

GUIDELINES FOR COMPLETING SUPPLEMENTARY FORMS (PARTS A-D)

Deadline: January 19, 2026

Dear Applicant,

The application you are about to fill out and submit will become part of a highly competitive process during which both the content and presentation of your application will be evaluated.

In order to ensure that applicants are treated as fairly and as equitably as possible, all applicants use the same forms and respond to the same questions. Each file that meets the standards for review is then assigned to faculty members at the School of Education who will individually assess and score it according to the same set of criteria. Although you may be called for an interview, your written application introduces you to us as a potential Acadia student and as a prospective teacher; it is the most important part of the application process. We assume that each response you make represents your utmost effort to communicate your thoughtful and honest understanding of the question or issue.

You may not have experience in every area that we ask you to discuss. Everything we ask about, however, is of importance to the School. As is the case with interview questions, we ask you to carefully consider and respond to every question to the best of your ability. While it is important that you fill out the application fully, it is also wise to avoid unnecessary repetition in your responses. If experiences cross over to different categories, simply note that in any subsequent category. *You are reminded that it is your responsibility to thoroughly edit your application before submission.* You are also reminded that failure to do so may negatively impact your assessment.

The same faculty members who evaluate your file will also be reading and evaluating the forms your referees submit on your behalf. They will consider not only the support of your referees but also the capacity in which they know you as it relates to your application. We recommend that you purposely choose those people who are best able to speak knowledgeably and thoughtfully about you. You must have one academic reference from a university professor who has taught you. High school references are not acceptable. If there are extenuating circumstances, see Part D.

To reiterate, this application process is carefully designed to ensure that all applicants have an equitable opportunity to present and introduce themselves to us. It is essential that you take time to read the following guidelines carefully and that the package you submit represents your best effort to reflect your individuality, thoughtfulness, and diligence.

We wish you the best of luck!
B.Ed. Selection Committee

These guidelines are designed to provide answers to common questions about the process and will assist applicants as they make careful decisions about their applications. All interested applicants are also asked to read the Acadia calendar (<https://registrar.acadiau.ca/AcademicCalendars.html>) and the FAQs on the Education website, <https://education.acadiau.ca/our-programs/bachelor-of-education/faqs.html>. It is essential that interested applicants first read these guidelines and the university calendar, review their transcripts, and plan accordingly.

Some important reminders:

- You are required to have appropriate academic background and teacher certification requirements. To be considered for the 16 month consecutive program, all requirements must be in place by the time the program begins. In rare cases, an exception (as outlined in the ‘Elementary and Secondary Academic Exemptions’) may be made.
- Related skills, leadership and/ or life experiences strengthen your application. Experience working with children or youth (paid or unpaid) is recommended.
- A 2.67 (70%) GPA is required.

In an ongoing effort to graduate teachers who are thoughtful, committed, creative, and caring, the Acadia School of Education selection process takes into account your academic, professional, and personal strengths.

Guideline Information

1. The Acadia School of Education values and actively recruits students from diverse backgrounds and is committed to providing a welcoming and supportive learning environment for all. Our priority equity groups include Mi'kmaq/Indigenous and African Nova Scotian/Person of African Descent. We also invite applicants to identify in the following categories: Racialized Persons, Persons with a Disability, and members of the 2SLGBTQIA+ community. If you identify as a member of one or more of these groups and wish to make your identity known in this application, please comment in the Supplementary Package, Part B (2b) and anywhere else throughout this application where you wish to do so.
2. All international transcripts must be assessed by the Acadia University Registrar's Office in advance.
3. Before entering the schools for field experience, students are required to undergo a Criminal Record (including a vulnerable sector check) and Child Abuse Registry check. These checks cannot be completed prior to 3-months from the beginning of your practicum experience. If you feel either of these requirements may be a problem, we recommend you contact the School of Education.

The adjudication committees will only be considering the required application forms, established referee forms, and course outlines if cognate courses have been requested. ***Other literature and/ or extra letters of support will not be part of the official file that they see.***

PART A

Essay (500 words)

Select the prompt below to which you think you can speak most powerfully, thoughtfully, and sincerely:

- 1) **As a prospective teacher, what is your understanding of equity, diversity, inclusion and anti-racism?**

OR

- 2) **A significant problem in public education today is...**

Your essay should give us a strong sense of who you are as a person and what concerns you as a future teacher. We are seeking original thoughts about what you believe matters and is of value in all learning environments. To help you prepare a competitive statement, here are a few pitfalls to avoid:

1. We take it as a given that teacher candidates like young people. You will have an opportunity to speak to that in part B.
2. 500 words is not a lot and you cannot say everything. Choose your most vigorous and sincerely thought-out views and develop them well.
3. ***It is expected that you carefully proofread your writing.*** Lack of attention to editing ***will be detrimental*** to your application.
4. AI generated essays will not be considered as part of your application.

PART B

Experience Profile

1. **Experience with Children and/or Youth** is *not restricted* to volunteer work. Your experience might include camps, recreation centers, childcare, coaching, volunteering in schools, parenting, tutoring, teaching dance, drama, art, etc. We are aware that many people cannot give a great deal of time to volunteering. Our interest is in establishing that you have both the ability and the interest required to work with children and/ or youth.
2. **Experience with Equity, Diversity, Inclusion, and Anti-racism.** The School of Education is committed to equity, inclusion, and anti-racism.
 - a) Highlight (to a maximum of five) experiences that have influenced your thinking about equity, diversity, inclusion, and anti-racism issues (i.e., race, indigeneity, disability, gender, gender identity, sexual orientation, poverty etc.). Please note, the School of Education prioritizes equity, inclusion, and anti-racism efforts that focus on Mi'kmaq/Indigenous learners, and African Nova Scotian/learners of African Descent. Should you have relevant experiences where you demonstrated equity, inclusion, and anti-racism work with these specific groups, we invite you to share these with us.
 - b) Indicate if you have lived experiences as a member of the above-noted equity groups which may have affected your decision or limited your opportunity to become a teacher.

3. Resume Highlights

Your life experiences have contributed to the kind of person you have become. Detail these in the space provided on the supplementary forms.

- a) Relevant Skills, Talents, Interests, Hobbies
- b) Employment History
- c) Volunteer History
- d) Leadership
- e) Awards and Special Recognition **AND/ OR** Achievements

PART C

Academic/ Teacher Certification Requirements

From your university transcripts you are to complete *either the Elementary or Secondary chart* (Supplementary forms, part C) indicating that you have met appropriate academic/ teacher certification requirements as outlined below. If, however, you do not meet all the academic teacher certification requirements, cognate courses may be used. Cognate coursework refers to work in a credited course that is significantly similar, or analogous, in its content to the discipline for which credit is allocated. If necessary, we will assess your transcripts for cognates upon receiving your application. **Note—you are only to fill in the form that applies to the program you wish to enter. If you fill in the wrong form, your application will be incomplete. Be sure to fill in the elementary form only if you are applying to the elementary program and the secondary form only if you are applying to the secondary program.**

Please note: In Nova Scotia, a 3 credit hour course identifies a course which is usually one semester (.5 credit); a 6 credit hour course usually takes place over a full academic year (1 credit). (Italicized statements are copied directly from the Nova Scotia Department of Education regulations.)

Elementary Academic/ Teacher Certification Requirements:

- *Six (6) credit hours in university social studies coursework from any one or combination of the following disciplines: History (with a preference for local and Canadian History), Geography, Economics, Political Science, Anthropology, Sociology, Law, Classics, African Canadian Studies, Mi'kmaq Studies and/ or Philosophy.*
- *Six (6) credit hours in university science coursework from any one or combination of the following disciplines: Environmental Studies, Geology/ Earth Sciences, Oceanography, Biology, Chemistry, and/ or Physics.*
NOTE: Psychology is not recognized as a science credit.
- *Six (6) credit hours in university mathematics coursework with a preference for a course in fundamental concepts.*
Comment - Most institutions have a mathematics course designed for those who intend to become elementary school teachers. At Acadia "MATH 1533: Mathematical Concepts I and MATH 1543: Mathematical Concepts II" are most strongly recommended although other mathematics courses are usually acceptable.
- *Six (6) credit hours in university English coursework if undergraduate degree is delivered in English or six (6) credit hours in university French coursework if undergraduate degree is delivered in French.*
Comment - Whenever possible, applicants should attempt to exceed this certification guideline. In particular, and whenever possible, applicants should consider taking courses in children's literature, drama, writing and composition, oral communication, and linguistics.

Cognate Coursework: A maximum of 6 credit hours of cognate coursework may be recognized in the fulfillment of the individual subject field requirements identified above.

If cognates are a consideration, please provide the calendar descriptions.

Academic Exemption:

For admission to the **16 month consecutive program**, if a candidate has met all but 3 credit hours of the admissions requirements and has justifiable reasons for requesting an academic exemption, he or she *may* be granted an exemption with the understanding that this credit will need to be completed to meet Nova Scotia teacher certification requirements. Each request for an exemption is evaluated on an individual basis by the B.Ed. Selection Committee.

Other Relevant Courses

Throughout your university career you choose from a variety of courses. We would like to know about two courses you have taken that particularly inspired and developed your intellectual curiosity.

Secondary Academic/ Teacher Certification Requirements:

- *A concentration of at least thirty (30) credit hours of university coursework in a discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of six (6) credit hours of cognate university coursework may be included in fulfillment of this requirement. [First Teachable]*
- *A concentration of at least eighteen (18) credit hours of university coursework in a discipline taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of six (6) credit hours of cognate university coursework may be included in fulfillment of this requirement. [Second Teachable]*

The two distinct disciplines (teachables) are preferably from two different subject fields, although not required. The subject fields, and the recognized disciplines within each, are as follows.

NOTE: The Acadia School of Education provides coursework towards teacher certification in the following subject fields.

<u>Subject Fields</u>	<u>Recognized Disciplines</u>
English.....	English
French.....	French
Mathematics	Mathematics
Science	Biology, Chemistry, Physics, Geology/ Earth Sciences, Environmental Studies, Oceanography
Social Studies	History, Geography, Political Science, Sociology, Economics, Law, Classics, African-Canadian Studies, Mi'kmaq Studies, Anthropology (second teachable only)
Physical Education	Physical Education, Kinesiology
Music*	Music
Technology Education.....	Technology Education, Computer Science

*Music may only be used as a second teachable with special consideration.

Academic Exemption:

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Other Relevant Courses

Throughout your university career you choose from a variety of courses. We would like to know about two courses you have taken that particularly inspired and developed your intellectual curiosity.

Extenuating Circumstances (GPA and/ or Employment/ Volunteer Experience)

The School of Education recognizes that certain extenuating circumstances may have prevented some applicants from meeting the 2.67 (70%) GPA requirement (within the last three years or 90 credit hours) and that not everyone has equal opportunities to engage in employment or volunteer activities with children or adolescents. We urge applicants to identify details of such extenuating circumstances for consideration. Without explanation, we can only presume there are no extenuating circumstances.

Referee Selection

You have selected three individuals to speak to your ability to become a member of the teaching profession. **One referee must be a university professor who has taught you (see Part D).** Discuss why you chose these individuals to support your application.

PART D

Referee Form

Please complete the “Reference” section of the application with information for each of your three required references. The admissions system will send an email to each of your referees with a link to the referee form. Each referee will appear in your application checklist so that you can track receipt of these forms.

You are required to have **three** completed referee forms – at least **one academic*** and **two** who can speak to your **teaching potential**. **References play a significant role in the selection process, so it is important that you select referees who are able to speak knowledgeably about your suitability according to the criteria on the form.** Please do not ask family members or close personal friends to complete a referee form. These will not be considered. You are responsible to ensure all required documents have been received in the Admissions Office by January 19, 2026 (4:30pm).

***One referee must be a university professor who has taught you. Only in special extenuating circumstances (for example, if it has been five years or longer since you have completed a university course), and with permission, will another reference be considered. If you think you fall into the category of “special extenuating circumstances”, you are required to contact the School of Education, infoed@acadiu.ca, for confirmation. If you have not received this permission to have a third non-academic reference, your third reference will be discounted. Please note, in making that choice, that your overall score will be adversely affected.**

Processing of Applications

Applications must reach the Admissions Office no later than January 19, 2026. Applications received after this date will be processed if space is still available in the program. **Applicants are responsible for ensuring that all required documents are submitted to the Admissions Office.** After careful examination of all relevant information, Acadia School of Education Faculty will select applicants for admission to the B.Ed. program. An interview may be part of this process. The number of applicants that can be admitted in any one year is restricted. Not all applicants who meet minimum admission requirements will be interviewed/ admitted. Acadia reserves the right to refuse admission to any applicant.

Admission is an ongoing process. When spaces in the program are offered to applicants, they have a limited period of time in which to accept or decline. After this time has expired, the space is automatically offered to another applicant. Therefore, if you are offered a place in the B.Ed. program at Acadia and wish to hold it, you must respond with a \$300 deposit to confirm your acceptance by the date specified.

The School of Education is unable to give information about the progress of files or the processing of applications.

Feedback

Please note that the application package has been developed to ensure that there are clear criteria to guide the evaluation process. Due to the high number of applications received, the School of Education will not provide individual feedback to unsuccessful or wait-listed applicants. Should you wish to reapply, consider enhancing your application in the following areas: GPA, variety of teachable courses, references, essay, and your experience profile.