**Master of Education**
# Faculty of Education

# 2014-2015

## GRADUATE STUDENT HANDBOOK

**ST. FRANCIS XAVIER**
**UNIVERSITY**

Continuing & Distance Education

St. Francis Xavier University
PO Box 5000
MacDonald Hall, 2175 Varsity Drive
Antigonish, Nova Scotia, B2G 2W5

Local: (902) 867-3906
Toll-Free: 1-877-867-3906
Fax: (902) 867-5154

Email: med@stfx.ca

# Welcome

Welcome to the Saint Francis Xavier University (StFX) Master of Education Program, delivered by members of the Faculty of Education's Department of Curriculum and Leadership. The StFX Continuing and Distance Education Program Office works closely with the Faculty of Education to administer this student program of choice, and deliver top quality Master of Education programming to educators in Nova Scotia and beyond.

This *Graduate Program Handbook* is a "how to" guide to the program, and it also contains information on related topics such as program outlines, student email account set-up, transcript requests, and course registration. It is also a guide to academic writing and referencing at the graduate level. We hope this handbook will be a useful tool to help you complete your MEd.

All administrative program questions should be directed to staff in the Continuing & Distance Education Program Office, while questions about academics should be directed to the Chair of the Department of Curriculum and Leadership.

**HOW TO REACH US**
Continuing & Distance Education
St. Francis Xavier University
PO Box 5000, MacDonald Hall, 2175 Varsity Drive
Antigonish, Nova Scotia, B2G 2W5
Local: (902) 867-3906   Toll-Free: 1-877-867-3906      Fax: (902) 867-5154
Email:   med@stfx.ca
http://www.mystfx.ca/academic/continuinged/graduate.html



*Figure 1.* Xavier Hall, Photo Credit: John Broussard

# Introduction from the Chair

Welcome! Bienvenue! Pjila'si! We are pleased that you have chosen to engage in graduate studies at StFX. Being an educator in these times is both a challenging and an exciting endeavour. Classrooms at all levels of learning are increasingly complex and diverse. Demographic shifts are changing the size and composition of classrooms and schools, particularly in rural regions of the province and the country. New media and technologies and innovations in teaching and learning offer possibilities to connect students and teachers to learning in responsive, innovative, and engaging ways. Our Master of Education program acknowledges all of the above and has as its aim to create a space where you as an educator can step back from your practice and critically examine it with fresh eyes.

The Master of Education program, with its foundations in lifelong and community learning, has four key program goals. An overarching goal is to (a) *create a professional culture of educational research and inquiry* within which you can think deeply about the complex task of educating others. We hope to develop the capacity of each of you as graduate students to (b) *act as future leaders in education and as change leaders* to improve public education. We aim to (c) *introduce new ways of thinking* that will challenge your assumptions and, in so doing, (d) *promote on-going critical reflection* about what it is we do in public education.

As adult learners, each of you bring professional and personal experiences to this program that will serve as important resources in your own learning in the Masters program. We will invite you to lay those experiences alongside the experiences of other educators and scholars, some of whom you will meet in the graduate classrooms (both physical and virtual) in which you will be learning and some you'll meet in the wider community of scholars. Our full-time and part-time faculty have proven track records as educational practitioners and scholars and look forward to working and learning alongside you on your educational journey.

At StFX, we too are responding to increasing complexity and diversity, changing demographics, and the availability of new technologies and ways of teaching and learning. Our aim, as always, is to provide a program that is personalized and responsive to your individual needs. Cohort learning continues to be a popular feature of our program in which graduate students with a program focus study together. This year we are launching cohorts with a focus in early elementary pedagogy, teaching Indigenous students, mental health and wellness, and nursing and health sciences. In terms of program delivery, we continue to offer some courses in the face-to-face format but we are increasingly offering courses online using Collaborate and Moodle as our learning platforms. Students in online learning often report that it is its convenience that they appreciate the most as part-time students. They also report that distractibility is more of a challenge in the online environment, and it is for that reason that as faculty members in the Master of Education program, we work collaboratively to infuse the online environment with pedagogical practices that actively engage learners. We continue to offer a creative multi-modal format for select courses in which some students sit face-to-face on site at Xavier Hall while other students come into class virtually via Collaborate. This format allows us to be responsive to our full-time residential graduate students who are on campus studying.

We have a wonderful team of people here at StFX whose purpose is to support your learning. Whether it is the folks who you'll meet in the Program Office, the instructional support team, or those faculty teaching and learning with you in your classes, we all aim to make your experience one that is personallized and contributes to your growth as a professional.

Joanne Tompkins, Ed.D.
Chair, Department of Curriculum and Leadership
223 Xavier Hall
Office: (902) 867-5523   Fax: (902) 867-3887       Email: jtompkin@stfx.ca

# Table of Contents

# St. Francis Xavier University

St. Francis Xavier University (StFX) traces its origin to a small school of higher studies which was established at Arichat, Nova Scotia in 1853, to train pastoral clergy for a growing and widely dispersed Catholic population. In 1855, St. Francis Xavier College was relocated to Antigonish and, in 1866 full university powers were conferred upon the College by an act of the provincial legislature. In 1894, St. Bernard's Academy became affiliated with the University as Mount Saint Bernard College when the Sisters of the Congregation of Notre Dame of Montreal were invited to staff a school for young women at Mount Saint Bernard. In 1897, St. Francis Xavier became the first Catholic coeducational university in North America to grant degrees to women.

StFX University is widely recognized as one of the top post-secondary institutions in Canada, one that truly shapes the world. From its halls have come a prime minister, provincial premiers, Rhodes scholars, scientists, religious leaders, educators, and business leaders. Today, StFX continues to offer the kind of high quality education that so many of Canada's top students seek. Students, faculty members, and staff at StFX make significant contributions to communities at home and abroad through outstanding teaching, exceptional research, and service.

StFX University's Strategic Plan, which represents the ideals for which the university strives and which reflects its proud traditions, emphasizes commitment to the highest standards for its faculty and students. The Strategic Plan stresses that excellence in teaching and research is more important than growth of the institution. True to that plan, StFX strives to be an excellent, mid-size university, with high academic standards and a character attractive to those who hold and respect social and cultural values.

Today, StFX University is a leading national university with a longstanding tradition of academic excellence, service to society, and innovation in teaching and research. StFX takes pride in, and is dedicated to, providing its students with an education that is intellectually stimulating and personally enriching within an atmosphere of inclusiveness for students, faculty, and staff of diverse backgrounds.


## StFX Faculty of Education

St. Francis Xavier University's Faculty of Education is the lead institution for the study of educational administration and leadership in Nova Scotia, offering both full-time and part-time Master of Education programming. In the Master of Education and the Bachelor of Education programs, we offer high-calibre teaching by dedicated faculty who all have extensive classroom teaching and/or administrative experience, and who embody current pedagogical theory in their own teaching practice.

A PhD in Educational Studies is offered in partnership by St. Francis Xavier University, Mount Saint Vincent University, and Acadia University. This research-oriented doctoral program is jointly administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that Home Institution of Record. The website for the inter-university doctoral program is http://www.educationphd.ns.ca.

The StFX Faculty of Education develops and supports school-based research in Administration/ Leadership and in Curriculum Studies. In the fall, winter, spring, and summer terms, the Faculty offers courses online and in various locations across Nova Scotia, including Antigonish, Halifax, Sydney, Truro, and Yarmouth. In the fall and winter terms, the full-time Master of Education program provides faculty and graduate students with the opportunity to learn and grow together as graduate students work alongside faculty in BEd classes.

During the StFX summer session, students study on campus to experience the rich diversity of university life in a close-knit community, while studying for a degree defined by the highest academic standards. New students to the program participate in face-to-face classes held every second day in July on

campus. This residential experience welcomes students to graduate school and builds a community of learners that allows students to have more connectivity with each other as they continue in their online learning. At summer school wonderful conversations occur as students interact with educators from other boards from around the province, the country and the world.

Students continuing in the program may come on campus for the summer but more frequently join in summer courses offered online.

## The Campus

StFX has an attractive campus situated on 10 acres with many facilities including classrooms, laboratories, a chapel, offices, residences, dining halls, an all-weather sport field, gyms, a swimming pool, a conference centre, and a theatre. Please see the back of this handbook for a campus map. StFX is particularly proud of the [Angus L. Macdonald Library](). Enlarged in 1986 by the addition of G. Richard Chater Hall, it now seats 900, and its book capacity is half a million.

The Keating Millennium Centre (the "KMC") is also a centre of campus life. This multi-purpose complex provides residents of northeastern Nova Scotia and StFX students with state-of-the-art facilities for sports, recreation, aerobics, dance, fitness/wellness, skating, walking, and conferences.

Bloomfield Centre is the Students Union Building. Commonly called "Bloomfield" or the "SUB," it is a four-storey structure located on the upper campus. Services in the building include the Campus Store, (bookstore), Post Office, Art Gallery, and a cafeteria during fall and winter terms.

The StFX campus has a friendly atmosphere with access to modern apartment-style living for your on-campus studies. You may also wish to take advantage of the many extracurricular activities that the Antigonish region offers, including summer theatre, the Highland Games, golf, beautiful beaches, scenic drives, and peaceful strolls.

The **Faculty of Education** is located in Xavier Hall, on the lower end of campus, to the north of Morrison Hall. Xavier Hall contains offices for Education faculty, classroom space, and our Curriculum Resource Center (the CRC). A study space for full-time MEd students is located in Room 303, Xavier Hall.

# How to Reach Us

## The Program Office

**Any questions you have should be directed to the MEd Program Office.**

Continuing & Distance Education, St. Francis Xavier University
Rooms 212 & 214B, 2nd floor MacDonald Hall
PO Box 5000, 2175 Varsity Drive, Antigonish, Nova Scotia, B2G 2W5
Telephone: (902) 867-3906 / 2372        Toll-Free: 1-877-867-3906        FAX: (902) 867-5154
Email: [med@stfx.ca]()        Website: [http://www.sites.stfx.ca/continuingeducation/master]()

**Questions may be directed to the Program Office or the Chair of the Department of Curriculum and Leadership.**
        **Dr. Joanne Tompkins**        Xavier Hall 223
        Telephone: (902) 867-5523  FAX: (902) 867-3887        Email: [jtompkin@stfx.ca]()

## General Telephone List

Most inquiries can be handled by the Continuing & Distance Education Office. In some cases, you may be referred to another University office.

**Continuing & Distance Education (Program Office)**
Antigonish .................................................................................. (902) 867-3906 / 2372
Toll-free ..................................................................................... 1-877-867-3906

**Department of Curriculum & Leadership**
Chair, Joanne Tompkins .................................................................. (902) 867-5523

**University Switchboard** ............................................................... (902) 863-3300

**Academic Offices/Departments**
Chair, University Graduate Studies ................................................... (902) 867-2393
Dean, Faculty of Education .............................................................. (902) 867-2214
Admissions Office ........................................................................... (902) 867-2219
Registrar's Office ........................................................................... (902) 867-5118

**Other Offices**
Business Office (account inquiries and receipts)… ............................ (902) 867-2123
Campus Store (Bookstore) .............................................................. (902) 867-2450
Conference Services (Residence Office) ........................................... (902) 867-2855
Counselling Centre ......................................................................... (902) 867-2272
Extended Library Services ............................................................... (902) 867-3890
Recreation (Keating Millennium Centre) ........................................... (902) 867-2181
Writing Centre ................................................................................ (902) 867-5221

**Technical Services**
Technology Support Group (TSG)
  (computer accounts, phone, email, system passwords) ................... 1-888-860-2356
  ................................................................................................... (902) 867-5356
Moodle Support (email) ........................................................... cdesupport@stfx.ca
StFX Collaborate Pedagogical Support (Wendy Kraglund-Gauthier) ............... (902) 867-4530
                                                                                          wkraglun@stfx.ca
Collaborate Technical Support (24/7) .............................................. 1-877-382-2293

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**For information on campus summer housing
call Conference Services (902) 867-2855 or 1-877-STAY-AT-X (toll free)**

# Program Overview

The Master of Education program is grounded in two main purposes: (a) to provide a space for you to understand your professional knowledge, and (b) to make meaningful links among this knowledge and the conceptual and theoretical knowledge of educational research.



StFX offers a MEd degree with specialization in *Educational Leadership and Administration*, or in *Curriculum and Instruction*. You must complete the specified core courses and choose electives appropriate to your interests. Within the Educational Leadership and Administration stream, you may choose a focus in **Instructional Leadership.**

There are three options by which you may complete the requirements for the MEd: a thesis route, a project route, or a course-based route. Students who choose the thesis route must complete 24 credits in graduate education courses and a 12-credit thesis. Students who choose the project route must complete 30 credits in graduate education courses and a 6-credit project. Students following the course-based route are required to complete 36 credits in graduate education courses.

The degree fulfills the requirements of the Nova Scotia Department of Education for an increase in level of teacher certification. Please note that if you are a teacher in Nova Scotia and have been accepted into the Master of Education program, it is your responsibility to contact Teacher Certification **prior to beginning** the program to ensure that your program will be recognized for a licence increase. Graduate courses in Education are offered as fall, winter, spring, and summer courses in locations around the province and online.

Candidates for the MEd are normally required to take EDUC 534 and EDUC 505 as their first two courses on the StFX campus in Antigonish during the summer session immediately after being accepted into the program. EDUC 505 is a prerequisite for EDUC 506, EDUC 507, and EDUC 508. Normally, EDUC 506, EDUC 507, or EDUC 508 is taken after core courses are completed. EDUC 506 or 507 is required for the thesis and project route; EDUC 508 is required for the course-based route.

## The Course-based Route

If you choose the course-based route, you must complete all required courses in either the *Educational Leadership and Administration* stream or the *Curriculum and Instruction* stream (see pp. 10–11). In both streams, EDUC 506 or EDUC 507 may be substituted for EDUC 508. Remaining credits can be earned by taking elective courses. Usually, these are taken within either the *Leadership* or *Curriculum* areas. In some cohort groups, EDUC 593 is a required course. See note below.

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**NOTE**

**EDUC 593: Capping Experience**
Some cohort groups will have an EDUC 593 course as their capping experience. This course can be either an individual or group undertaking that serves to consolidate and synthesize some of the essential foundations of the cohort candidates' experiences throughout their program of study.

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## The Project-based Route
(Refer to the Thesis & Project Guidelines for details; download from http://bit.ly/1lw1H5h)

If you take the project-based route, you must complete 10 3-credit courses (required courses and electives) and EDUC 590 (6 credits). It is strongly suggested that EDUC 593 be taken as the final elective course prior to commencing EDUC 590.

> Projects tend to focus on a school-based or school board-specific interest that directly involves the candidate. The project is not bound to typical research presentation parameters such as a thesis would be. It is more flexible in its delivery and end product, but must include—to some degree—a research question, methodology, and an appropriately constructed literature review. For example, a project outcome could be a series of unit plans on a specific issue (for example, Mi'kmaq language and culture retention, math literacy, an action research piece into a School Advisory Council (SACs), Positive Effective Behaviour Support (PEBS), or a policy issue that relates to a specific institution and group of similar institutions).

The Chair of Curriculum and Leadership's approval is required and an advisor is required to supervise the candidate's sequence of completion steps including the proposal, ethics (if required), research components, and final presentation. In addition to the advisor, a second reader is also required. The timeline for project completion is usually a minimum of between 6 and 12 months after course completion.

If you are considering the project route, fill out a Project/Thesis Declaration Form (see p. 12) and send it to the Chair of the Department of Curriculum and Leadership. The Chair will discuss the program goals with you and then, in consultation with the Dean of Education, the Chair will approach the suggested faculty members to sit on your committee. **You should not approach faculty members directly to request that they be your supervisors; however on the Project/Thesis Declaration Form, you may list faculty with whom you would like to act as an advisor.**

## The Thesis-Based Route
(Refer to the *Thesis & Project Guidelines* for details; download from http://bit.ly/1lw1H5h)

If you choose the thesis-based route in the Educational Administration and Policy Stream, you must complete EDUC 505, 534, 561, 573, 533, 506 or 507, and 599 (12 credits). If you choose the thesis-based route in the Curriculum and Instruction Stream, you must complete EDUC 505, 534, 536, 532, 527, 506 or 507, and 599 (12 credits). Students in both streams must also take two 3-credit elective courses. It is strongly suggested that EDUC 593 be taken as the final elective course prior to commencing EDUC 599.

> A graduate thesis is an in-depth study of a specific issue that affects education. Example of past theses titles include: "Parents as Advocates: Helping our Learning Disabled Students Experience a Positive Education," "Outcome-based Education in a Grade 7 Classroom: Examining Changes in Instructional Practice," "School Advisory Councils and the Classroom," and "Peer Coaching: A Viable Component of a Supportive Supervision Process." The thesis is larger in scope than a project and usually requires data collection.

> If you are considering the thesis route, fill out a Project/Thesis Declaration Form (see p. 12) and send it to the Chair of the Department of Curriculum and Leadership. The Chair will discuss the program goals with you and then, in consultation with the Dean of Education, the Chair will approach the suggested faculty members to sit on your committee. **You should not approach faculty members directly to request that they be your supervisors; however on the Project/Thesis Declaration Form, you may list faculty with whom you would like to act as an advisor.**

> Along with a thesis advisor, a second and a departmental reader and an external examiner are

recommended to your committee. Once an advisor is chosen, you and your advisor will determine appropriate second and third readers in consultation with the Chair of the Department of Curriculum and Leadership. The timeline for thesis completion is usually a minimum of 12 months after course completion.

If you are taking the Thesis or the Project route, you have the opportunity to do EDUC 593 (Directed Study) as one of your electives. Electives are to be selected from the graduate courses offered in Education. Substitution or transfer of credit will normally not be considered for core courses. Should you require help with course selection or academic counselling, please contact the Program Office.

## PROGRAM STREAMS

### EDUCATIONAL LEADERSHIP AND ADMINISTRATION STREAM

**First Summer:**
| | | |
|---|---|---|
| 534 | Introduction to the Foundations of Education | 3 credits |
| 505 | Introduction to Educational Research | 3 credits |

**Educational Leadership and Administration Core Courses** (to be taken prior to final research course)**:**
| | | |
|---|---|---|
| 561 | Leadership and Administrative Theories | 3 credits |
| 533 | Dynamics of Change | 3 credits |
| 573 | Professional Development and Supervision | 3 credits |

**Final Research Course:**
| | | |
|---|---|---|
| 506 | Quantitative Research Methods in Education | 3 credits |
| | or | |
| 507 | Qualitative Research Methods in Education | 3 credits |
| | or | |
| 508 | Critical Research Literacy in Education | 3 credits |

**Electives:** See course-based, project or thesis routes below

### EDUCATIONAL CURRICULUM AND INSTRUCTION STREAM

**First Summer:**
| | | |
|---|---|---|
| 534 | Introduction to the Foundations of Education | 3 credits |
| 505 | Introduction to Educational Research | 3 credits |

**Curriculum and Instruction Core Courses** to be taken prior to final research course:
| | | |
|---|---|---|
| 527 | Principles of Learning | 3 credits |
| 532 | Curriculum Theory | 3 credits |
| 536 | Program Development | 3 credits |

**Final Research Course:**
| | | |
|---|---|---|
| 506 | Quantitative Research Methods in Education | 3 credits |
| | or | |
| 507 | Qualitative Research Methods in Education | 3 credits |
| | or | |
| 508 | Critical Research Literacy in Education | 3 credits |

**Electives:** See course-based, project, or thesis routes above

**COURSE-BASED, PROJECT, OR THESIS COURSE CREDIT OUTLINE**

Master of Education degrees in Educational Leadership and Administration and in Curriculum and Instruction are available through the following routes:

**Course-based Route:**

| | |
|---|---|
| Core Courses | 18 credits |
| Electives | 18 credits |

or

**Project-based Route:**

| | |
|---|---|
| Core Courses | 18 credits |
| Electives | 12 credits |
| 590 – Project | 6 credits |

or

**Thesis Route:**

| | |
|---|---|
| Core Courses | 18 credits |
| Electives | 6 credits |
| 599 – Thesis | 12 credits |



*Figure 2.* Xavier Hall, Photo Credit: John Bastin

# PROJECT / THESIS

# DECLARATION OF RESEARCH INTEREST
# AND ADVISOR REQUEST FORM

**Master of Education Program**

*This form is to be used by faculty when counselling prospective project and thesis students. Please complete this form with the student, and email or send a copy to the Chair of MEd Program AND the Dean of Education. The Dean and Chair will review each request before assigning an advisor.*

**Date of submission:**

| Student Name | ID# |
|---|---|
| Address | StFX email |
|  | Home phone |

| | |
|---|---|
| 1.  Check one:          Project □                    Thesis □ | |
| 2.  If possible indicate a prospective advisor, or reader(s) where applicable: | |
| Project Advisor<br>Second reader | Thesis Advisor<br>Second Reader<br>Third Reader |
| 3.  Working title of project or thesis if known: | |
| 4.  Please state, in 25 words or less the topic area in which you wish to do your project or thesis: | |
| 5.   Date when you propose to take 506 or 507 | |
| 6.   Date of recommended 593 | |
| 7.   Proposed start date of project or thesis | |
| 8.   External committee member (if determined) | |
| 9.   Submitting faculty member | |
| Chair approval: | Date |
| Dean approval | Date |

**After approvals, a copy of this form is to be returned to the MEd Program Office, so the student can be registered. Email to: med@stfx.ca**

## Summer School Requirement

As part of the Master of Education degree requirement, you must attend summer school on the Antigonish campus for one 4-week session during July, immediately following acceptance into the program. This summer opportunity is an excellent beginning to the MEd program, and many Masters students note that it provides both an orientation to graduate education and builds up a community of learners among the graduate students.

The EDUC 505 and EDUC 534 summer courses offer opportunities for you to meet and to learn from and with educators from other school jurisdictions in the province, country, and from other places around the world. Graduate students find that this provides excellent opportunities to share ideas that lead to innovation and creative development in their own professional learning contexts.

## Transfer Credit

You may transfer in up to six credits from another university, provided that (a) the course is at the graduate level; (b) you have not used the course for credit towards another degree; and (c) the course is deemed acceptable by the Chair of the Department of Curriculum and Leadership. You must provide a course syllabus to the Chair of the Department of Curriculum and Leadership for review and if the course is deemed acceptable, an official transcript must be forwarded to the Program Office. Normally, you may not transfer in core courses. **Normally, courses more than 4 years old will not be approved for transfer credit.**

If you wish to take a part-time course at another university in order to fulfill program requirements, you must obtain a *Letter of Permission* form (see your mesAmis student account) and approval from the Program Office **before** beginning the course. A maximum of six transfer credits is permitted. **Normally, transfer credit will not be permitted for core courses.** Once the course is completed, you must arrange for an official transcript to be sent to the **Continuing & Distance Education Program Office**. If applying for graduation, you must ensure transfer credits are received by the Program Office at least one month before graduation.

## Course Exemptions

If you have taken a course in another degree that you feel is equivalent to a course being offered in the Master of Education program, you may request a course exception. You will need to forward the course syllabus to the Chair of the Department of Curriculum and Leadership to see if an exception will be considered. If the exemption is granted, you may choose another elective to replace the course. Normally, exemptions are not granted for core courses.

# Online Learning

Taking courses online provides a flexible and convenient opportunity for you as a student. Our online platforms include *Moodle* (asynchronous or any-time, anywhere) and *Blackboard Collaborate* (synchronous or real-time).

Moodle is often used for discussions and document sharing throughout the term, providing you with the flexibility of choosing the time of day or night you wish to access course materials. Collaborate is real-time, meaning you and your peers are present at the same time. Through Collaborate, you will be able to listen and speak with others and through interactive tools, see and share activities. You will either access your Collaborate classroom via either a link provided to you from your professor, or via a link in your Moodle course.

To ensure that you are prepared to be an online learner and to help you prepare for a positive and successful online experience, here are a few tips and suggestions:

- You must have access to a computer and the Internet on a regular basis. You will need to check your course frequently to participate in discussions and to get course materials and updates. Also, keep your StFX email inbox active, as it is StFX's method of communicating with you.

- You must be prepared to spend at least 10 hours of study time per week for each course you take. Online courses provide flexibility and convenience; however, they do require time, commitment, and attention.

- Time management skills are important in an online course. Check your course daily for new postings, updates, assignment deadlines, posting dates, etc. In many courses, weekly schedules are provided to help you stay on track.

- Moodle and Collaborate tutorials and help resources are available. Participate in a tutorial before the course begins to ensure that you are prepared for the first class. These tutorials will help your understanding of the transition from the traditional classroom into an online classroom.  Help files and links to technical support are available in your course's Moodle site.

- You will be expected to participate and share in discussions by responding to questions posted by the instructor as well as responding to postings by others in your class. This is done in an open, constructive, and friendly manner. Posting your thoughts/comments provides you the opportunity to reflect on your answers before posting them.

## Asynchronous Learning

You may have a class that is advertised as *asynchronous.* Asynchronous learning is a student-centred form of distance learning that is not bounded by time and geography. Throughout the term, students and instructors interact with each other and weekly topic materials via Moodle and course-based discussion forums, wikis, blogs, videos, etc. — any time, anywhere. There is no scheduled weekly class time, although your professor will set regular office hours during which he/she will be available via telephone, email, Skype, Collaborate, etc.

## Technology Guidelines and Support for Students

**Technology Support Group (TSG)** (email, system passwords)
> (902) 867-2356 or 1-866-860-2356
> tsg@stfx.ca

**Moodle:** Email cdesupport@stfx.ca

Contact CDE Support via email to arrange a Moodle tutorial, if you have questions regarding the Moodle site, or if you require technical support for Moodle. You can also access helpful resources at
http://www.sites.stfx.ca/tsg/guides_and_tutorials

Before your course is scheduled to begin, you will receive an email with instructions on how to access your specific Moodle course. The web address for StFX's Moodle site is http://moodle.stfx.ca

**Collaborate Technical Support** (Available 24/7)

> North America, Toll Free: 1.877.382.2293
> UK, Toll Free: 0800. 051.7248
> Ireland, Toll Free: 1800.64.4528)
> Australia, Toll Free: 1.800.26.7338
> International, Non Toll Free: 1. 606.274.2370

Information on Collaborate and Support via Live Chat can also be found at: http://blackboard.force.com/btbb_publichome?dfprod=Collaborate

**Collaborate Teaching and Learning Support:**
> Wendy Kraglund-Gauthier)
> (902) 867-4530

Contact Wendy to arrange a Collaborate tutorial. Please contact Collaborate's technical support team (see above) to help resolve your technical issues.

Before your course is scheduled to begin, you will receive an email from Wendy, detailing a schedule of Collaborate tutorials. You will access your class hosted via Collaborate from a link in your Moodle course.

Information on Collaborate can also be found at:
http://blackboard.force.com/btbb_publichome?dfprod=Collaborate

## Minimum System Requirements for Participating in Online Courses

| Windows Specifications | |
| --- | --- |
| **Operating System:** | Windows XP minimum, Windows 7 or higher recommended |
| **Processor:** | 1 GHz Pentium 4 minimum, 2 GHz Core 2 Duo recommended |
| **Memory:** | 512 MV of RAM minimum, 1 GB recommended |
| **Hard Drive Space:** | 1 GB free disk space |
| **Browser:** | Internet Explorer 6.0 minimum, Firefox or Chrome recommended |
| **Email:** | Students must use their **StFX email address** (provided by TSG) |
| **Plug-ins:** | Flash 8 or higher; these are freely downloaded from Adobe: http://www.adobe.com/downloads |
| **Quicktime:** | Quicktime 7 or better, free download from the Apple website: www.apple.com/downloads |
| **Java:** | Environment 1.5 or newer, download from: http://www.java.com |
| **Modem:** | High Speed Cable / DSL recommended |
| **Printer:** | Graphics-capable printer (inkjet or laser) |
| **Monitor:** | Minimum Specifications: 15-inch, SVGA, 1024 x 768 minimum screen resolution, 16 bit color (thousands of colors). Recommended Specifications: SVGA, 1024 x 768 minimum screen resolution, 24 or 32 bit colour |
| **Microphone:** | Onboard or USB microphone / headset |

| Mac Specifications | |
| --- | --- |
| **Operating System:** | Macintosh OS X 10.3.9 or later |
| **Processor:** | 1 GHz PowerPC G4 minimum, 2 GHz Core 2 Duo recommended |
| **Memory:** | 512 MB RAM minimum, 2 GB Recommended |
| **Hard Drive Space:** | 1 GB free disk space |
| **Browser:** | Safari, Chrome, or Firefox |
| **Email:** | Students must use their **StFX email address** (provided by TSG) |
| **Plug-ins:** | Flash 8 or higher; if you do not already have the latest version of the Flash plug-in, go to the Abode website and follow instructions: http://www.adobe.com/downloads |
| **Quicktime:** | Quicktime 7 or better, free download from the Apple website: www.apple.com/downloads |
| **Java:** | Latest Macintosh OS X Java updates |
| **Modem:** | High Speed Cable / DSL recommended |
| **Printer:** | Graphics-capable printer (inkjet or laser) |
| **Monitor:** | Minimum Specifications: 15-inch, SVGA, 1024 x 768 minimum screen resolution, 16 bit colour (thousands of colours). Recommended Specifications: SVGA, 1024 x 768 minimum screen resolution, 24 or 32 bit colour |
| **Microphone:** | Onboard or USB microphone / headset |

# Student Accounts

### Accessing Webmail (Your personal StFX email account)
1.  Go to the MyStFX homepage (http://sites.stfx.ca/welcome/)
2.  Click *Webmail* and enter your username (e.g., x2014abc) and password, found in your PIN letter. You can also reset your password here.

### Changing your Password:
1.  Go to the MyStFX homepage (http://sites.stfx.ca/welcome/)
2.  Click *Webmail*
3.  Click on the *Change Password* link on the left side of the page and follow instructions.

### To view and reset your original password:
1.  Go to the MyStFX homepage (http://sites.stfx.ca/welcome/)
2.  Click on *mesAmis*
3.  Login using your StFX ID # and PIN, then click on *myAccounts* link
4.  Click on *Reset Original Password* at the bottom left side of the page

If you have enrolled in the webFX Self-serve Password Manager, you can navigate to https://mypassword.stfx.ca, enter in your webfx and ID and answer 3 of your 5 questions to be able to reset your webFX password.

> All students are required to check their StFX email accounts on a regular basis and keep the inbox open for deliveries by deleting unnecessary emails and changing passwords as required. **All information coming from the Program Office, as well as other university offices will be sent to your StFX email account only.** If you are unable to access your StFX email account, please contact the *Technology Support Group* at TSG@stfx.ca or phone (902) 867-2356 or 1-888-860-2356 toll-free**.**

### SERVICES & LINKS PAGE

You should become familiar with your personal Services & Links page provided for all students by the Office of the Registrar.



**Access to transcripts, account payment, course registration and university forms is provided on the Services and Links page. Please use the following guide to find and use this page:**

1.  Go to the MyStFX homepage (http://sites.stfx.ca/welcome/)
2.  Click on the *mesAmis* button
3.  Enter your *User ID* (your StFX ID number), Enter your 6-digit numeric *password* (PIN)
5.  Click *Log in*
6.  You have now entered the Services & Links Page. Please become familiar with the many services available on this page.

Some popular choices on the Services and Links page are:
- view or print your Student Academic Summary Report (your unofficial transcript, click *myGrades*),
- view your account balance and make a payment (click *myAccounts*),
- change your address and phone number,
- apply to graduate, etc.

## How to Register for a Course

**You are required to register online for all courses, except EDUC 505, 534, 543, 590, 593, and 599.** To register, you must have your "PIN Letter" which contains your StFX student ID number, and 6-digit numeric password. If you have not received your "PIN Letter," if you are a new student, or have trouble registering, please contact the Program Office at (902) 867-3906 or toll free at 1-877-867-3906.

1. Go to the MyStFX homepage (http://sites.stfx.ca/welcome/)
2. Click on the *Banner* button
3. Enter your *User ID* (your StFX ID number), and enter your 6-digit numeric *password* (PIN)
4. Click *Log in*
5. Click on *Registration*
6. Click on Registration again
7. Click on *Step 1 - Select Term (required)* and choose term, then click *Submit*
8. Click on Step 2 (Add/Drop Classes) and add the Course Registration Number (CRN) of the course/s you wish to register for
9. Click on *Submit Changes* and read the message under *Status*

**When registering online, print a copy of your "myGrades" report to confirm your registration.** If you require assistance, please call (902) 867-3906 or toll free 1-877-867-3906 (StFX Continuing & Distance Education Office). Please have your student ID number at hand when you call.

**NOTE:** You may not see the tuition charges immediately on your StFX financial details because the Business Office only rolls the accounts over at certain times of the year. If you see the course listing on your Academic Summary Report as "IP" (In Progress), you have registered successfully.

**It is your responsibility to know your degree pattern, the course(s) you require, and the pre-requisites for each course. Questions can be addressed to the Program Office.**

# Course Fees/Receipts

## Tuition Fees

Graduate students enrolled in the Master of Education program pay tuition fees based on the number of courses they register in for each semester. Full-time graduate students normally take four courses (12 credits) in each of the Fall and Winter semesters. International students pay a differential fee based on the number of courses in which they register each semester.

Tuition fees for Master of Education students are payable, by the course, before each course begins. International students pay an additional fee. For current tuition fees, please refer to the Continuing & Distance Education Calendar which is available online at http://sites.stfx.ca/continuingeducation/ or call the Continuing & Distance Education Program Office.

## Course Drop Fees

Students dropping an MEd course one week before a course begins must notify the Program Office**. A $100 course drop fee is automatically charged to all Master of Education students dropping an MEd course within two weeks of the course start date.**

For further information, please contact the Program Office.

Students' Union fees are not charged for off-campus/distance courses. See the *StFX Academic Calendar*, Section 2.1.4 for further information.

## Thesis Fees

EDUC 599 (Thesis) is a 12-credit course. In order to facilitate payment for this course, the Business Office advises that the following schedules of payment are acceptable and will not lead to penalty charges: (a) full payment upon registration; or (b) partial payment (equivalent to a 3-credit course) upon registration, with the balance paid in three equal instalments at the beginning of the next three consecutive terms.

Arrangements for an alternative payment schedule may be possible; please contact the Business Office to make these arrangements. Normally, when an alternative payment schedule is followed, penalty and interests charges will apply.

## Payment Options

All tuition fee payments are due the day before the course begins. All payment or receipt inquiries are to be addressed to the StFX Business Office at (902) 867-2123. The preferred payment option is paying online through your StFX student account. You are able to obtain a print copy of your receipt. As of September 30, 2010, the University has discontinued the use of credit cards for payment of tuition fees. Your University online bank account number is your StFX student ID number. Cheques are to be made payable to St. Francis Xavier University and should include your student ID number on the back of your cheque.

**Checking your account balance and making a making a payment on your account:**
1. Go to the MyStFX homepage (http://sites.stfx.ca/welcome/)
2. Select *mesAMIS*
3. From your homepage under "Important Stuff to Check Out" select "Lookup Student Account Information"
4. For student account inquiries, please contact the StFX Business Office directly at (902) 867-2123

## Receipts

T2202As for income tax purposes are available on the Banner portal at the end of February each year: (http://sites.stfx.ca/welcome/)

Receipts for other purposes may be obtained by calling the StFX Business Office at (902) 867-2123.

# Funding Support

## Conference Travel Support

Funding, not to exceed $600, may be available to support graduate students who are presenting their research at educational conferences related to their field of study. Please see your faculty advisor for further details.

## Bursary Awards

A limited number of $500 study awards will be granted each year to current students in good standing in the Master of Education program. Deadlines for application for each academic year are November 15 and February 15. Application forms can be located through the following link:
http://sites.stfx.ca/continuingeducation/master/application_forms

# Attendance Policy

Class attendance is mandatory in all Master of Education courses. This policy is intended to help minimize unnecessary absences from class and also ensure that students receive the in-class or online learning experience that will provide them with maximum success in their professional learning journey. **Students are required to inform their instructors in advance if unexpected professional teaching duties conflict with class schedules.**

1. Attendance at all classes is mandatory, without a sufficient medical excuse or for reasons associated with the serious illness or death of a family member. Family matters other than those related to serious illness or deaths are rarely considered a sufficient excuse for missing class. **Since class times and dates are posted months in advance, you are expected to participate in all classes and not to register for courses that you are unable to attend.** Medical excuse notes should be sent to the course instructor, who will forward them to the Program Office.

2. If you miss class without a documented medical note, the instructor is required to record this and issue a warning to you that further unexcused absences will normally prevent you from receiving credit for the course. According to the *StFX Academic Calendar*, "faculty are required to report to the Dean all unexplained absences in excess of three hours over at least two classes of any term" (p. 13). Students missing more than 20% of class time are in serious jeopardy of receiving a failing grade for the course.

3. When weather conditions are considered too hazardous for travel to face-to-face sessions, you will receive **an email to your StFX email account** from the Program Office or the course instructor. This message will inform students of a course delivery change to the use of Moodle or Collaborate, or of the class's cancellation and rescheduled time. Cancellations are generally made by noon of the class day. If in doubt, please contact your professor directly or all call the Program Office for an update at 1-877-867-3906 (Students must make a personal decision if weather/road conditions in their area are safe for travel to class).

For further information, please contact the Program Office.

# Course Withdrawals and Cancellations

## Course Withdrawal

If you withdraw from a course or the MEd program, you must immediately notify Continuing & Distance Education at (902) 867-3906, toll-free at 1-877-867-3906 or email med@stfx.ca. **Notification to the instructor does not constitute official withdrawal.** Prorated refunds can only be made from the date of the notice of withdrawal. No refund is available after 9 class hours have elapsed. There is a $100 administration fee charged to you if you withdraw from a course within two weeks prior to the start date of the course.

## Course Cancellation

The University reserves the right to cancel any courses for which there is insufficient registration. It is important to register before the deadline as the decision to hold or to cancel a course is determined by the number of registrations received by the deadline.

## Closed Courses

The University reserves the right to decline an application for a course if the number of registrants has reached the maximum number designated.

# Completion Policies

## Course Completion Policy

Course work in any Master of Education course must be completed by the due date set by the instructor. If course work in a Master of Education course is not completed by the due date, you must contact your course professor by that date, in writing, requesting a 30-day extension, and send a copy of the letter to the Chair of the Department of Curriculum and Leadership. If the extension is granted, a mark of IP (in progress) will appear on your transcript. The IP will stand for 30 days following the approval of the extension by which date all assigned work must be completed and submitted to the instructor. If all assigned work is not submitted by such date, the grade submitted by the instructor will be based on the work that you did submit.

In the event of extenuating circumstances, you are advised to submit a formal letter to the Chair of Curriculum and Leadership, with a copy to the instructor, requesting an extension beyond the initial 30 days as above. The letter must include the date by which the course work will be completed. If approved by the MEd Steering Committee, and the course work is not completed by the stated date, the grade submitted by the instructor will be based on the work that you did submit. The MEd Steering Committee has the right to reject your request for an extension.

## Degree Completion Policy

Program degree completion requirements include:

- Official acceptance to the Master of Education program
- Successful completion of all required and elective course work
- Summer school attendance
- Successful completion of project/thesis (including ethics approval) if not choosing the course-based route
- Adherence to all posted university calendar requirements and deadlines for the degree
- Submission of all required fees

If you do not fulfill all program requirements within the designated time frame, you jeopardize your continuance within the MEd program. The StFX Committee on Graduate Studies has the right to reject a student's request for an extension. **Please note that it is the student's responsibility to become knowledgeable about course requirements and degree completion dates and requirements.**

# Graduation

## Application for Degree Deadlines

To apply for graduation in **Spring Convocation**, you must fill out and submit an **Application for Degree/Diploma** online by **October 15** of the preceding year. To apply for graduation in the **Fall Convocation**, you must fill out and submit an Application for Degree/Diploma, online, by **July 15**. If you do not graduate on your expected date, you must **re-register** to graduate.

> **Please note: Student transcripts must be complete with all grades, one month prior to convocation, or the student's name will be dropped from the current convocation list.**

## How to Apply for Graduation

1. Go to the StFX Student homepage at http://sites.stfx.ca/welcome/
2. Click on *Banner/mesAmis* (middle of page)
3. Click on the *Students* link on right side. Click on *Log into mesAmis,*
4. Enter your *user name* (your StFX ID number), Enter your *password* (PIN)
5. Click *Log in*
6. You have now entered the Services & Links Page. Click on *Application for Degree/Diploma*

Graduation information will be sent to your StFX email account when available. For further graduation information, please phone the Special Events Coordinator at (902) 867-5018.

If you are taking a course from another university in the final semester before graduation, it is your responsibility to make sure that an official transcript is sent to the Program Office (fax: 902-867-5154) **one month before graduation**, so that your StFX transcript will be complete. Failure to do so will jeopardize your graduation.

### X-Ring

The X-Ring eligibility requirements were developed by the Senior Administrative Committee in consultation with the Alumni Association Executive and the St. Francis Xavier University X-Ring committee.

The X-Ring is considered a senior class ring. Students in good academic standing and who are registered for courses in their final year or term of study will be evaluated by specific criteria for eligibility. See (http://www.stfx.ca/sites/default/files/pages/x-ring_policy_2014_.pdf) for details.

# Grades & Transcripts

### Criteria for Grading a Graduate Student's Work

**The passing grade for all graduate courses is 60% and a general average of 70% is required for graduation.**

MEd student performance and academic standing is reviewed annually by the Committee on Graduate Studies. To maintain a satisfactory standing, students must be successful in 12 of any 18 consecutive credits with a passing grade of 60, and, in addition, must maintain a moving average of 70. Students who fail courses beyond this number or who do not maintain the required average will be placed on academic probation. A student on academic probation who subsequently fails a course or does not achieve a moving average of at least 70 may be liable to academic dismissal.

### Grade Appeal Procedure

Only final grades can be appealed, in writing, using the grade appeal form which can be found online by logging in to your *mesAmis* account at http://sites.stfx.ca/welcome/. A $10 fee is charged for each grade appealed. This fee will be refunded if the appeal results in a change of grade. Appeals must be made before January 15 for first-term courses, before June 15 for full-year and second-term courses, before July 15 for spring courses, and before September 15 for summer courses.

The Dean will request a review from the instructor and report it to you, or you may request the Dean to arrange an interview between you and your instructor. If you are is dissatisfied, the Dean will set up an appeal committee of three instructors from the department, one chosen by you, one by your instructor, and a third chosen by the first two members. To initiate such proceedings, you must appeal in writing within **10 days** of receiving notification of the results of the review. Both you and your instructor may present your respective cases in writing to the appeal committee. You must pay a fee of $25 if an appeal committee is established; this fee is refunded if the committee decides in your favour.

## Transcripts

You can print a copy of your unofficial transcript (Student Academic Summary Report) online, anytime, through "Services & Links" by logging in to *mesAmis*.

To request an official transcript, please access the form located at: http://www.sites.stfx.ca/registrars_office/transcriptrequests. Here, you will find practical information about transcript requests as well as the request form.

Please email registr@stfx.ca if you have completed your MEd program requirements and wish to notify either your Board or the Department of Education. Your transcript will be stamped that you have completed program requirements. This process replaces sending individual letters for each student to the various Departments of Education.

## StFX Policy on Plagiarism

### Academic Honesty

Students are expected to be familiar with university policies regarding academic dishonesty. If you are unsure as to whether or not you need to cite a reference, please cite it!  Material taken from others for responses, presentations, and papers must be acknowledged. **Failure to follow this practice may result in a grade of 0.** Refer to the referencing guidelines provided in this *Graduate Student Handbook* for information and examples.

Please consult **Section 3.8** of the StFX Academic Calendar - StFX University Policy on Academic Honesty, which is located online at http://www.sites.stfx.ca/registrars_office/academic_calendar, for more information about Academic Integrity.

# Graduate Course Confidentiality Guidelines

Graduate course instructors sometimes require their students to conduct assignments that are dependent on the following:

- Observation of students, teachers, school administrators, or other human subjects participating in classroom or school-related activities;

- Observation of organizational meetings, both formal and informal, involving parents, students, or staff, or presentations to school organizations;

- Conversations about a school or a school-like body, (e.g., a foundation or educational group), its constituency groups, personnel, or institutions with members of such constituencies.

If graduate course instructors ask you to engage in this kind of course work, the following guidelines regarding the reporting of such observations or conversations within a classroom or course context should be attended to:

- The course instructor will inform students that the names of any of the human subjects or the names of institutions involved **cannot be used** in class, whether in formal or informal discussion, or in any written work submitted as part of the course requirements, including journal or logbook entries.

- Any content, conclusions, or other ideas derived from class discussions or written work will not be used for publication or other research unless that research has obtained **prior** Research Ethics Board (REB) ethics approval prior to commencing the research.

- It is the responsibility of the graduate course instructor to apply for ethics approval for, or with, all students who will be engaged in dealing with human subjects **if** the content of such class work will be used as research data.

Please note that these guidelines do not bar you from keeping a personal log or diary.

It is understood that any work involving actual human subjects and institutions must respect the privacy and rights of those subjects. Graduate course instructors must remember that disseminating information about any human subjects by true name or indirect reference within a class could violate the rights of such human subjects. Thus, any oral or written analysis that is derived from the observations and conversations indicated above must employ pseudonyms in the place of actual names for individuals, institutions, or unique events. If, by way of exception, it is necessary or highly desirable to use actual names, permission to do so should be obtained from the persons involved beforehand.

The primary purpose of these guidelines is to insure that the names or identities of human subjects are safeguarded in recorded course work both within and outside of the classroom. Once a statement is made within a classroom, it may be considered as "on public record." If so, it has the possibility of being discussed outside of the classroom, and could be misconstrued. Any misconstrued data could be considered libellous and open to legal action on the part of a named or implied human subject.

# Program & University Services

## ■ Academic Counselling

Academic counselling can be obtained from the Program Office or the Chair of the Department of Curriculum and Leadership. Arrangements to meet with a course instructor should be made directly with a course instructor; usually, arrangements can be made to meet before or after class. Do not hesitate to contact your instructor about any concerns or questions you may have about a course either in person, via StFX email, or by telephone.
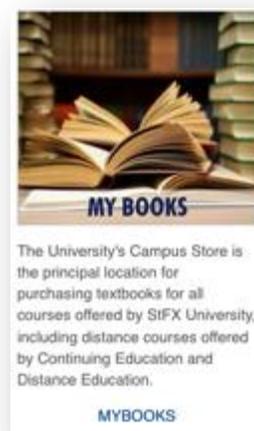
## ■ Campus Store (Bookstore) / Textbooks

**StFX Campus Store: See** http://sites.stfx.ca/campusstore/
The Campus Store is located in the Bloomfield Centre (Student Union Building), on the 1st floor, or by calling (902) 867-5025. In addition to books, you will find StFX crested items and school supplies. StFX crested merchandise is also available for purchase online.

**Textbooks: See** http://sites.stfx.ca/campusstore/MyBooks

**It is the responsibility of the student to obtain appropriate texts before the course begins.** Log into mesAmis and click the Mybooks link to see the list of books for the course in which you are registered.

Distance MEd students can also purchase books via Canada Cart at
http://www.cancart.net/stfxstore/cart.php?target=category&category_id=317

MY BOOKS

The University's Campus Store is the principal location for purchasing textbooks for all courses offered by StFX University, including distance courses offered by Continuing Education and Distance Education.

MYBOOKS

**Textbook Payments**
Payment can be made by cash, money order, cheque, or credit card. Cheques are payable to StFX Campus Store.

**Textbook Refunds**
As many of the course numbers look similar, please make sure you have chosen the correct course number for the text you are ordering. You may obtain a refund if books are returned in **new** condition (unmarked, resalable) and accompanied with a sales slip, within 14 days of purchase. A service fee will apply.

# Faculty of Education Curriculum Resource Centre

The Curriculum Resource Centre (319B Xavier Hall) houses elementary, middle, and secondary curriculum materials such as books, curriculum guides, videos, DVDs, CD-ROMs, thematic units, bulletin board aids, maps, Nova Scotia Museum Kits and science kits. The Centre also has overhead projectors, TVs, VCRs, DVD players, tape recorders, transcription sets, digital voice recorders, a laminator, a camcorder, a scanner, a photocopier, and computers.

Acquisitions include resources in French; mathematics; diverse cultures; history; social studies; children's literature, including the entire children's literature collection from the former Nova Scotia Teachers' College; secondary English; science, including environmental studies; physical education; art; drama; and reference books related to teaching and professional development. The Centre is an official distributor of the Nova Scotia Museum Kits. A complete list of all the kits can be obtained from the Centre.

The Curriculum Resource Centre Coordinator is available to assist pre-service teachers with preparation of materials for program assignments and practicum. As well, MEd students and in-service teachers are welcome to use the facilities of the Centre. Most items in the Centre can be borrowed for a period of 14 days. For further information, please call (902) 867-2272. Due to limited summer hours, if you require materials from the Curriculum Resource Centre, please contact the Chair of the MEd program in advance at (902) 867-5523 to arrange access.

# Health Centre

Registered nurses provide a variety of health and education programs for university students, as well as clinical services during regular office hours at the Health Centre from September to April. Physician services are also available Monday to Friday from September to April in the Health Centre. For more information about Health Services on campus, please refer to the Health Centre website at http://www.sites.stfx.ca/health_centre/

**Full-time** Canadian and international students are automatically enrolled in a health benefit insurance plan administered by the Students' Union and the premium is charged to their university account. As a full-time student, you may opt out of the plan by providing proof of equivalent coverage.

# International Students Handbook

International students are advised to access the information and resources from the International Student Advisor's office, which are available online at http://www.stfx.ca/prospective/international/. Although the information is directed toward full-time, undergraduate students, it includes valuable information for graduate students as well. The main point to note is that MEd graduate students must plan their arrival on campus for the beginning of summer session – in July (not September 1 as indicated in the website documentation).

# ■ Library

**Angus L. Macdonald Library** http://sites.stfx.ca/library/

While on campus, all students have physical access to library services. You must have your student ID with you to check out books. Details regarding library services for distance students are found at http://sites.stfx.ca/library/distance_education. This site provides information, guidance and contact information, including document delivery options. Be sure to register as a distance student either in person or by using the online form.

# ■ Sports Complex

The StFX Sports Complex, the Charles V. Keating Millennium Centre, is a focal point for numerous varsity sports and physical fitness activities on campus. Facilities include a 25-metre pool, the main gymnasium with seating capacity for 2,400, an auxiliary gym, handball and squash courts, a 4000-square foot Wellness and Fitness Centre, a Creative Dance Studio, two regulation ice surfaces, a walking track, conference rooms, a combat room, a cardio-respiratory fitness classroom and laboratory, dressing and shower rooms, lecture rooms, and offices. For information on programs and facilities call (902) 867-2181 or go online to http://www.keatingcentre.com/

# ■ Student Identification Cards

Student Photo Identification cards are available to both full and part-time Master of Education students. Your ID card may be obtained by visiting the Security Office (867-4444), which is located between Morrison Hall and the Physical Sciences building. The Security Office is open Monday – Friday, from 9:00 am – 4:30 pm. *You must know your StFX ID number to obtain your ID card!*

# ■ Students with Disabilities

**StFX Tramble Rooms – Centre for Accessible Learning**

StFX welcomes students with documented disabilities with a student-centred program of support which operates out of StFX Tramble Rooms – Centre for Accessible Learning. Support can include counselling, advocacy, tutoring, exam accommodation, registration assistance, assistive technology training, peer and mentor support, physical accessibility arrangements, transition workshops, a speakers' bureau, and tutoring and note-taking assistance. Please contact staff in the Centre with your questions about studying at StFX.

StFX Tramble Rooms - Centre for Accessible Learning
421 Bloomfield Centre
1 West St – BOX 5000
Antigonish NS B2G 2W5
Phone: (902) 867-5349    Fax: (902) 867-3979    Email: tramble@stfx.ca
Website: http://sites.stfx.ca/accessible_learning/

# ■ The Writing Centre

The services of the Writing Centre are available to **all** StFX students and are designed to complement course work. Students can arrange one-to-one meetings with an instructor to discuss specific work in progress, or to assess and improve their academic skills, such as note-taking, time management,

grammar, oral presentations, and exam preparation. The Writing Centre can help students:
- Develop a research plan
- Develop a thesis statement
- Organize ideas and source material
- Document sources using APA

Distance students can fax or email assignments or term papers for feedback; however, students should allow 1–2 weeks for staff to evaluate submissions.

The Writing Centre website (http://sites.stfx.ca/writingcentre/) is a valuable resource for students. In addition to providing tips and information on how to improve writing, check the frequently asked questions (FAQs) page, which answers many of the common questions distance students ask. *The Writing Guide* provides information on planning, writing, and documenting an essay. It is available at the StFX bookstore or at the Writing Centre for approximately $5.

If you need assistance, contact the Writing Centre at (902) 867-5221, by email at writingc@stfx.ca, or by fax at (902) 867-5380. Please note the Writing Centre is not open during the summer session.

# Academic Writing in the StFX Faculty of Education

Critical thinking is a key component to graduate education and writing is a one of the most common ways of accessing and representing that thinking. Educators often speak of *writing to learn* and *writing to publish*. Writing to learn enables readers to pour their thinking onto paper or a screen to both assess and subsequently engage with the ideas. This kind of writing is often more informal in style.

Once graduate students have sufficiently engaged in writing to learn, they need to transform this into writing to publish. This writing is intended to be shared with an audience beyond the writer. This is the point where the writing is edited, crafted, and polished into work that can be shared with others. Academic writing includes both processes, but is more commonly understood to be associated with writing to publish. As part of graduate education, students are expected to develop their skills in academic writing over the course of their program. Some graduate students enter the program reporting that they are not confident about their writing abilities, but what students find is that the more they write and think about their writing, the stronger they become as writers. Writers become stronger writers the more frequently they write and think about their writing. At StFX, graduate students will find resources and supports to help them develop their writing voice and style. The information below provides some helpful information to keep in mind when writing.

## The Six Cs of Informative Writing

**Concise**      Do you stay on topic with economical wording, little elaboration, little repetition, and by avoiding writing about interesting but unrelated ideas?

**Complete**      Do you say everything you need to say in order for the reader to understand your points and perspectives?

**Consistent**      Do you maintain consistent wording choices, from sentence to sentence, page to page, and throughout the paper?

**Clear**      Are your sentences short and direct? Have you organized complex ideas more like groups in a parade than a football skirmish (use more than one sentence to describe the action in a football-skirmish-type idea)? Do you use active verbs? Is your vocabulary understandable by your target readers without more than occasional reference to a

dictionary? Do you define technical terms when you first introduce them? Do you avoid jargon and frequent use of acronyms? Do you use the passive voice sparingly?

**Coherent**    Do you use headings like signposts, to let a busy reader skim the headings to get a sense of what is in the paper? Do you maintain a logical development or flow of ideas? Do you let the reader know in advance where you are going with the paper and how it is organized? Do you use explicit transitional sentences or paragraphs where the focus shifts from one topic to another? Do you bring closure to a topic before shifting and closure to the paper at the end?

**Correct**    Do you clarify your idea for the reader and identify the source or sources of ideas you obtained from elsewhere? Are your citations from other sources accurate and not misleading? Do you say what you mean (i.e., will the reader likely perceive your intended meaning?

When writing, favour active voice over passive voice. Short, declarative sentences, few acronyms, and minimal jargon are hallmarks of effective academic writing. Complex ideas sometimes require complex sentences, but often two simpler sentences convey a complex idea more clearly. Contractions are avoided except in direct quotations. Imperatives (e.g., must, should) are used cautiously, when mandatory, or in a recommendation.
Remember the basics. Keep a clear focus on the topic; make sure the narrative flows smoothly and can be easily understood by someone not already steeped in your topic, someone unfamiliar with the details of your topic or the key literature. Rather than thinking of your advisor as the reader, write for the naïve reader. Introduce the topic in general terms—in your own voice—before presenting the details of the paper. An introduction should explain, in a concise manner, why the paper was written or why the topic is important, and it should set up the subtopics as a framework for the reader.

Use headings to tell a story (key features) for the busy reader who will most likely skim your paper for key ideas before deciding whether or not to read your paper. Headings serve as signposts for the reader. They also help you, the writer, to organize your paper logically around points that are easy to follow. Develop an effective title, one that truly represents the content and direction of the paper.

A summary briefly restates or reinforces the main points already made in text. A conclusion, when used, captures answers the question "So what?" Do not introduce new information in your conclusion. If you find that you are adding new ideas or quotations to a conclusion you should place them in the main body of the document and then rewrite the conclusion to reference those points.

StFX's Faculty of Education Graduate Studies program uses the American Psychological Association's (APA's) general style for communicative writing. The *Publication Manual* (6th ed.) contains general information on preferred writing style for academic communications in the social sciences as well as specific guidelines for presentation and referencing details. Passages in the APA manual that may be useful during your coursework are listed in Table 1.

Carefully document all your sources of information. The reader should be able to identify easily the sources for all parts of the information. Direct quotations should illustrate ideas rather than to do the work of making the point. They add voice and a sense of authenticity for ideas. As you do the literature research, remember to keep track of all sources in your notes, including page numbers for direct extracts. The software RefWorks can be a very valuable tool for this. You can access Refworks via the StFX Library website at http://library.stfx.ca/

Remember that the content is the most important part of your paper. When writing your initial draft, let the content ideas flow as they may. Revise and edit the narrative flow and APA format after you have laid out your main ideas in a preliminary draft. Provide transitions between sections. Good writing comes through a process of rewriting and revision, for it is through rewriting that your main ideas become more clearly identified and expressed.

# APA Style

**American Psychological Association Style Guide (APA, 6th ed.)**

All professors in the Faculty of Education expect you to write and reference papers following APA style guidelines. The samples outlined in the following section are by no means exhaustive; they merely represent the most common references used by Master of Education students. Always refer to the complete *APA Style Guide* (6th ed.). Additional resources are available on your course's Moodle site or from the StFX Writing Centre's website at: http://www.sites.stfx.ca/writingcentre/citing

Remember that as you move through the program, reference rules may have changed after the production of this document. Follow the most current **electronic** version of the *Graduate Student Handbook* linked from http://www.sites.stfx.ca/continuingeducation/master
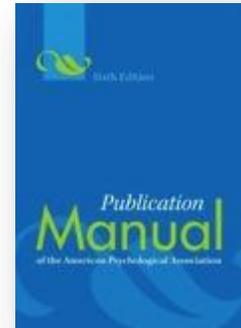
**Students writing in French** must follow specific guidelines with respect to punctuation and capitalization. You are expected to follow the general APA guidelines, supplemented by the APA referencing resources created by Professor Anne Curry and Wendy Kraglund-Gauthier. These resources are available in your course's Moodle site.

*Figure 2.* Xavier Hall, Photo Credit: John Bastin

**Useful Passages in the *Publication Manual of APA* (6th ed.)**

## Some APA Style Rules for Punctuation

APA 6th edition outlines specific rules of style for punctuation (See pp. 87–100). However many people are often confused by the various lengths, names, and spacing of ellipses, dashes, and hyphens. This page can help clarify their uses and typography.

The **ellipsis** is used in direct quotations to indicate that intervening text (one word to several sentences or even more) in the original was left out: "Older learners take longer … to learn a second language" (Smith, 1998, p. 23). Note that a space precedes and follows an ellipsis.

> In MS Word (PC), an ellipsis can be typed by using Ctrl + Alt + . where . is the period key, or from the special character symbols under the insert menu.

An **en dash** is mid-size and is used to replace "to" in a range, or for parallel adjectives: like 1952–1953; 27–33 year range; student–teacher relationships. Do not forget en dashes in your references containing page ranges (i.e., a chapter in a book would appear as pp. 5–12; a journal article page range would appear as 5–12).

> In MS Word (PC), an en dash can be typed by using Ctrl + -    where - is the minus key on the far upper-right corner of the numeric part of the keypad. (Push both keys at the same time.)

An **em dash** is used for asides, etc., and looks long—like this.

> In MS Word (PC), the shortcut for typing a full-size em dash is: Ctrl + Alt + -    where - is the minus key on the far upper-right corner of the numeric part of the keypad. (Push all 3 keys at the same time.)

> In MS Word (PC), another option, the menu sequence, using the mouse to insert an em or en dash is:
> Insert; symbol; special characters (at top above the matrix); em dash or en dash.

Some publishers add spaces around an en dash and use it in lieu of an em dash – like this – but APA does not.

A **hyphen** is short and is used when one adjective modifies another adjective, like in a three-horse carriage, etc.

### Other Punctuation and Spacing

### Periods

- You can use either **one space** or **two spaces** after a period or a question mark at the end of a sentence—just be consistent.
- There is **one space** between reference elements and initials (e.g., Doe, J. E.).
- There are **no spaces** after internal periods in abbreviations (i.e., another rule; n.d.).

There is only **one** space after a comma (,), colon (:), semicolon (;), and question mark (?).

APA employs the "serial comma" rule between elements (i.e., the height, width, or depth …)
See APA pp. 88–89 for specific comma rules for clauses.

**Sample Title Page for a Paper**

*[see thesis guidelines for specific format for thesis title page]*

Saint Francis Xavier University

**Finding a New Friend: Navigating the APA Style Manual**
*[Give the paper a title that conveys a sense of the specific topic of the paper]*

By

Ann E. Gar-Learner
201412345

EDUC 543.45
Learning Evaluation

Dr. My Professor

Antigonish, Nova Scotia
Month, Year

## APA Heading Level Styles

Begin the paper with one to three paragraphs that set up the purpose and explain what it is about. Subsequent sections should begin with a paragraph or two that explains the main focus of that section and sets up any subsections in it. Note there are no extra line spaces between sections. Make sure your word processing defaults is not set to add extra spacing after paragraphs. The introduction section of a paper is not labeled.

<div align="center">

**Major Section Headings** [Level 1]

</div>

A section consists of paragraphs and possibly subsections. Usually an introductory paragraph is used to set up the main themes in the section before the first subsection heading. If short, there may be no subsection headings. Generally avoid stacking two headings without intervening text.

**Subsection Headings** [Level 2]

Subsections typically contain much of the basic data in a report. Occasionally long reports may contain secondary order subsections. Note the title case.

  **Secondary order subsection headings.** [Level 3] Secondary subsections contain sub-themes within a subsection. These headings are usually part of the first paragraph. Note the sentence case and period.

| Level of heading | Format |
|:---:|:---:|
| **Table 3.1** Format for Five Levels of Heading in APA Journals | |
| 1 | Centered, Boldface, Uppercase and Lowercase Heading[a] |
| 2 | **Flush Left, Boldface, Uppercase and Lowercase Heading** |
| 3 | **Indented, boldface, lowercase paragraph heading ending with a period.[b]** |
| 4 | ***Indented, boldface, italicized, lowercase paragraph heading ending with a period.*** |
| 5 | *Indented, italicized, lowercase paragraph heading ending with a period.* |

[a] This type of capitalization is also referred to as *title case*.
[b] In a lowercase paragraph heading, the first letter of the first word is uppercase and the remaining words are lowercase.

*Figure 1.* APA Heading Levels (APA, 2010, p. 62)

## What is a DOI?[1]

Internet content can be moved, redesigned, or removed, resulting in broken hyperlinks and incorrect URLs in your reference list. In a move to address this issue, many scholarly publishers now assign a Digital Object Identifier (DOI) to journal articles and other documents.

The DOI System is used to identify digital intellectual property, identifying where that property (or information about that property) can be found on the Internet. "Information about a digital object may change over time, including where to find it, but its DOI name will not change" (DOI.org, 2008). A DOI name differs from commonly-used Internet pointers to material such as the URL because it identifies an object, not just its current Internet address.

Sometimes DOIs are hard to find or simply have not been assigned. The DOI resolver provided by CrossRef.org, a registration agency for scholarly and professional publications, is one tool you can use to find a DOI if it is not prominently displayed in a journal article. When a DOI is available, include the DOI instead of the URL in the reference.

## APA Reference Examples with DOIs

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Amis, J. M., & Silk, M. L. (2008). The philosophy and politics of quality in qualitative

organizational research. *Organizational Research Methods, 11*(3), 456–480. doi:

10.1177/1094428107300341

Stultz, J. (2006). Integrating exposure therapy and analytic therapy in trauma treatment.

*American Journal of Orthopsychiatry*, *76*(4), 482–488. doi:10.1037/0002-9432.76.4.482

Note the 9432 refers to the journal, the 76 is the volume, the 4 is the issue, and the 482 is the start of the page range; however, not all DOI numbers are this transparent.

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**Other Examples of DOIs**

doi:10.1000/1047935X
doi:10.1000/ISSN1047-935X
doi:10.2345/S1384107697000225
doi:10.4567/0361-9230(1997)42:<OaEoSR>2.0.TX;2-B
doi:10.6789/WendysPaper13

**Note:**
A DOI is not the same as the Document ID number, which is often used by journal databases such as ProQuest. Do not use the Document ID number in your reference because it is specific only to that particular database.

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[1] Modified from the updated *APA guide to electronic resources* (2007) and from http://www.doi.org

## Sample APA Elements

The samples outlined below are by no means exhaustive; they merely represent the most common references used by MEd students. Always refer to APA's (2010) complete *Publication Manual*. Also, check out the resources available on the APA website at www.apa.org

### Incorporating Direct Quotations

**Direct Quotation, Reference in Text, Ellipses**

"The 'placebo effect' . . . disappeared when behaviors were studied in this manner" (Miele, 1993, p. 276); however, the researcher did not clarify which behaviours were studied. [See APA, 2010, pp. 172–173]

**Quotation Marks within Quotation Marks, Inserted Text**

Miele (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [only the first group's] behaviors were studied in this manner" (p. 26). [See APA, 2010, p. 92]

**Block Quotation, Reference in Text**

As Stringer (2007) has noted:

Much research is confounded by the lack of interest of the participants, but the collaborative processes of action research are designed to promote high levels of enthusiasm and active participation. Enthusiasm and interest, however, should not be mistaken for sound research processes. (p. 57) [See APA, 2010, p. 92]

**Multiple References in Text, Summary of Authors' Point**

Newell, Shaw, and Simon (1980) have examined many aspects of computer studies. One example of computer simulation of human problem-solving performance is the General Problem-Solver (Newell et al., 1980; Newell & Simon, 1961, 1972). [See APA, 2010, pp. 177–178]

**Note:** The year of the Newell et al. reference is repeated in the parentheses; if Newell et al. were referred to again in the paragraph sentences, no year is required.

**Secondary Citation**

In a discussion on electronic communication as a tool to improve mentoring, Bierema and Merriam asserted "Successful mentoring involves frequent and regular interaction … [but] barriers such as time, work responsibilities, geographic distance, and lack of trust often reduce, if not halt, interaction" (as cited in Penny & Bolton, 2009, p. 24).

> **Note:** Avoid secondary citations if possible, especially in your thesis. Take the time to find the original source.

## Reference List Items

**Reference to Entire Books** [Book, two authors, third edition]

Cooper, K., & White, R. E. (2011). *Qualitative research in the postmodern era: Contexts of qualitative research* (Vol. 1). Dordrecht, The Netherlands: Springer.  [See APA, 2010, pp. 202–205]

**Chapter in Edited Book**

Huber, J., Graham, D., Murray-Orr, A., & Reid, N. (2010). Literature conversations for inquiring into the influence of family stories on teacher identities. In M. M. Marsh & T. T. Vorbeck (Eds.), *(Mis) Understanding families: Learning from real families in our schools* (pp. 79–94). New York, NY: Teachers College Press.  [See APA, 2010, pp. 202–205]

**Paper Presented at a Conference, available online**

Young, D. C., Kraglund-Gauthier, W. L., & Foran, A. (2009, October). *Legal literacy in teacher education programs: Conceptualizing relevance and constructing pedagogy.* Paper presented at EDGE 2009: Inspiration and Innovation in Teaching and Teacher Education. Annual International Conference, St. John's, NF. Retrieved from www.mun.ca/edge2009/displaypapers.php?id=44 [See APA, 2010, 206–207]

**Published Conference Proceedings, available online:**

Proulx, J. (2008, June). Secondary mathematics teacher education: Seeing school mathematics as

a key to the rejuvenation of teachers' professional ways of knowing and practicing

mathematics. *Proceedings of the CSSE Congress 2008*. Vancouver, Canada: University

of British Columbia. Retrieved from http://ocs.sfu.ca/fedcan/index.php/csse

/csse2008/schedConf/presentations [See APA, 2010, 206–207]

**ERIC Documents**

Bangser, M. (2008). *Preparing high school students for successful transitions to postsecondary

education and employment. Issue brief.* Washington, DC: National High School Center.

Retrieved June 12, 2012, from http://www.eric.ed.gov/PDFS/ED502596.pdf (ED502596)

[See APA, 2010, p. 212]

Skelton, C. (2009). Failing to get men into primary teaching: A feminist critique. *Journal of

Education Policy, 24*(1), 39–54.

[**Note**: A *journal* article from ERIC does not need the EJ portion of the reference]

**Unpublished dissertation or thesis**

Armstrong, E. (2013). *Collaboration as a response to teaching in the inclusive classroom: The

perspectives of three elementary teachers* (Unpublished Master's thesis). St. Francis

Xavier University, Antigonish, Canada. [See APA, 2010, p. 207]

**Thesis retrieved from a database**

Campbell-Higgins, C. (2000). *The educative process as a contributor to self-efficacy in adult

education graduate students* (Master's thesis). Available from Library and Archives

Canada. (AMICUS No. 25078157) [See APA, 2010, pp. 207–208]

**Journal Article, Two Authors, Journal Paginated by Issue, No DOI**

Meyer, M. J., & Mitchell, C. (2011). Contested practices of social justice. *Journal of Educational*

*Administration and Foundations, 21*(1), 1–22. [See APA, 2010, p. 199]

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**Journals with a DOI**

Henze, I., van Driel, J. H., & Verloop, N. (2009). Experienced science teachers' learning in the

context of educational innovation. *Journal of Teacher Education, 60*(2), 184–199.

doi:10.1177/0022487108329275 [See APA, 2010, p. 198]

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**Journal Article without a DOI, Found Online**

Kearns, L.-L. (2011). High-stakes standardized testing and marginalized youth: An examination

of the impact on those who fail. *Canadian Journal of Education, 34*(2), 112–130.

Retrieved from http://ojs.vre.upei.ca/index.php/cje-rce [See APA, 2010, p. 199]

**NOTE:** **Retrieval dates are only needed if the document comes from a website that may change its content. Journal article references do not need retrieval dates.** You have the option to include the web address if it will ease the reader's retrieval of the document (i.e., available openly on the Internet rather than in a subscriber-only database).

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**Government Document, Written and Published by the Same**

Nova Scotia Department of Education. (2009). *Department of Education response to Report and*

*Recommendations of the Education Professional Development Committee*. Halifax, Canada:

Author. [See APA, 2010, p. 205-206]

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**Government / Corporate Website**

Nova Scotia Teachers Union. (2014, April 3). *Provincial budget a step forward for public*

*education.* Retrieved July 10, 2014, from http://nstu.ca/default.asp?mn=1.56.122.127.431

**Curriculum Document, Available Online**

Nova Scotia Department of Education. (2003). *Health education curriculum: Grades 4–6.*

Halifax, Canada: Author. Retrieved July 10, 2014, from

https://sapps.ednet.ns.ca/Cart/description.php?II=169&UID=20070502151011

**Electronic Book**

Montgomery, L. M. (1908/2008). *Anne of Green Gables.* Retrieved June 16, 2011, from

http://www.gutenberg.org/files/45/45-h/45-h.htm

**Message Posted to a Newsgroup, Online Forum, or Discussion Group**

Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions

[online forum comment]. Retrieved from http://www.wipo.int

/roller/comments/ipisforum/Weblog/theme_eight_how_can_cultural#comments

**Message Posted to an Electronic Mailing List**

Smith, S. (2006, January 5). Re: Disputed estimates of IQ [Electronic mailing list message].

Retrieved from http://tech.groups.yahoo.com/group/ForensicNetwork/message/670

**Technical or Research Report, Available Online**

Rose, D. H., Gravel, J. W., & Domings, Y. M. (2010). *UDL unplugged: The role of technology

in UDL.* Retrieved June 2, 2011, from http://www.udlcenter.org/sites/udlcenter.org/files

/notech_final2.pdf

**Online Reference (Definitions) / Encyclopedia**

Graham, G. (2010). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy

(Fall 2010 ed.).* Retrieved July 12, 2012, from http://plato.stanford.edu/entries

/behaviorism/

**Newspaper Article**

Fraser, K. (2014, June 21). Reading, writing & affluence: How your address and your income

can affect how your child learns. *The Chronicle Herald.* Retrieved July 10, 2014, from

http://thechronicleherald.ca/novascotia/1217351-reading-writing-affluence

**Blog (Weblog)**

Flanagan, L. (2014, July 8). What makes an 'extreme learner' [Web log message]? Retrieved

July 10, 2014, from http://blogs.kqed.org/mindshift/2014/07/what-makes-an-extreme-

learner/

**Online Video / Blog Post**

TEDtalksDirector. (2010, May 24). Sir Ken Robinson: Bring on the learning revolution! [Video

file]? Retrieved from http://www.youtube.com/watch?v=r9LelXa3U_I

**Podcast**

Hatfield, J. M. (Producer). (2014, July 10). *Therapy and Learning Services Show: Keys to*

*teaching teens to set priorities* [Audio podcast]. Retrieved from

http://www.blogtalkradio.com/therapyandlearningservices/2014/07/10/therapy-and-

learning-services-show-keys-to-teaching-teens-to-set-priorities

**Music recording**

Eastern Eagle. (2013). Mi'kmaq Journey (Soft Core). On *Twenty years of powwow* (CD). Ivry sur

le lac, Canada: Tribal Spirit Music.

**Video or DVD**

Hamilton, S. D. (Writer/Producer) (2007). *Little black school house* [DVD]. Available from

Maroon Films.

# Writing Checklist

Before submitting **any assignment**, take time to review these important questions.

**Formatting**

☐ Did you use Times New Roman 12pt font?

☐ Is your document double-spaced, **including** long quotations and references?

☐ Are your margins 1" (2.54 cm) on each side, **but** 1.5" (3.81cm) on the left side for **thesis only**?

☐ Did you left-justify your margins (i.e., not full-justify)?

☐ Did you indent the first line of every paragraph (excluding headings and block quotes) by 0.5" (1.27cm)?

☐ Did you begin page numbering with page 1 on the first page after your title page in the top right header, and continue consecutively numbering every page including the reference list and appendices?

☐ Did you check each page for widows and orphans, and re-format if necessary?

☐ Are footnotes used sparingly, if at all?

**Headings and Paragraphs**

☐ Did you avoid stacking headings one after another, without intervening text?

☐ Do all headings of the same level appear in the same format (see APA, 2010, pp. 62–63)?

☐ Is each paragraph longer than one sentence?

**Verb Tense and Voice**

☐ Did you write in the **past tense** *when presenting the literature* (e.g., Smith and Renquist (2005) noted … Collins (2001) made several recommendations regarding …) and in *presenting* results (e.g., in three interviews, participants mentioned the …)

☐ Did you use **present perfect tense** to refer to an occurrence that did not occur at a specific time or for an action beginning in the past and continuing to the present (e.g., Since the early 1990s, some researchers (Brookfield, 2005; Cranton, 2001) have drawn parallel between …)

☐ Did you write in **the present tense** when *discussing results* and *presenting conclusions*?

☐ Did you write in the active voice throughout the thesis (e.g., "I ordered the books," not "the books were ordered")? First-person is acceptable in APA (e.g., "I approached the research process with …furthermore, my objectives were …"). Avoid the use of "you" and "your"

☐ Did you vary your verbs to introduce quotations, (e.g., asserted, emphasized, maintained, observed)?

**Capitalization** (see APA, 2010, pp. 101–104)

☐ Did you capitalize other proper nouns followed by numerals that refer to a specific place in a numbered series (i.e., Grade 1, Chapter 3, Phase 1, Day 2, Session 3, and Table 4)?

☐ Did you capitalize proper nouns (the Master of Education program at StFX; the course, EDUC 573: Professional Development and Supervision), but use lowercase for generic terms (2 participants had a master's degree in education; she is a biology teacher; I used action research; the theory of lost domino pieces)?

**Numbers** (see APA, pp. 111–124 for a complete list of rules and exceptions)

☐ Did you write numbers 10 or greater as figures, and numbers less than 10 as words?

☐ Did you write numbers for *specific* time and dates as figures, but as words for approximates (e.g., 1 hour, 6-year-olds, 4-month course, but approximately two weeks)?

☐ Did you write numbers grouped together with numbers 10 or greater, as figures (e.g., "I noticed that 4 of the 15 participants were writing," but "two of the five pages were blank")?


**Wording**

☐ Did you consistently use one term to refer to your work (e.g., study, course, program)?

☐ Did you use a consistent term to refer to your participants (e.g., students, participants, co-workers, teachers, colleagues)?

☐ Did you use abbreviations and acronyms sparingly or provide a list of acronyms if you use more than five?

☐ Did you avoid using contractions? (e.g., can't, we'd)—except in verbatim narrative and direct quotations?

☐ Did you hyphenate compound adjectives used to qualify a noun, (e.g., "university-level program" but "a program at the university level")?

☐ Did you avoid plural pronouns for singular antecedents (i.e., a participant … they …)?

☐ Did you avoid using gender-specific pronouns when discussing authors or when presenting research in which gender was not a variable (APA, 2010, pp. 73–74)?

☐ Did you use "I" to refer to yourself as sole author, or "we" to refer to you and your co-authors (APA, 2010, p. 69)?


**Punctuation**

☐ Did you use either one or two spaces after punctuation at the end of sentences, but only one after author initials on the References page and none when using the (n.d.) [ used when no date is given on a publication]?

☐ Did you use commas for two or more items in a list (e.g., "David, Mary, and I went to the classroom to observe ...")?

☐ Did you put commas and periods inside quotation marks (e.g., He said, "I went there.") except in literature citations?

☐ Did you use (a), (b), and (c) for lists within a paragraph?

☐ Did you use 1., 2., and 3. to number each paragraph in a serial list when order is important?

☐ Did you use bullets in a serial list when order is not important?

☐ Did you reserve double quotation marks primarily for use around direct quotations? APA uses quotation marks sparingly otherwise (i.e., for irony, slang, and coined words).

☐ Did you use the en dash (–) to separate numbered items (e.g., numbered page ranges 23–34 in your References pages) and em dashes (—) for "asides"?


**Bolding and Italics**

☐ Is there no bolded text in your document, other than Heading levels and the exceptions in the MEd document forms required for theses?

☐ Did you use italics (rather than quotation marks) for emphasis, technical or key terms, or linguistic examples?

## Tables and Figures

☐ Did you include copies of all tables and figures cited?

☐ Are all tables and figures cited in the text, numbered in the order cited, and provided with captions?

☐ Did you present tables (pp. 125–150) and figures (pp.150–167) in APA style?

☐ Did you obtain written permission from the copyright holder to use any previously published materials such as tables, figures, poetry, etc. (see APA, 2010, pp. 173–174)?

## Quotations

☐ Did you block left indent by 0.5" (1.27cm) and double-space all quotations of 40 or more words?

☐ Did you avoid using quotation marks around blocked quotations?

☐ Did you give page numbers for all direct quotations if page numbers are available?

## Confidentiality

☐ Did you ensure people and institutions are anonymous (e.g., fictitious names are not transparent) unless permission for identifying the persons and places has been granted?

☐ Did you include only personal data for which you received informed consent (such as audio-taped interviews), not from informal conversations for which consent was not specifically extended?

## References in Text

☐ Did you eliminate the repetition of the date, in subsequent references to the same author/date in the same paragraph? (e.g., Brookfield (1996) in the first reference, but Brookfield only in subsequent references in the same paragraph)?

☐ Did you use et al. only after the first citation for references with three to five authors?

☐ Did you alphabetize multiple references within parentheses (e.g., Apps, 1999; Conte & Adams, 1998)?

☐ Did you separate multiple references in parentheses with a semi-colon?

☐ Did you use the ampersand (&) only in parentheses and the reference list?

☐ Did you cite multiple references illustratively—for example: I hold with proponents of experiential learning (e.g., Boud & Miller, 1996; Lindeman, 1926), rather than exhaustively listing all experiential proponents you have reviewed?

☐ Did you avoid appropriating a reference's voice or actions for your own—for example: *I asked the teachers to reflect on their activities in their journal (similar to Jones' procedures, 2003, p. 27)*; not, *I asked the teachers "to reflect in a journal on what you have done" (Jones, 2003, p. 27)*; also use "see" to reference background information on a concept in your actions (I investigated the concept of emotional intelligence (see Salovey & Mayer, 1990).

## Reference List

☐ Did you follow APA style (6th ed.)?

☐ Did you incorporate the DOI number for journal articles if they are available?

☐ Did you cite every reference in the text with exactly the same spelling, name(s), and date as those in the reference list?

☐ Did you match every reference in the reference list with those in the text?

☐ Did you use sentence case titles for articles and books in the reference list?

☐ Did you use italics and upper and lower case titles for journals in the reference list?

☐ Did you use hanging indent paragraphs?

☐ Did you order references from the same author and different years from oldest to newest (e.g., Doe, J. (2000), then Doe, J. (2003)?

☐ Did you distinguish between two references with identical authors and date by assigning "a" and "b" in date by title alphabetization—for example: Doe, J. (2001a). *Doing it right*; Doe, J. (2001b). *Making do with what you have*—regardless of which you cited first in text?


**Appendices**

☐ Are the appendices labelled A, B, C, in order of citation, and are the pages numbered consecutively with the rest of the document?

☐ Do all appendices conform to requirements for margins and APA style?

☐ Did you use original text (i.e., retyped for the thesis) rather than photocopies for appendices?


**Proofreading**

☐ Did you set your word processor's spell-check to English-Canada or French-Canada?

☐ Have you made use of the services of the StFX Writing Centre to identify and revise patterns of error, learn self-editing practices, and hone writing and documenting styles?

☐ Did you have a second reader proofread the document for typographic errors and sentence clarity?



*Figure 3.* Xavier Hall, Photo Credit: BDR Riley