Languages and Education labs are primarily dedicated to the use of those departments. The EMF Staff Training Centre (EMF 127C) is available for student use when not being used for staff training. All facilities are restricted to Mount Saint Vincent University users. For more detailed information regarding available software and lab hours, please refer to the student information website: [www.msvu.ca/it-services](http://www.msvu.ca/it-services) under Computer Labs.

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.
- Student WebMail provides email access across the Internet and can be accessed via a browser from any computer attached to the Internet.

- Internet connections in residence rooms and conveniently located public areas on campus. Wireless service is available to access the Internet in student areas in the Library, the Royal Bank Link, Rosaria and the Seton Café. Wireless laptops are available for sign out to students at the Help Desk with proof of student ID.
- Orientation sessions are offered at the beginning of each semester to familiarize students with the computer labs, the campus network and standard software packages; ongoing support is available through the computer lab assistants.
- 166 Pentium IV computer workstations in eight computer labs, 4 Mac G5 computers in the Information Commons
- Standard software packages include: Microsoft Office 2003, Simply Accounting, PageMaker Plus, Maple, SPSS and SAS.
- Printers for student printing are in all the labs. To enable student printing, print credits can be purchased at the Help Desk or from the lab assistants in Seton 316.
- Scanning and colour printing services available from lab assistants in Seton 316. Colour laser printing is available in the Information Commons.
- 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](mailto:helpdesk@msvu.ca), or you may visit in person at the EMF Information Commons located across from the Library Circulation Desk.

#### *Audio-Visual Services*

Mount Saint Vincent University's Audio-visual Department has a variety of multimedia equipment available to faculty and staff. Many of the classrooms on campus are equipped with permanently installed computers, LCD projectors, overhead projectors and DVD/VCRs. The Department also offers portable equipment that can be reserved for classroom use. Commonly requested equipment would include: TV/VCR units, LCD projectors, and portable public address systems.

Students wishing to reserve audio-visual equipment for class should arrange this through their professor who must submit a formal request for the equipment for a specific room and time. There is a 48-hour (two business days) notice required for all equipment requests, so please inform your professor of your equipment needs well in advance. Audio-visual equipment can be requested electronically on the Mount's website under the IT&S Department. Audio-visual information and hard copies of forms can be obtained from the Info Commons located on the main level of the library, and through our satellite office at Seton 333. Any hard copy requests filed by a student must include the appropriate faculty signature. We do not accept phone or voice mail requests.

If you have any questions about equipment or facilities, please call 457-6538.

### **Distance Learning and Continuing Education**

#### *Distance Learning*

Distance courses are ideal for students who require flexible access to learning, and are open to all students, full-time and part-time. The Mount has been a pioneer in the field of innovative distance education, serving students where they live and work for over 25 years. The Department of Distance Learning and Continuing Education works closely with

academic departments to facilitate the development and delivery of technology-enabled programs and courses.

The graduate-level offerings include:

- Master of Education and Master of Arts in Education (Literacy Education)
- Master of Education (Education of the Deaf or Hard of Hearing, Education of the Blind or Visually Impaired)
- Selected courses leading to Master's degrees in applied human nutrition, family studies and gerontology, and tourism (MBA, Heriot-Watt University)

Lecture-based courses broadcast on television may be viewed locally on Halifax metro cable (Channel 33) and regionally on the Atlantic Satellite Network (ASN). DVD rentals are available, and some lectures can be accessed on the web. All lecture courses have online sites for interaction, usually require textbooks and may also be complemented by teleconferencing and print materials

Programs and courses available in multi-mode delivery take advantage of a combination of technologies to reach students in Canada and worldwide. Course lectures and instructors' notes are normally available online. Learners are linked for weekly discussions using live teleconferencing, voice over the Internet, or online 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. Students may register and purchase course materials (for shipment or pick-up) online. The University library provides a range of 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](mailto:distance@msvu.ca). Course listings and other relevant information for planning are available online at [www.msvu.ca/distance](http://www.msvu.ca/distance).

#### *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 and writing skills are offered 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.

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 development programs afford opportunities for adults in the local community to enrich their lives through

learning. 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.

Special programs include summer and fall Elderhostel sessions, workshops, and community 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](mailto:continuing.education@msvu.ca). Course listings and other relevant information for planning are available online at [www.msvu.ca/distance](http://www.msvu.ca/distance).

#### *Teaching and Learning Centre*

Established in 2006, the Centre is a resource for the University's academic departments and individual faculty. The Centre's mandate includes instructional design services, professional development related to teaching, and consultation on a variety of teaching and learning issues.

For further information, contact the Centre at (902) 457-6766 or by e-mail at [tlc@msvu.ca](mailto:tlc@msvu.ca)

#### **Student Affairs**

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

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

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

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

#### *Career Planning Centre*

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

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

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

University calendars, occupational and labour market information, computers with Internet access, professional school applications and many more resources are available to help students focus on their career development and become more knowledgeable about their job search process. Students may also participate in the Tri-mentoring program, which will match them with an MSV alumnae who is performing a career of interest to the student. The Mount student in turn mentors a high school student who is interested in their university program.

Students seeking full, part-time or casual work both on and off campus are encouraged to check the online job postings at: [www.workopolisCampus.com/msvu](http://www.workopolisCampus.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. Students should plan to attend the Halifax Career Fair in September to meet many of these recruiting employers. Opportunities for summer positions are posted any time after October 1. Graduating students are urged to visit the Career Planning Centre in the fall to discuss their job search.

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

#### *Counselling and Psychological Services*

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

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

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

Counselling and Psychological Services also provides crisis intervention, consultation, screening and referral services to the entire university community. Counselling

services are confidential and are available to all full- and part-time students. The Counselling Centre is located in Evaristus 218. Office hours are Monday to Friday 9 a.m. to 5 p.m. For further information, phone 457-6567 or visit [www.msvu.ca/student-affairs/counselling/](http://www.msvu.ca/student-affairs/counselling/).

### *Students With Disabilities*

The Mount accepts applications from students with disabilities and is committed to enabling capable students with identified disabilities to enter and complete university programs. The Mount 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 are required to provide documentation of their disability to the Co-ordinator of Disability Services if they require accommodations. Once they have provided this documentation, the Co-ordinator of Disability Services 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 exam 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 counselling support. For more information, please see [www.msvu.ca/student\\_affairs/disability\\_services/](http://www.msvu.ca/student_affairs/disability_services/).

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

### *International Student Services*

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

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

Services for international students include:

- information on matters related to Canada Immigration
- orientation sessions for new students
- counselling services regarding adjustment to Canada, being away from home etc...
- social events
- International Student listserv
- International Student Society
- ESL resource
- International Student Handbook
- International Student Newsletter
- shuttle service from airport for new international students

- assistance with financial matters, short term loans, and financial awards
- spiritual and religious support
- on-campus housing and assistance in finding off-campus accommodations
- fitness facilities and recreational programs
- health care services and free nutritional counselling

### *Writing Resource Centre*

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

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

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

Students are welcome to book an appointment for a one-on-one tutorial or to register for a workshop by calling 457-6567. The Writing Resource Centre is located 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 most 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 perform better academically.

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

#### *Housing*

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

Briefly the various residence options available are:

- Assisi Hall, a twelve-storey high-rise building which accommodates 142 students in single and double rooms. Assisi contains lounges, kitchenettes and coin-operated laundry facilities.
- The Birches are five townhouses grouped in a natural setting of trees around a duck pond. Each house contains 21 single bedrooms, lounges, laundry and storage facilities and kitchens. The Birches offer residents the opportunity for more independent living in a co-operative environment.

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

- Westwood is our new senior residence consisting of 158 beds for apartment-style living. Most apartments consist of four single bedrooms sharing a full kitchen and living room as well as two full baths. Laundry facilities are available on each floor. Students participate in a minimum meal plan. Policies and procedures reflect a senior student lifestyle.

A floor of traditional space (single rooms) is available to returning students. Students on this floor are required to be on a meal plan.

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

#### ► Residence Regulations

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

1. Overnight visitors are permitted in residence following the *Overnight Visitation Policy* distributed to students in the Residence Handbook.
2. Alcohol use is allowed in residence following the *Alcohol Policy* distributed to students in the Residence Handbook. All regulations stemming from the Nova Scotia Liquor Licensing Act govern the use of alcohol in residence.
3. No recreational drugs are permitted in residences. Students using drugs will be dismissed from residence following procedures in the Residence Handbook.
4. No pets of any kind are permitted in residence (except for fish in fish bowls).
5. Residents, with the exception of those living in Westwood apartments, must take the full meal plan. All students must have a meal plan.
6. No cooking is allowed in bedrooms or lounges. Refrigerators, hotplates, coffee makers, toasters, toaster ovens, kettles, and microwaves are not permitted in rooms.
7. Furniture is not to be moved from residence areas.
8. The University has limited storage space for bicycles.
9. Residence students are responsible for the condition of their room. They are responsible to pay for any damage caused either by themselves or their guests to their room or common areas. Students are also responsible to return their keys 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 4 until December 17 and January 2 until April 21. At all other times, the University reserves the right to use the rooms as it sees fit.
11. The Housing Office reserves the right to make necessary room changes in accordance with student and/or university needs.
12. Quiet hours - Sunday to Thursday a minimum of three study (quiet) hours are required per evening. The actual hours are set by the residents at a house meeting and supervised by the resident assistant. Students wishing to



extend study hours can negotiate additional quiet hours within each house/floor.

13. A student's room will be held until the first day of classes and then the Housing Office reserves the right to assign the room to another student if full payment has not been received for the room. The deposit paid to hold the room will not be refunded.
14. Students are encouraged to insure their personal effects. The University is not responsible for the personal effects of students.
15. A student may be asked to leave a university residence when:
  - a) in the opinion of the Dean, the student is failing in her academic program and is missing an inordinate number of classes and/or
  - b) there is continued disregard by a student for residence policy or regulations or behaviour resulting in regular disruption of the residence environment. This may result in suspension or termination of residence privileges.
  - c) a student has been caught using illegal drugs. Residence fees will not be refunded unless an off-campus replacement is found to take the vacated space.
16. Students are expected to respect the role of the resident assistants and dons. These people are simply students who have additional responsibilities on behalf of the University and the resident students. Disrespect will not be tolerated.
17. A complete academic year is defined as being from the first day of regular registration to the day following the last regularly scheduled examination.
18. Students who must remain on campus over the Christmas break will be required to pay the same daily rate charged for summer school. Arrangements must be made in advance with the Housing Office.
19. Students wishing to remain in residence after the last day of the semester to attend summer school and graduating students who wish to stay in residence until convocation must apply to the Housing Office. Students will be charged the same daily rate established for summer school residents.
20. Students withdrawing from the University would be expected to withdraw from residence as well. Students withdrawing from residence will be required to pay for their room for the duration of their lease unless an off-campus replacement is found. Please refer to residence withdrawal charges in the financial section on pages 39 and 41.
21. In order to live in residence, a person must be a registered student of Mount Saint Vincent University.
22. When residence students withdraw from apartments, the University reserves the right to place male or female students in the vacated apartment bedrooms depending on availability.

#### *Student Judicial System*

A student judicial system for non-academic infractions is in effect. A copy of this document is available from the Secretary of Senate, the Student Affairs Department and the Students' Union Office. For additional information, please refer to page 30.

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

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

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

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

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

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

#### **The Child Study Centre**

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 (7:30 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 on page 32.

#### **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 university business development centre established to meet the needs of women entrepreneurs. It is a unit of the Department of Business Administration and Tourism and Hospitality Management. The Centre provides training programs, confidential one-to-one business advisory service, referral to other resources, information, and networking opportunities to

women wanting to start their own business or those already in business. It promotes and encourages women entrepreneurs by liaising with federal, provincial, private and not-for-profit agencies and by offering a variety of supports and services.

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

The Centre is open from 8:30 - 4:30 daily and can be contacted by telephone at 457-6449 or e-mail [CWB@msvu.ca](mailto: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 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 related to the psychosocial aspects of aging.

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 and comprehensive information to inform both policy and program development. 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. Other areas of interest are continuing care, housing and healthy aging. Queries about the Centre on Aging may be directed to the Associate Director at 457-6682.





# University Officers and Personnel

7

University Officers and Personnel

# University Officers and Personnel

---

## Board of Governors

Chancellor	S. Donna Geernaert
Chair	Janet MacMillan
President	Kathryn Laurin
Vice-President (Academic)	Donna Woolcott
Vice-President (Administration)	Amanda Whitewood
Governors appointed by the Congregation of the Sisters of Charity	Louise Abraham-Pace S. Jeanne Cottreau Carol Evans S. Sheila Moore S. Joan Verner
Governors selected by and from the alumnae	Sheldon Miller Lara Ryan Kelli Smith
Governors selected by and from the faculty	Robert Bérard Ken Dewar Lorri Neilsen
Governors selected by and from the students	Amber Daley Bruno Perron David Porter
Governors appointed by the Governor in Council	Karen Hatcher Scott McCrea
Governors selected by the Board from the community at large	Robert Batherson Jane Cordy Mike Foran Peter Greenwood Greg Grice Gwen Haliburton Martha Jodrey Dennice Leahey Cathy MacGregor Claire Milton Adrienne O'Pray Joan Penney Barbara Pike Sarah Veinot Catherine Woodman (1 Vacancy)
Secretary to the Board of Governors	Kim Campbell

## Senate

### *Ex officio Members*

President	Prof. Kathryn E. Laurin
Vice-President (Academic)	Dr. Donna Woolcott
Vice-President (Administration)	Ms. Amanda Whitewood
Dean of Arts & Science	Dr. Susan Mumm
Dean of Education	Dr. James Sharpe
Dean of Professional Studies and Dean of Graduate Studies	Dr. Mary Lyon
Dean of Student Affairs	Dr. Carol Hill
University Librarian	Ms. Donna Bourne-Tyson
Registrar	Ms. Brigitte MacInnes
Director of Distance Learning and Continuing Education	Dr. Peggy Watts
Associate Vice-President Research	Dr. Anthony Davis
Associate Vice-President Enrolment Management and International	Prof. Michael Whalen

### *Faculty representatives*

Dr. Robert Bérard  
Dr. Ilya Blum  
Prof. Barbara Casey  
Prof. Paula Crouse  
Prof. Robert Farmer  
Dr. Michelle Forrest  
Dr. Roni Gechtman  
Dr. Jane Gordon  
Dr. Patricia Gouthro  
Dr. Ron MacKay  
Dr. Jeffrey MacLeod  
Dr. Arthur McCalla  
Ms. Meg Raven  
Dr. James Sawler  
Dr. Suzanne Seager  
Dr. Larry Steele  
Dr. Brook Taylor  
Dr. Susan Walsh  
Dr. Rhonda Zuk

### *Student representatives*

Amber Daley  
Amy Eaton  
Kerri Manning  
Vacant  
Vacant  
Vacant

### *Secretary of Senate*

Peter Glenister

## Administrative Offices

<b>President</b> Executive Assistant University Governance Secretary	Kathryn E. Laurin, MMus Louann Scallion-Morine Kim Campbell	Procurement Services Payroll Administrator Payroll Administrator	Dennis Digout Debra Avery Colleen Brown
<b>Vice-President (Academic)</b> Faculty Relations Officer  Administrative Assistant	Donna Woolcott, PhD Janet Burt-Gerrans, BA (Hon), LLB Irene MacDonald	<b>Food Services Director</b>	James Bullen
<b>Vice-President (Administration)</b>  Administrative Assistant	Amanda Whitewood, CMA, FCMA, C.Dir. Beverley Daye	<b>Human Resources</b> Director Human Resources Generalist and Safety Co-ordinator Co-ordinator, Benefits Human Resources Assistant	Janice Gaudet, MBA, CHRP  Linda DeGrace, BPR Debbie Beaver TBA
<b>Dean of Arts and Science</b> Administrative Assistant	Susan Mumm, DPhil Anne Duguay-Langmaid	<b>Information Technology and Services</b> Director Manager, Network & Client Services Manager, Systems Solutions Delivery Co-ordinator, AV & Student Labs  Help Desk Co-ordinator	Donna Forbes, BBA  Greg Condon  Carolann Broome, BSc  Greg Pretty, Diploma, Recording Technology Bill Church
<b>Dean of Education</b> Administrative Assistant	James Sharpe, EdD Stephanie Mills	<b>Institutional Analyst</b>	Tracey MacDonald, MA
<b>Dean of Professional Studies</b> <b>Dean of Graduate Studies</b> Administrative Assistant	Mary Lyon, PhD Cathy Haller	<b>Library</b> University Librarian Librarian, Bibliographic Services Librarian, Collections Development Librarian, Co-ordinator of Public Services Librarian, Extended Services Archivist Systems Librarian	Donna Bourne-Tyson, MLIS  Peter Glenister, MLS  Terrence Paris, MLS  Meg Raven, MLIS Denyse Rodrigues, MIST Amy Nickerson, MLIS Stanislav Orlov, MEd, MIST
<b>Student Academic Advisor</b>	Heather Graham, BSc	<b>Physical Plant</b> Director, Facilities Management Supervisor of Grounds Chief of Security Manager of Maintenance Supervisor, Custodial Chief Power Engineer Supervisor, Print Shop/ Secretarial Services	Brian Jessop, P.Eng. Catherine Abbass, Dip Hort Glenn Hollett Tex Barkhouse Rick Walkden, Bus Cert Jamie Swindells  Carol Snow, BA
<b>Art Gallery Director</b>	Ingrid Jenkner, MA	<b>Public Affairs</b> Director Communications Consultant Communications Advisor Office Manager	Robyn McIsaac, BA, BPR Suzanne Fougere, BPR Krista Beck, BA Tammy Mercer
<b>Manager, Bookstore</b>	Jean McKay	<b>Registrar's Office</b> Registrar Assistant Registrar/Admissions Admissions/Liaison Officer Admissions/Liaison Officer Admissions/Liaison Officer	Brigitte MacInnes, BA Karl Turner, BA Heidi Tatrie, BRec  Kutay Ulkuer, BA
<b>Manager, Conference Services</b>	Jill Hurlbert, BTHM	<b>Research and International</b>	
<b>Co-operative Education</b> Manager, Co-operative Education Co-ordinator Co-ordinator Co-ordinator	Sonya Horsburgh, BBA Scott Daniels, BBA Mausi Reinbold, BTHM Kirsten Somers, BA, BSW		
<b>Distance Learning and Continuing Education</b> Director Program Co-ordinator, Televised Courses Co-ordinator, Teaching and Learning  Instructional Developer, ITV Manager, Administration	Peggy Watts, PhD  Chris Beckett, BFA  Tanya Crawford, BSc, (Hed), A.G.D.D.E.(T), MDE Carol Sparkes, MITE Heather Withrow-Kowalczyk, MEd		
<b>Finance and Administration</b> Director of Finance and Administration Manager, Financial Planning and Control Manager, Accounts Receivable Manager, Research and Special Purpose Funds Manager,	Sharon Davis, BBA, CA  Beverley Grant, BComm, CA Pam Reinders-Cooley  Cathleen Madgett, BBA, CA		

Associate Vice-President, Research	Anthony Davis, PhD
Associate Vice-President, Enrolment Management and International Project Officer	Michael Whalen, MBA Jennifer Ferguson, MSc
<b>Student Affairs</b>	
Dean	Carol Hill, EdD
Co-ordinator Athletics Recreation	June Lumsden, BSc PhyEd
Recreation Officer	Joanne Burns-Theriault, MEd
Athletics and Recreation Assistants	Dyrick McDermott, BA Pat MacDonald, BEd (PhyEd), Adult Ed Cert. Patricia Wilson, SC Joanne Mills, MA, (Psychologist)
Chaplain	Ilona Oszadzsky, MEd
Co-ordinator Counselling	Christine Frigault, MEd
Counsellor	Kim Musgrave, MEd
Career Planning Centre	Carol Shirley, MASP
Co-ordinator of Disability Services	Frances Cody, BBA
Disability Counsellor	Lynn Cashen Basso, BBA
Manager, Housing and Financial Aid	Diane Tinkham, RN DPH, BScN
Housing Co-ordinator	Kathy Montgomery, MD
Manager, Health Services	Laura Peters, MD
Physicians	Angie Lake, PT
Physiotherapist	Wendy Hopkins, RMT
Massage Therapist	
Co-ordinator Writing Resource Centre	Patrick Murphy, MA
International Student Advisor	Paula Barry, MEd
<b>University Advancement</b>	
Associate Vice-President, Advancement	Jane Mitchell, BA (Hons), CFRE
Manager, Alumnae Relations	Shani Pearson, BA, BComm
Manager, Development	Lori Scott, BA, BPR

## Professors Emeriti

Margaret Bateman Ellison, BSc (Mount Allison), BEd (New Brunswick), MS, PhD (Tennessee), Professor Emeritus of Business Administration and Tourism and Hospitality Management

Frank Bennett, BSc(Hons), MSc, PhD (Manitoba), Professor Emeritus of Mathematics

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

Wendy Cornwall, BA (MSVU), PhD (Dalhousie), Professor Emeritus of Economics

Susan Boyd, BA (Oakland), PhD (McGill), Professor Emeritus of Chemistry

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

Sister Mary Albertus Haggerty, BA (Dalhousie), MA (Boston), PhD (Fordham), DHumL (MSVU), Professor Emeritus of Education

Wayne Ingalls, BA (UBC), MA, PhD (Toronto), Professor Emeritus of History

Margaret James, BSc, PhD (Dalhousie), Professor Emeritus of Chemistry

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

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

Earl Martin, BSc (Mount Allison), MSc (Dalhousie), Professor Emeritus of Biology

Sheilagh Martin, SC, BA (MSVU), MSc (Alberta), PhD (Calgary), Professor Emeritus of Biology

Sister Mary Olga McKenna, BA (MSVU), MA, PhD (Boston College), AIE (London), Professor Emeritus of Education

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

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

Pierre Payer, BA, STB (Assumption), MA, PhD (Toronto), Professor Emeritus of Philosophy

Sister Yvonne Pothier, BA (MSVU), BEd (New Brunswick), MEd, PhD (Alberta), Professor Emeritus of Education

Peter Schwenger, BA (Carleton), MA (Cornell), PhD (Yale), Professor Emeritus of English

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

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

Joseph Tharamangalam, BA (Madras), MA (Delhi), MA, PhD (York), Professor Emeritus of Sociology/Anthropology

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

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

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

Donna Bourne-Tyson, BA (Nipissing), MA (Western), MLIS (Dalhousie) University Librarian

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

Stanislav Orlov, MEd (Moscow), MIST (Toronto), Systems Librarian

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

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



## Index

---

Academic Advising . . . . .	1, 22	Dismissal . . . . .	21, 45
requirement . . . . .	82	Distance Education . . . . .	8, 10, 38, 40, 90
Academic Appeals . . . . .	11, 25, 27, 28, 39	Distance Learning . . . . .	59, 90
Academic Appeals Procedures . . . . .	25	Distinction . . . . .	32
appeal of academic decisions . . . . .	25	Education . . . . .	46
Academic Colours . . . . .	16	Elective . . . . .	12
Academic Offences . . . . .	11, 26-29	Evaristus Chapel . . . . .	88
Academic Probation . . . . .	14	Examination Policy . . . . .	23
Administrative Offices . . . . .	99	Exams . . . . .	8-10, 12, 13, 24, 30
Admission Requirements . . . . .	44, 45, 47, 49, 52-56, 58	exam conflict . . . . .	12
additional admission requirements . . . . .	21	exam schedule . . . . .	12, 21, 92
deferral . . . . .	20	Extensions . . . . .	24
Alumna . . . . .	11	Facilities . . . . .	17
honorary . . . . .	17	Failure . . . . .	24
Appeals . . . . .	26	Family Studies and Gerontology . . . . .	55, 56
Application . . . . .	20	Fees . . . . .	
Application Deadlines . . . . .	47	distance education . . . . .	38
Application Documentation . . . . .	20	international student . . . . .	38
Applied Human Nutrition . . . . .	44	miscellaneous fees . . . . .	39
Art Gallery . . . . .	88	non-refundable fees . . . . .	38
Assistantships . . . . .	35	parking permit . . . . .	39
Athletics/recreation . . . . .	17, 88	room and board . . . . .	39
Authorized External Course . . . . .	11, 22	supplemental course . . . . .	38
Awards . . . . .	32, 33, 35	thesis continuation . . . . .	42
Bookstore . . . . .	1, 16, 88	transcript delivery . . . . .	39
Bursaries . . . . .	32-34, 92	tuition . . . . .	38
Calendar . . . . .	11	Fellowships . . . . .	35
Campus . . . . .		Financial Aid . . . . .	32, 33, 42, 91-93
buildings . . . . .	16	financial awards . . . . .	92
history . . . . .	16	Financial Awards . . . . .	32
Campus Ministry . . . . .	91	Freedom of Information and Protection of Privacy . . . . .	31
Career Planning Centre . . . . .	91	GAHN (Applied Human Nutrition) . . . . .	62, 63
Categories of Students . . . . .	20	GCRD (Curriculum Studies) . . . . .	65, 67, 68
Challenge for Credit . . . . .	21	GCYS (Child and Youth Study) . . . . .	64
Cheating . . . . .	27	GEDU (Generic Education Courses) . . . . .	65
Child and Youth Study . . . . .	45	GEMS (Elementary and Middle School Education)	
Child Study Centre . . . . .	94	Creative Arts . . . . .	73
Class Attendance . . . . .	22	Foundations . . . . .	73
Coat of Arms . . . . .	15	French . . . . .	74
Computer Labs . . . . .	89	General Courses . . . . .	75
hours of operation . . . . .	89	Language Arts . . . . .	74
Confirmation Deposit . . . . .	21, 38, 39	Mathematics . . . . .	74
Continuing Education . . . . .	90	Science . . . . .	74, 75
Convocation . . . . .	8, 10, 12, 31, 58, 94	Social Studies . . . . .	75
Counselling . . . . .	91	Values/Morals/Religious Education . . . . .	75
Course Fees . . . . .	38	GEPY (Educational Psychology) . . . . .	69, 71, 72
Course Registration . . . . .	21, 22	GFDD (Educational Foundations) . . . . .	68, 69
Cross-listed . . . . .	11	GFSG (Family Studies and Gerontology) . . . . .	81, 82
Data Form . . . . .	12	GLIT (Literacy Education) . . . . .	75, 77
Deferral of Admission . . . . .	20	Glossary . . . . .	11
Deferred . . . . .	23	Governor-General's Medal . . . . .	32
Degree graduate students . . . . .	20	GPRL (Public Relations) . . . . .	82
Dietetics . . . . .	44	Grade Point Average . . . . .	12, 13
Dining Hall . . . . .		Grade Report . . . . .	12
open/close . . . . .	42	Grading . . . . .	23
Diplomas . . . . .	31	Graduate Thesis Award . . . . .	32

Graduation	31	Minimum Institutional Credit Requirement	22
graduation fee	39	Misrepresentation	27
GREA (Research Master of Arts)	81	Mission	14
GSLI (Studies in Lifelong Learning)	77, 78	Non-degree students	20
GSPY (School Psychology)	78, 79, 81	Non-Refundable Fees	38
GWGS (Women and Gender Studies)	84	Parking	1, 39, 41
Health Service	93	Passport to Learning	90
Honorary Alumnae	17	Penalties for Academic Offences	29
Housing	93	Personal Information and Protection of Electronic Documents	31
fees	39	Plagiarism	11, 26, 29, 92
residence open/close	42	Presidents	15
residence regulations	93	President's Prizes	32
Important Dates	7, 8, 10	Prior Learning Assessment	21
application deadlines	20	Privacy	30, 31, 93
bursary applications	32	Privacy Act	31
fee payment	40	Prizes	32
graduation	31	Public Relations	56
residence closing:	42	Refund	8, 10, 20, 38-41, 94
residence opening	42	Registration	21
scholarship applications	34	course change	22
tuition refund	41	leaves of absence	22
Income Tax	42, 93	maintaining	21
International Student Services	92	registration form	11, 13, 21
Kappa Gamma Pi	32	Regulations	21-25, 27-32
Labour Disruption	22	Research Master of Arts	54
Language Proficiency	20	Residence	93
Leaves of Absence	22, 24	Room and Board Fees	39
maintaining registration	21	Room Deposits	39
Library		Scholarships	32, 34, 35, 92
hours of operation	89	Senate	1, 13, 16, 28, 30-32, 94, 98
Mace	16	Senate Medals	32
Master of Applied Human Nutrition	44	Seton Café	16
Master of Arts in Child and Youth Study	46	open/close	42
Master of Arts in Education (Curriculum Studies)		Standing	24
Education of Young Adolescents	48	Student Affairs	12, 13, 16, 30, 91-94
General Curriculum Studies	47	Student Identification Card	13, 88, 93
Master of Arts in Education (Educational Foundations)	49	Student Judicial System	13, 30, 94
Master of Arts in Education (Educational Psychology)		Student Loans	42, 92
Evaluation Concentration	50	Students With Disabilities	21, 92
Human Relations Concentration	50	Students' Union	94
Master of Arts in Education (Literacy Education)	53	Student's Union	94
Master of Arts in Education (Studies in Lifelong Learning)	53	Teacher Certification	54
Master of Arts in Education Elementary & Middle School Education	52	Thesis	
Master of Arts in Family Studies and Gerontology	55	requirement	24
Master of Arts in Public Relations	56	award	32
Master of Arts in School Psychology	54	registration	25, 42
Master of Arts in Women and Gender Studies	58	Time Limit for Program Completion	24
Master of Education (Curriculum Studies)		Timetable	1, 8, 10, 12, 14, 52
Education of Young Adolescents	48	Transcripts	22
General Curriculum Studies	47	transcript fees	39
Supporting Learners with Diverse Needs and Exceptionalities	48	Transfer Credit	14, 21
TESL	48	Transfer Students	21
Master of Education (Educational Foundations)	49	Tuition	8, 10, 14, 23, 32, 38-42
Master of Education (Educational Psychology)		University Facilities	88
Education of Students who are Blind or Visually Impaired	51	University Year	7, 8, 21, 78
Education of Students Who are Deaf or Hard of Hearing	51	Visiting students	20
Evaluation Concentration	50	Withdrawal	
Human Relations Concentration	50	from courses	22
Master of Education (Elementary and Middle School Education)	52	from residence	41, 94
Master of Education (Literacy Education)	53	from university	40
Master of Public Relations	56, 57	Women and Gender Studies	58
Master of Science Applied Human Nutrition	44	Writing Resource Centre	92
Meal Card	41		





[www.msvu.ca](http://www.msvu.ca)

Mount Saint Vincent University  
Halifax, Nova Scotia  
B3M 2J6 Canada