

Bachelor of Education, Acadia University
SUPPLEMENTARY APPLICATION FORMS FOR ADMISSION

Deadline: January 31, 2006

PART A

Personal Statement

This statement may be hand or type written. It must be signed, and dated to be considered.

In no more than 500 words tell us how your academic interests, the kinds of advantages and disadvantages you have experienced, and your experiences with children and youth have shaped your decision to become a teacher.

I hereby signify that the above statement is my own.

Applicant Signature

Date

PART B

Experience Profile

The Admissions committee recommends that you highlight your most significant experiences, not that you try to fill in every blank.

1. Experience with Children and/ or Young People

Indicate, to a maximum of five, the experiences with youth, extra curricular groups and any other child and youth related work with which you have been involved.

Dates (Start-End)	Name of Organization or Contact person	Responsibilities

What have you learned from these experiences? (Limit 250 words)

2. Experience with Diversity

a) Indicate to a maximum of five experiences that you have had with diverse learners, for example: race, gender, socioeconomic class, sexual orientation, ability, etc.

Dates (Start-End)	Name of Organization or Contact person	Responsibilities

What have you learned from these experiences? (Limit 250 words)

- b) Indicate if there are factors which, in your view, may have affected your chances or limited your opportunity to become a teacher. Relevant factors include: race, economic circumstances, and learning disabilities.

3. Resume Highlights

- a) Indicate skills, talents, interests, or hobbies you consider relevant to teaching.

b) Employment History

Indicate the types of employment that you have held during high school and university. Please note the length of time, whether the position was full time or part time and give a concise statement of your responsibilities.

Dates (Start-End)	Name of Organization or Contact person	Responsibilities

c) **Leadership**

Indicate, to a maximum of five, any positions of leadership that you have held.

Duration (Years, Days, Hours)	Name of Organization or Contact person	Responsibilities

What have you learned from these experiences? (Limit 250 words)

d) Awards and Special Recognition

List, to a maximum of five, any awards or special recognition received from the community or in high school, college or university (Academic Awards; Sport or Athletic Awards; Volunteer or Community Awards).

Date Received	Name of Award	Reason for Recognition

4. Other Information (Optional)

If there is additional information pertaining to experiences you have not had the opportunity to include, and that you think that the School of Education should be aware of, please explain below.

PART C Complete **either** the Elementary **OR** Secondary Chart.
It is the applicant's responsibility to fill in only the chart relevant to the program to which s/he is applying.

Elementary Academic/ Teacher Certification Requirements

Please note: A 3 credit hour course identifies a course which is usually one semester (.5 credit); a 6 credit hour course usually takes place over a full academic year (1 credit).

	Please indicate the University, Course #, and Prefix (i.e. HIST, ENGL)	Indicate Credit Hours	
		Completed	In Progress
Social Studies (9h) 9 credit hours in social studies from among: History (with preference for local and Canadian History), Geography, Economics, Political Science, Anthropology, Sociology, Law, Classics, African Canadian Studies, Mi'kmaq Studies and/ or Philosophy			
Science (6h) 6 credit hours from among: Environmental Studies, Geology/ Earth Science, Oceanography, Biology, Chemistry, and/ or Physics			
Mathematics (3h) 3 credit hours in Math with preference for fund concepts			
English or French (6h) 6 credit hours in English if undergraduate degree is delivered in English or 6 credit hours in French if undergraduate degree is delivered in French			

Other Relevant Courses: List two or three of the courses you have taken that particularly inspired and developed your intellectual curiosity. Briefly tell us why they did.

PART C Complete either the Elementary OR Secondary Chart.
It is the applicant's responsibility to fill in only the chart relevant to the program to which s/he is applying.

Secondary Academic/ Teacher Certification Requirements

Please note: A 3 credit hour course identifies a course which is usually one semester (.5 credit); a 6 credit hour course usually takes place over a full academic year (1 credit).

Please Indicate Your Teachable Areas: First: Second:

	Please indicate the University, Course #, and Prefix (i.e. HIST, ENGL)	Indicate Credit Hours	
		Completed	In Progress
Major (30) (First Teachable) a concentration of at least 30 credit hours in a discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of 6 credit hours of cognate university coursework may be included in fulfillment of this requirement			
Minor (18) (Second Teachable) a concentration of at least 18 credit hours in a second discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of 6 credit hours of cognate university coursework may be included in fulfillment of this requirement			
Social Studies (6) 6 credit hours from among Canadian Studies, History, Geography, Economics, Political Science, Sociology, Anthropology, Law, Classics, African Canadian Studies, Mi'kmaq Studies and/ or Philosophy			
Math/Science/Computer Studies (3) 3 credit hours from among Mathematics, Science (excluding Psychology), or Computer Studies			
English/French (3) 3 credit hours in English if undergraduate degree is delivered in English or 3 credit hours in French if undergraduate degree is delivered in French			

Other Relevant Courses: List two or three of the courses you have taken that particularly inspired and developed your intellectual curiosity. Briefly tell us why they did.

GPA Extenuating Circumstances

The School of Education recognizes that certain extenuating circumstances may have prevented some applicants from meeting the 2.67 (70%) GPA requirement and that not everyone has equal opportunities to engage in employment or volunteer activities with children or adolescents. We urge applicants to identify details of their extenuating circumstances for consideration.

PART D

Acadia University, School of Education

**Bachelor of Education Program
CONFIDENTIAL REFERENCE FORM**

APPLICANT: Please complete this section before sending the form to the referee. It is your responsibility to collect and submit the completed application form and supplementary package form to the Admissions Office by **January 31, 2006 at 4:30pm** or until available positions are filled.

Name: _____

Last Name

All Given Names (Do not use abbreviations.)

(Be sure that your name appears here exactly as it appears on your application form.)

Acadia ID Number (if known): _____ Date of Birth: _____

(y/m/d)

Referee's Name: _____

Address: _____

Telephone: _____ **E-Mail:** _____

Referee's Relation to Applicant: _____

How long have you known the Applicant? _____

Check One: Academic Reference Teaching Potential/ Work Related

The School of Education would appreciate your appraisal of the applicant named above. The information will be kept in confidence and will be used solely for evaluating the suitability of the applicant for the teacher education program at Acadia University.

Please do not include a letter of reference.

Your reference is to be returned to the applicant in a sealed envelope with your signature over the flap.

1. Please rank the applicant as follows:

0 = Demonstrates very little evidence of this trait or skill

1 = Demonstrates some evidence

2 = Frequently demonstrates this trait or skill

3 = Consistently demonstrates this trait or skill

4 = Regularly surpasses expectations/ applicant is extraordinarily strong

N/A = Not applicable. Do not have enough information to make an assessment

Our ability to select strong candidates for the Bachelor of Education Program is enhanced when referees comment specifically and fully on the following kinds of traits, skills, and attributes we have listed below. We understand that each of the applicant's referees will be able to rank and comment only on those skills and dispositions that apply to their relationship with the applicant. Please rank and comment for those areas where you have knowledge of the applicant's potential.

	Rank	Comments
Intellectual curiosity and interest in learning new ideas		
Open mindedness, and willingness to see and respect alternate points of view		
Motivation (for becoming a teacher)		
Ability to work with children and youth including the ability to set reasonable limits		

	Rank	Comments
Ability to express thoughts and ideas clearly both orally and in writing		
Leadership		
Ability to solve problems		
Interpersonal skills with adults, including the ability to receive feedback and respond positively to constructive suggestions		
Time management, organization skills, dependability and reliability		

2. What do you consider the applicant's strongest assets? (Please be specific)

3. What do you consider the applicant's limitations? (Please be specific)
4. Do you know of any reason(s) why this applicant should not be admitted into the BEd program?
5. Please check the rating which evaluates this applicant's overall potential for teaching.
- Outstanding
 - Highly Recommended
 - Recommended
 - Recommended with reservations
 - Not recommended

Thank you for your time and effort in this important aspect of our admissions procedures.

Referee Signature

Date

Applicant is responsible to collect reference form, in a sealed envelope with referee signature over back closure, and return by January 31, 2006 (4:30pm) or until available positions are filled.