

# StFX Continuing & Distance Education

## SPRING & SUMMER 2020

**Undergraduate Courses   Graduate Studies in Education**  
**Post RN Bachelor of Science in Nursing**  
**Certificate in Continuing Care (Post RN)**  
**Certificate in Gerontological Nursing (Post RN)**  
**University Math Preparation Courses**  
**Writing for Academic Purposes**

### **What's New Online?**

**HNU 142 - Introduction to Food Health**  
**HNU 262 - Principles of Nutrition in Human Metabolism**  
**MATH 105 - Business Mathematics**  
**PSCI 352 - American Foreign Policy**  
**PSYC 386 - Selected Topics: LGBTQ Psychology**  
**SOCI 297 - Selected Topics: Social Justice**

**University Math Preparation for Professional Programs**

**Bachelor of Science in Nursing for Licensed Practical Nurses**



**1-877-867-3906**

**[continuinged@stfx.ca](mailto:continuinged@stfx.ca)**

Last Updated: July 2, 2020

**StFX Continuing & Distance Education  
2020 Spring & Summer Calendar**

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## IMPORTANT DATES

See StFX Academic Calendar for other important dates (<https://www.mystfx.ca/registrars-office/academic-calendars>)

February 3	Registration opens for Spring and Summer undergraduate courses
February 10	Registration opens for Spring and Summer Post RN BScN courses
March 1	Registration deadline for Spring Master of Education courses
March 6	Registration deadline for Post RN BScN Spring Session
April 4	Master of Education spring courses begins (unless otherwise indicated)
April 17	Registration deadline for undergraduate spring courses
April 27	First week of undergraduate spring classes (unless otherwise indicated)
April 24	Registration deadline for Post RN BScN Summer Session
June 1	Registration deadline for Master of Education summer courses
June 12	Registration deadline for undergraduate summer courses
June 22	Undergraduate online summer courses begin (unless otherwise indicated)
July 2	Master of Education summer courses begin (unless otherwise indicated)

## 2020 SPRING AND SUMMER PROGRAMS

Please refer to the most current electronic version of this calendar for updated information, available on the StFX Continuing & Distance Education website: <https://www.mystfx.ca/continuingeducation/>

The regulations governing admission and degree requirements are set forth in the current St. Francis Xavier *Academic Calendar* <https://www.mystfx.ca/registrars-office/academic-calendars>

StFX Continuing & Distance Education provides degree, non-degree, and non-credit learning opportunities for persons who wish to study on a part-time basis. Please check the **Table of Contents** for a listing of all programs.

Students can call the Continuing & Distance Education Office for general information or for assistance regarding part-time study. Our office is located at 2175 Varsity Drive on the 2nd floor of MacDonald Hall.

Continuing & Distance Education  
(Located on the second floor of MacDonald Hall)  
St. Francis Xavier University  
Antigonish, Nova Scotia  
Phone: 902-867-2372 / 3906 or 1-877-867-3906  
Email: [continuinged@stfx.ca](mailto:continuinged@stfx.ca) or [med@stfx.ca](mailto:med@stfx.ca)  
Department website: <https://www.mystfx.ca/continuingeducation/>

Students should note, however, that their primary contacts for information and applications are the addresses or phone numbers given in each program description. Students are bound by all regulations of the current *St. Francis Xavier University Academic Calendar*: <https://www.mystfx.ca/registrars-office/academic-calendars>

## PART-TIME STUDY

St. Francis Xavier University provides post-secondary educational opportunities to individuals from a variety of backgrounds. Many students are not able to take advantage of full-time studies. To assist students who wish to study on a part-time basis, the University offers a number of courses / programs through part-time study and distance education.

## **ADMISSION TO ST FRANCIS XAVIER UNIVERSITY**

New students or students who have already graduated and wish to take additional courses, must apply, pay a \$40.00 application fee and be admitted to the University prior to taking courses. The regulations governing admission and degree requirements are set forth in the current StFX Academic Calendar (see section 1) at [www.mystfx.ca/registrars-office/academic-calendars](http://www.mystfx.ca/registrars-office/academic-calendars). Prospective students must submit all prior transcripts. The application for admission to undergraduate courses can be downloaded from the following link: [www.stfx.ca/apply](http://www.stfx.ca/apply). The application for admission to the Master of Education program can be found at the following link: <https://www.mystfx.ca/masters-of-education/applications-and-forms>.

## **INTERNATIONAL GRADUATE STUDENTS**

Qualified international students are encouraged to apply for full-time graduate studies in the Master of Education program. Prospective students should plan to be at StFX for a minimum of 13 months (July 1 to July 30 of the following calendar year). If at all possible international students are encouraged to arrange their travel plans to arrive at StFX by the first of July. For further information on international students, please visit our International Student Office website located at the following link: <https://www.stfx.ca/prospective/international/>.

## **ONLINE LEARNING**

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

Many of our courses and programs use Moodle as the learning management system, providing students with the flexibility of choosing the time of day or night they wish to participate in their course.

Graduate courses (MEd) use Moodle and Blackboard Collaborate. 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 through interactive tools, see and share activities. You will access your Collaborate classroom via 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 daily to participate in discussions and to get course materials and updates. Also, keep your StFX email inbox active, as it is the professor'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 are taking. 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, quiz dates, etc. In many courses, weekly schedules are provided to help you stay on track.
- 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.
- Moodle and Collaborate tutorials 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 traditional classroom into an online classroom and ensure you have the required technology to participate.
- Technology guidelines for Windows and Mac are provided below.

# TECHNOLOGY GUIDELINES & SUPPORT FOR COMPUTER-BASED DISTANCE COURSES

## Minimum system requirements for participating in online courses

Windows Specifications	
Operating System:	<b>Windows 7 or later</b>
Processor:	2 GHz or faster
Memory:	4 GB of RAM minimum
Hard Drive:	10 GB free space minimum
Browser:	<b>Google Chrome for Collaborate;</b> Either Chrome or latest Firefox for Moodle
Email:	Students must use their StFX email address (provided by IT Services)
Plug-ins:	Flash Player and Adobe Reader; free download of latest versions at: <a href="http://www.adobe.com/downloads">www.adobe.com/downloads</a>
Internet:	High Speed; Cable/DSL recommended
Microphone:	Built in; USB microphone/headset recommended

Mac Specifications	
Operating System:	<b>Macintosh OS X 10.11 or later</b>
Processor:	2 GHz or faster
Memory:	4 GB of RAM minimum
Hard Drive:	10 GB free space minimum
Browser:	<b>Google Chrome for Collaborate;</b> Either Chrome or latest Firefox for Moodle
Email:	Students must use their StFX email address (provided by IT Services)
Plug-ins:	Flash Player and Adobe Reader; free download of latest versions at: <a href="http://www.adobe.com/downloads">www.adobe.com/downloads</a>
Internet:	High Speed Cable/DSL recommended
Microphone:	Built in; USB microphone/headset recommended

Chromebook Specifications	
Operating System:	<b>Latest Chrome OS version – restart device to update automatically</b>
Processor:	1.4 GHz or faster
Memory:	4 GB of RAM minimum
Email:	Students must use their StFX email address (provided by IT Services)
Plug-ins:	Chrome extension recommended for Collaborate users: <a href="https://bit.ly/2FRw0mF">https://bit.ly/2FRw0mF</a>
Internet:	High Speed Cable/DSL recommended - requires USB-to-RJ45 hub
Microphone	Built in, USB (Chrome supported), or headset
Webcam	Built or Chrome OS supported webcam

Mobile Specifications	
iOS & Android devices supported but do not provide full functionality	Mobile Devices with browser: Apple, Google, Amazon FireTablet.

### **Moodle Support**

Email: [cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)

### **Collaborate Support for Teaching and Learning**

Email: [cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)

Phone: 902-867-2162 or 902-867-4530

### **Technical Support for Blackboard Collaborate:**

<https://sforce.co/2S11WeR>

## STUDENT EMAIL ACCOUNTS

Your StFX student email account is used for all communication between you and StFX. All information coming from the Program Office, as well as other university offices will be sent to your StFX email account only.

It is vital that you check and maintain your account regularly.

Keep your inbox open for emails by deleting unnecessary messages and changing passwords as required.

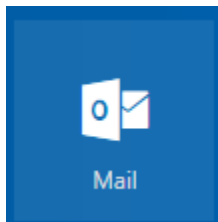
If you are unable to access your StFX email account, please contact IT Services at [itservices@stfx.ca](mailto:itservices@stfx.ca) or phone (902) 867-2356 or toll free at 1-888-860-2356.

### Accessing Webmail (your personal StFX email account):

1. Go to the MyStFX homepage [www.sites.stfx.ca/welcome/](http://www.sites.stfx.ca/welcome/)

2. Select the **Office 365** link and enter your user name (e.g., x2014abc) and your applicable password as outlined on your PIN letter.

3. Click on the **Mail** icon

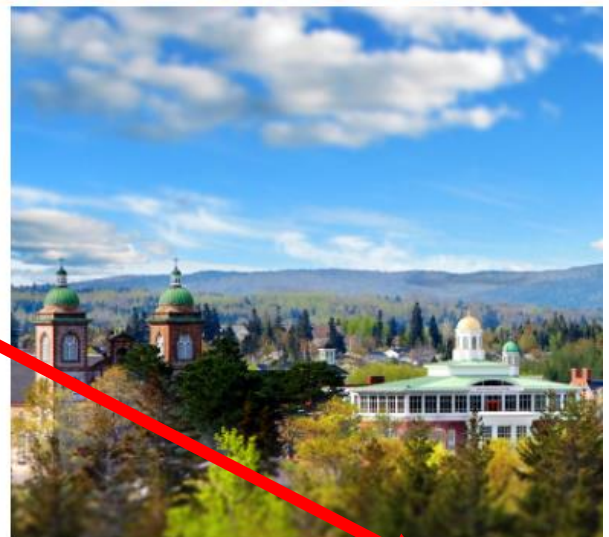


#### RESOURCES

Student Faculty/Staff

- Academic Advising
- Academic Vice-President
- Provost
- Accessible Learning
- Accounting Services
- Art Gallery
- Athletics
- Campus Transformation
- Chaplaincy
- Child Care
- Conference Services
- Continuing & Distance Education
- Co-operative Education Program
- Dean of Arts
- Dean of Business

#### Students, Faculty and Staff



### To view and reset your original password:

For assistance in updating your profile or to reset your webFX account visit the IT Services page "Guides and Tutorials": <https://www2.mystfx.ca/itservices/>

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 IT Services at [itservices@stfx.ca](mailto:itservices@stfx.ca) or phone (902) 867-2356 or toll free at 1-888-860-2356.

## COURSE REGISTRATION INFORMATION

The following course registration information is for undergraduate, Post RN, and Graduate Studies in Education. For all other programs, please see specific program information for course registration information.

**Advanced registration is required:** When you have successfully met admission requirements to StFX, you will receive a letter of acceptance from the Admissions Office, which contains your StFX ID number. In this letter, you are asked to call the Continuing & Distance Education Office (1-877-867-3906) to register for your first course. At this time, please ask us for your PIN letter to be forwarded to you. This letter will allow you to, among other things, register for future courses online. Continuing students should follow online course registration directions as indicated below.

Those who wish to take a course at StFX for credit at another institution must present a letter of permission from their home institution.

### Check your registration times /dates

Students who have been admitted as new non-degree undergraduate students to StFX will be sent a letter from the Admissions Office advising them to contact Continuing & Distance Education to register for their first course. Continuing students are requested to view registration information at: <https://www2.mystfx.ca/registrars-office/Course-Timetable>

### HOW TO REGISTER FOR A COURSE

Students are required to register for all their own courses (unless otherwise indicated). To register, you must have your 'PIN Letter', which contains your StFX student ID and your 6-digit numeric password. If you are a new student and have not received your PIN letter, or if you are a returning student having difficulties with our registration process, please contact our Program Office at (902) 867-3906 / 2372 or toll free at 1-877-867-3906.

Please note the link below that will bring you to our registration tutorial. This tutorial will guide you through the registration process step-by-step with screen shots that will help ensure that you are on the right track.

1. Select the following link:  
<http://www2.mystfx.ca/registrars-office/registration>
2. Click on '**BANNER (SELF-SERVE)**,' then enter your student ID and your 6-digit numeric PIN
3. Select '**Registration**'
4. Select '**Registration**' again
5. Select the appropriate term, i.e., Full Academic Year 2019-2020, or Spring 2020 or Summer 2020
6. Select Add/Drop Classes
7. Input the CRN(s) (Course Reference Number) into the field(s) at the bottom of the page
8. Once CRNs are entered, click the 'Submit Changes' at the bottom of the screen

**Note the web registration tutorial**

### Office of the Registrar

#### 2019-2020 REGISTRATION

New Students Registration

Information for Returning Students

Registration Help Centre (opening June 10)

Hours of Operation:

Monday to Friday

8:30 AM to 12:00 PM and

1:00 PM to 4:30 PM

(Holidays excepted: Times are Atlantic Daylight Time)

E-Mail (preferred): [nsr@stfx.ca](mailto:nsr@stfx.ca)

Local Phone: (902) 867-3645/3646

Toll Free: (844) 888-7337

Please include student ID number and name with all inquiries.

#### READY TO REGISTER?

[How to Register in Courses Banner in Self-Service](#)

HOME

Academic Advising and Major Declaration

Academic Calendars

Academic Integrity

Banner Self-Service and mesAMIS

Contact Academic Departments

Course Drop and Refund Dates

Course Timetable

Course Registration

Examinations

Financial Aid

Grades

Graduation

Services and Request Forms

Transcript Requests

Institutional Analysis

For Faculty

MESAMIS

BANNER (SELF-SERVICE)

New way to access mesAMIS and Banner.  
Having trouble?

When registering online, please ensure that you print a copy of your 'myGrades' report which will include any current registration you have in our system. If you do not see any current registration, please contact our Program Office for assistance as this may suggest you have encountered technical difficulties. The 'myGrades' link can be accessed through your personalized mesAMIS: [http://sites.stfx.ca/registrar\\_office/bannermesamis.html](http://sites.stfx.ca/registrar_office/bannermesamis.html).

**NOTE:** You may not see the tuition charges immediately on your StFX financial details. If you see the course listing on your myGrades report as 'IP' (In Progress) you have registered successfully.

It is the responsibility of students to know their respective degree patterns. To ensure you are following the right program pattern contact:

[med@stfx.ca](mailto:med@stfx.ca) - Master of Education Program

[distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca) - Distance Nursing Program

[advising@stfx.ca](mailto:advising@stfx.ca) - Undergraduate

## **COURSE REGISTRATION INFORMATION FOR MASTER OF EDUCATION STUDENTS**

The following course registration information is for the Master of Education Program. For all other programs, please see specific program information on the applicable web pages or contact our Registrar's Office; contact information located within the following link: [sites.stfx.ca/registrar\\_office/](http://sites.stfx.ca/registrar_office/).

For all new students in the Master of Education program, registration for your first two required courses (EDUC 505 and 534) will be done for you by the Program Office. These courses are the two core courses that you will take the summer following your acceptance into our program. Remaining course registration will be done by you. The Program Office is available to assist you should you encounter any difficulties with the process. Note: Registration for EDUC 543, 590, 593, and 599 is done through the Program Office.

## **REGISTRATION DEADLINES**

Refer to **IMPORTANT DATES** (page 1)

## **COURSE DROP AND REFUND**

A student wishing to drop a course should immediately log onto the StFX registration portal and drop the course.

- For assistance with our undergraduate distance courses please contact [continuinged@stfx.ca](mailto:continuinged@stfx.ca) or call toll free at 1-877-867-3906.
- For assistance with dropping a distance nursing course please contact [distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca) or call toll free 1-800-565-4371.
- For assistance with dropping a Master of Education course please contact [med@stfx.ca](mailto:med@stfx.ca) or call toll free 1-877-867-3906.
- For all other on campus undergraduate courses please contact [registr@stfx.ca](mailto:registr@stfx.ca) or call (902) 867-2160.

Refunds are prorated based on the date formal notification is received from the student. Notification to the instructor does not constitute a formal drop; students must notify the appropriate office on campus as noted above. An additional administration fee of \$100 will be applied to Master of Education students dropping courses within two weeks of the course start date. See [Refund Policy](#).



## TUITION FEES FOR PART-TIME STUDENTS

Please refer to the Student Accounts Fee Schedule: [https://sites.stfx.ca/financial\\_services/StudentAccounts.html](https://sites.stfx.ca/financial_services/StudentAccounts.html)

Students who audit credit courses are charged one-half of tuition and registration fees.

Senior citizens (age 65 and over) are not charged tuition or registration fees for undergraduate on-campus courses only.

Please see the *StFX Academic Calendar* section 2.1.4 for further information:

<https://www.mystfx.ca/registrars-office/academic-calendars>

## PAYMENT OPTIONS

Tuition fee payments on spring fees is May 31<sup>st</sup> and summer fees is July 31<sup>st</sup>. All payment or receipt inquiries are to be addressed to the StFX Student Accounts Office (902-867-2123/3738) or [aservice@stfx.ca](mailto:aservice@stfx.ca). Payments may be made online by setting up St Francis Xavier University as a Payee and the account number is your StFX student ID number. Cheques are to be made payable to St. Francis Xavier University and please indicate your student ID number on the cheque.

### Checking your account balance and making a payment on your account:

1. Go to the StFX student home page (<https://sites.stfx.ca/welcome/>)
2. Select mesAMIS
3. Log in using your Student ID as your user name and your six digit numeric password as your PIN.
4. From your homepage under 'Important Stuff to Check Out' select 'Lookup Student Account Information'
5. For student account inquiries, please contact the StFX Business Office directly at (902) 867-2123

For inquiries please contact Student Accounts: [mporter@stfx.ca](mailto:mporter@stfx.ca) 902-867-2123 OR [dnemeth@stfx.ca](mailto:dnemeth@stfx.ca) 902-867-3738

## COURSE CANCELLATION

The university reserves the right to cancel any course for which there is insufficient advance registration. Normally a minimum of 14 students is required to retain a course on the schedule. If it becomes necessary to cancel a course, students will be notified via their StFX email account.

## RECEIPTS

T2202As for income tax purposes are available through our student accounts office. The following link will bring you directly to student accounts webpage: [https://sites.stfx.ca/financial\\_services/Student\\_Notices.html](https://sites.stfx.ca/financial_services/Student_Notices.html)

## ACADEMIC REGULATIONS

For information on evaluation procedures and minimum grades consult the *StFX Academic Calendar* online at: <https://www.mystfx.ca/registrars-office/academic-calendars>

## EXAMS

Please check your Course Schedule for exam dates. **Students must write exams on the day the exam is scheduled.** In the event of extenuating circumstances, students must contact the Dean's Office to request a date change for final exams.

Dean of Arts	(902) 867-2165	<a href="mailto:nkaur@stfx.ca">nkaur@stfx.ca</a>
Dean of Business	(902) 867-4979	<a href="mailto:adurant@stfx.ca">adurant@stfx.ca</a>
Dean of Science	(902) 867-3903	<a href="mailto:smacmill@stfx.ca">smacmill@stfx.ca</a>

## ACADEMIC COUNSELLING

- **Undergraduate students** - Call 902-867-3754 or 902-867-3636 or email [advising@stfx.ca](mailto:advising@stfx.ca) (email is preferable).
- **Distance Nursing students** - Call Continuing & Distance Education at 902-867-5186 or toll free at 800-565-4371 or email [distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca).
- **Master of Education students** - Call Continuing & Distance Education at 902-867-3906 or 877-867-3906 (toll free) or email [med@stfx.ca](mailto:med@stfx.ca).

**Important:** If you are not sure what courses fit your degree pattern, it is vital that you call the appropriate office (as above) for academic counseling.

## STUDENT ID CARDS

Student ID cards may be obtained by visiting our Safety and Security Office. The office is located at 5005 Chapel Square. For information call (902) 867-4444. Email address: [security@stfx.ca](mailto:security@stfx.ca).

## X-RING

The X-ring ceremony takes place on December 3, the Feast of St Francis Xavier. For information on eligibility see <https://www.stfx.ca/alumni/everything-x-ring/x-ring-information> or call 902-867-2243.

## GRADUATION: APPLICATION FOR DEGREES AND DIPLOMAS

Students in their graduation year **MUST** apply in order to be considered a candidate for the applicable convocation ceremony. The deadline to apply for Fall convocation is July 6 and the deadline to apply for Spring convocation is October 31. Applications to apply for convocation can be located through Banner ([www.sites.stfx.ca/welcome/](http://www.sites.stfx.ca/welcome/)). There are no fees associated with this application.

It is important to note that no student will be considered a candidate for any particular convocation ceremony without an application. The application form is submitted electronically to our Registrar's Office. The Office of the Registrar will maintain the candidacy list for both convocation ceremonies. Any questions or concerns regarding the application process can be emailed to [registr@stfx.ca](mailto:registr@stfx.ca) or by phoning (902) 867-2160.

## UNDERGRADUATE COURSES - SPRING SESSION

CRN = Course Reference Number

### ANTIGONISH (ON CAMPUS)

April 27 - June 23 (unless otherwise indicated)

Room codes: IM (Immaculata Hall), MA (Marguerite), OC (Oland Centre)

ON-CAMPUS SPRING COURSES	DATES	DESCRIPTION
<b>BIOL 307.30</b> <b>Field Biology</b>  <b>CRN CANCELLED</b>		Provides practical experience in the observation, collection, identification and quantification of organisms in nature. Held for two weeks in the spring session, the course emphasizes field ecology, dealing with some or all of the following groups of organisms: birds, small mammals, fish, plants, marine algae, marine invertebrates and insects. <b>Prerequisite: BIOL 203.</b> Three credits and lab.
<b>HKIN 265.30</b> <b>Exercise Physiology</b>  <b>CRN CANCELLED</b> <b>CRN Lab</b>		An introduction to the responses and adaptations (acute and chronic) of the musculoskeletal, cardiovascular, and respiratory systems to disruptions to homeostasis due to muscular activity. Credit will be granted for only one of HKIN 265 or HKIN 365. <b>Prerequisites: HKIN 151/152 or BIOL 251/BIOL 252.</b> Three credits and a lab.
<b>HKIN 321.30</b> <b>Advanced Care and Prevention of Athletic Injuries</b>  <b>CRN CANCELLED</b>		An in-depth study of the assessment and management of athletic injuries. Students will learn proper assessment protocol, advanced assessment techniques, and specialized taping techniques. <b>Prerequisite: HKIN 151 or BIOL 251; HKIN 222.</b> Three credits.

**ONLINE**

**April 27 - June 23 (unless otherwise indicated)**

ONLINE SPRING COURSES	DATES	DESCRIPTION
<p><b>AQUA 100.66</b>  <b>Introduction to Aquatic Resources: Natural Science Applications</b></p> <p>CRN 12188                      CRN Lab 12189</p> <p>C. Rennie</p>	<p><b>April 27 - June 23</b></p> <p>Online</p>	<p>The scientific principles underlying the structure and functioning of aquatic ecosystems will be explored in this course. These principles determine, in large part, the effects of perturbations and stresses on these systems. Course topics include a study of the nature of water, principles of ecology, the groundwater system, lakes, rivers and finally oceans. The physical aspects of each 'aquatic resource' will be explored, as well as its ecological characteristics, and finally the effects of human activity on the resource. Six credits.</p> <p><b>Note: The online AQUA 100 course is not intended for students registered in the Interdisciplinary Studies in Aquatic Resources degree program and will not count towards that degree.</b></p>
<p><b>BIOL 220.66</b>  <b>Biological Perspective of Health &amp; Environmental Issues</b></p> <p>CRN 12190</p> <p>V. Karunakaran</p>	<p><b>May 25 - August 4</b></p> <p>Online</p>	<p>This course is for non-science students. The course deals with how scientific principles are established. Topics include evolution and diversity, ecology and food, human evolution and population, diabetes, homeostasis, HIV and vaccines, antibiotic resistance, and cancer. Offered through distance education. Acceptable for credit only in the Faculties of Arts and Business and as an open elective in the B.Sc. Nursing. Six credits.</p>
<p><b>BIOL 251.66</b>  <b>Human Anatomy &amp; Physiology I</b></p> <p>CRN 12192                      CRN Lab 12193</p> <p>M. Cardinal-Aucoin</p>	<p><b>April 27 - June 23</b></p> <p>Online</p>	<p>An integrated approach to the study of the anatomy and physiology of the following: the integumentary, skeletal, muscular, nervous, and endocrine systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of BIOL 251, BIOL 151, HKIN 151. <b>Required for students in human kinetics and human nutrition.</b> Three credits including mandatory integrated online lab component.</p>
<p><b>BSAD 221.66</b>  <b>Introductory Financial Accounting</b></p> <p>CRN 12194</p> <p>J. Alex</p>	<p><b>April 27 - June 23</b></p> <p>Online</p>	<p>This course is an introduction to basic concepts, principles, and procedures underlying financial accounting and financial statement preparation. Required for all BBA students; a prerequisite for all 300 and 400 level financial accounting and finance courses. <b>Prerequisite: BSAD 101, 102.</b> Three credits.</p>
<p><b>BSAD 281.66</b>  <b>Foundations of Business Information Technology</b></p> <p>CRN 12195</p> <p>R. Palanisamy</p>	<p><b>April 27 - June 23</b></p> <p>Online</p>	<p>This course provides an introduction to information technology and management in modern organizations. Key topics include innovation and competitive advantage through IT, enterprise systems, web 2.0 and social media, web analytics and business intelligence, security, privacy and ethics. The course will use cases of technology intensive organizations to illustrate concepts. Credit will be granted for only one of BSAD 281 or INFO 101/102. <b>Prerequisite: BSAD 101, 102.</b> Three credits.</p>
<p><b>BSAD 345.66</b>  <b>Personal Financial Management</b></p> <p>CRN 12196</p> <p>R. McIver</p>	<p><b>April 27 - June 23</b></p> <p>Online</p>	<p>This course draws on the principles of finance and applies them to decisions faced by individuals in the management of their personal finances. The course explores the planning process using readings, cases and problems. <b>Prerequisite: BSAD 241.</b> Three credits.</p>

<b>BSAD 363.66</b> <b>Human Resource Management</b>  <b>CRN 12197</b>  <b>S. Litz</b>	<b>April 27 - June 23</b>  <b>Online</b>	A review of the many functions of human resource management, including but not limited to employee selection, development, appraisal and compensation, in addition to the broader social and legal context which influences the HR practice. This course makes a case for the strategic role that proper management of human resources plays in successful organizations while providing an important critique of the practice. Credit will be granted for only one of BSAD 363 or SMGT 322. <b>Prerequisite: BSAD 261.</b> Three credits.
<b>CHEM 101.66</b> <b>General Chemistry I</b>  <b>CRN CANCELLED</b>		Fundamental principles of chemistry, including the nature of atoms, ions and molecules, stoichiometry, and thermochemistry. Chemistry of aqueous solutions including oxidation-reduction reactions, equilibrium and acid/base chemistry with a focus on buffer solutions. The application of chemical principles in areas of interest to students in the life sciences, human nutrition and human kinetics are emphasized. Credit will be granted for only one of CHEM 101, CHEM 100, CHEM 120 or CHEM 121. Three credits and lab/tutorial.
<b>DEVS 391.66</b> <b>Selected Topics: Gender &amp; Development</b>  <b>CRN 12230</b>  <b>K. MacDonald</b>	<b>April 27 - June 23</b>  <b>Online</b>	This course introduces students to theories and concepts that will help people involved in development work (both academic work and on the ground) to understand gender in the development process. Themes will include approaches to gender and development, globalization, colonization, non-governmental organizations, empowerment, and labour. This course will also pay attention to gender and development through a transnational lens - considering not only the impacts of development, but also the history of underdevelopment. Students should be able to critically assess central debates in gender and development, and to apply these debates to contemporary development practices. <b>Prerequisite: SOCI 101 &amp; 102 or permission of instructor.</b> Three credits.
<b>ENGL 111.66/.67</b> <b>Literature and Academic Writing I</b>  <b>CRN 12200</b> <b>CRN 12282</b>  <b>A. Daignault</b>	<b>April 27 - June 23</b>  <b>Online</b>	This course will give students key skills such as: how to write literary-critical essays; how to build a question or problem from a close-reading of a literary work; how to frame an argument in a way that gives it purpose; how to develop that argument by presenting and analyzing evidence; how to engage in scholarly debate; how to do literary-critical research. Credit will be granted for only one of ENGL 111, 100 or 110. Three credits.
<b>ESCI 171.66</b> <b>Understanding the Earth</b>  <b>CRN 12201</b> <b>CRN Lab 12202</b>  <b>C. Murphy</b>	<b>April 27 - June 23</b>  <b>Online</b>	An introduction to the study of rocks and minerals and the materials that make up planet Earth; the Earth's origin and internal structure and composition; the plate tectonic and continental drift theory, crustal processes (the early history of the Earth and its atmosphere, evolution and extinction of life forms; composition and structure of the Earth, origin of continents, oceans, volcanoes, earthquakes, mountains), crustal deformation and mountain building; resources from Earth. Three credits.
<b>FREN 112.66</b> <b>Basic University French II</b>  <b>CRN 12203</b> <b>Lab CRN 12204</b>  <b>I. Bauge</b>	<b>April 27 - June 23</b>  <b>Online</b>	This intensive course is a continuation of FREN 111 and corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR). Students will learn to understand and communicate during easy or habitual tasks and will understand isolated phrases and common expressions that relate to areas of high personal relevance (like personal or family information, shopping, immediate environment, studies, work, and hobbies). This course is recommended for students with some background in French or who have completed grade 12 Core French. Three credits.

<p><b>HNU 142.66</b> <b>Introduction to Food &amp; Health</b></p> <p><b>CRN 12231</b></p> <p><b>T. Emrich</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This introductory course exposes students to the range of subject matter covered in the degree program and provides an introduction to the field of nutrition. The role of nutrients in a healthy diet is featured along with identifying the behavioural, social and political factors that impact food choice. Students will discuss nutrition in the media and will begin to work with food guidance tools to explore nutrition and health promotion. Credit will be granted for only one of HNU 142, HNU 135, HNU 161, HNU 185 or HNU 215. Three credits.</p>
<p><b>HNU 242.66</b> <b>Foundations of Nutrition Science</b></p> <p><b>CRN CANCELLED</b></p>		<p>Students will learn the fundamentals of the science of nutrition with emphasis on energy, macronutrients, vitamins and minerals required by humans. The functions of these nutrients, their food sources and how the body handles them will be discussed within the framework of nutrition in the promotion of health and the prevention of chronic disease. Credit will be granted for only one of HNU 242, HNU 135, HNU 215 or HNU 261. Prerequisites: HNU 142 or 161; CHEM 101/102; BIOL 111. Three credits.</p>
<p><b>MATH 105.66</b> <b>Business Mathematics</b></p> <p><b>CRN 12206</b> <b>Lab CRN 12249</b></p> <p><b>D. DeWolf</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course will give an introduction to some of the quantitative methods used in the fields of business. A presentation of mathematics applicable to business, including functions, modelling, finance, regression, forecasting, simulation, and linear programming. Use of spreadsheets will be a fundamental part of this course. Acceptable for credit in all programs. May only be used as an open or an approved elective in mathematics or computer science programs. Credit will be granted for only one of MATH 105 and MATH 205. Three credits</p>
<p><b>MATH 106.66</b> <b>Calculus I</b></p> <p><b>CRN 12207</b> <b>CRN Lab 12208</b></p> <p><b>P. Wang</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>An introduction to differential calculus of a single variable, with applications to the physical, life, and social sciences. Topics include limits; differentiation of polynomial, exponential, logarithmic, and trigonometric functions; inverse functions and their derivatives; implicit differentiation; curve sketching, and applied max-min problems. The format of MATH 106 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of MATH 106 or ENGR 121 or MATH 126. <b>Prerequisite: Grade 12 pre-calculus or equivalent.</b> Six credits of calculus is required in the B.SC. major, advanced major or honours program. Three credits.</p>
<p><b>PSCI 345.66</b> <b>Women and Politics</b></p> <p><b>CRN 12209</b></p> <p><b>L. Stan</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>An introduction to the study of women and politics, this course has three parts: feminist political thought and the women's movement; political participation and representation; and public policy. Topics include feminist political thought in the Western political tradition; the evolution and politics of women's movement, women's participation in political parties and legislatures; women and work; and the welfare state. <b>Cross-listed as WMGS 345. Prerequisite: PSCI 101/102 (100) and 6 credits of PSCI at the 200-level (211/212) recommended.</b> Three credits.</p>
<p><b>PSCI 353.66</b> <b>International Organizations</b></p> <p><b>CRN 12211</b></p> <p><b>Y. Cho</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>A study of the development and role of international organizations in global politics examining the achievements and limits of institutionalized multilateral cooperation among states. Institutions examined include the UN, NATO, the WTO, the IMF, and the World Bank. <b>Prerequisite: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (251/252 recommended).</b> Three credits.</p>

<p><b>PSYC 101.66</b>  <b>Introduction to Psychology as a Natural Science</b></p> <p><b>CRN 12233</b></p> <p><b>Z. Hayes</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>Introduction to Psychology as a Natural Science  Topics include research methodology, neuroscience, consciousness, sensation and perception, learning, memory, and cognition. Students have an opportunity to be involved with ongoing research in the department by participating in experiments during the course of the academic term. Credit will be granted for only one of PSYC 101 and PSYC 100. Three credits.</p>
<p><b>PSYC 220.66/.67</b>  <b>Cognitive Psychology</b></p> <p><b>CRN 12212</b>  <b>CRN Lab 12213</b>  <b>CRN 12288</b>  <b>CRN Lab 12287</b></p> <p><b>P. McCormick</b></p>	<p><b>April 27 - July 21</b></p> <p><b>Online</b></p>	<p>This course deals with the basic cognitive processes: perception, attention, memory, language, thinking, and problem-solving.  <b>Prerequisite: PSYC 100.</b> Lab component. Six credits.</p>
<p><b>PSYC 363.66</b>  <b>Applications of Psychology to Society: Psychology of Persuasion</b></p> <p><b>CRN 12214</b></p> <p><b>G. Haynes</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This is a lecture course in which applications of psychology to society will be considered. This course provides students with an in-depth understanding of the tools of persuasion (e.g., consistency, reciprocity, liking, social proof, persuasive language, non-verbal cues), how to use these tools in an ethical manner, and apply them to solving everyday life and real-world problems. Credit will be granted for only one of PSYC 363 or PSYC 375. <b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits.</p>
<p><b>PSYC 372.66</b>  <b>Cultural Psychology</b></p> <p><b>CRN 12215</b></p> <p><b>J. Corbit</b></p>	<p><b>April 27 - June 9</b></p> <p><b>Online</b></p>	<p>The focus of this course is on how culture influences human behaviour and mind. The evolution of culture is considered as we dissect the debate surrounding claims that culture exists outside of the human species. Contemporary research and theory in human development and socialization, self-identity and cultural constructs of collectivism and individualism, acculturation and multi-culturalism, building relationships with others, conceptions of health and healing, and the impact of culture on the basic psychological processes will be covered. <b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits.</p>
<p><b>RELS 225.66</b>  <b>Cults and Alternative Religions</b></p> <p><b>CRN 12216</b></p> <p><b>K. Penner</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>A study of cults in the context of 20<sup>th</sup> century North American society, beginning with defining cults in relation to sects and churches. Topics include neo-paganism, Hare Krishna, the theosophical tradition, the Unification Church, tragic endings to cults such as the Branch Davidians and Heaven's Gate, why people join cults; and the religio-cultural significance of cults today. Three credits.</p>
<p><b>RELS 375.66</b>  <b>Islam in Canada</b></p> <p><b>CRN 12217</b></p> <p><b>L. Darwish</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>Focusing primarily on the Canadian context, this course explores the variety of Muslim identities in North American society. After a brief historical survey of Islam and Muslims in North America, including immigrant and African-American Islam, the course examines the diverse perspectives of North American Muslim and non-Muslim scholars on questions and debates around integration, identity, authority, youth, education, gender, shariah in Canada (Muslim religious arbitration in civil law), media representation, discrimination, and surveillance post-9/11. <b>Cross-listed as SOCI 374.</b> Three credits.</p>

<p><b>SOCI 101.66</b> <b>Introduction to Sociology I</b></p> <p><b>CRN 12219</b></p> <p><b>D. MacDonald</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course introduces students to the origins and development of sociological thinking and research, beginning with the foundations of the discipline in the 19th century. Students are then introduced to the concepts and methods within sociology. The objective is to explore the extent and limits of our capacity to change the social world by reference to sociological research in both a Canadian and global context. Credit will be granted for only one of the SOCI 101 and SOCI 100. Three credits.</p>
<p><b>SOCI 221.66</b> <b>Marriage and Family Life</b></p> <p><b>CRN 12220</b></p> <p><b>J. Carlson</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course analyzes the institution of the family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence and how technology is influencing parenting. Credit will be granted for only one of SOCI 221, SOCI 210 or WMGS 210. Cross-listed WMGS 221. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p>
<p><b>SOCI 251.66</b> <b>Theories of Deviance and Social Control</b></p> <p><b>CRN 12222</b></p> <p><b>D. MacDonald</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course offers students a theoretical foundation for understanding social processes of deviance and social control. Using various theoretical devices students will critically examine the social category of deviance and its use in social institutions and daily social practices. Topics could include mental illness, drug and alcohol use, alternative sexualities, social violence and disability. Credit will be granted for only one of SOCI 251, SOCI 250 or SOCI 298 completed in 2016-2017. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p>
<p><b>SOCI 313.66</b> <b>Conceptions of Disability</b></p> <p><b>CRN 12223</b></p> <p><b>T. Edelist</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>An introduction to the field of disability studies, this course examines the ways in which disabled people and disability issues are defined and treated in contemporary society. Social and political conceptions of disability are contrasted with medical and individualistic definitions of disability with the aim of developing a critique of taken-for-granted conceptions of normal bodies, minds, and senses. Community-based contributions and responses to disability knowledge are emphasized and common ideas and assumptions about disability are situated historically to illustrate changing relations to disability over time, and to the role of disability knowledge in social change. The experience of disability will be stressed. <b>Prerequisite: SOCI 101, 102.</b> Three credits.</p>
<p><b>SOCI 315.66</b> <b>Addictions</b></p> <p><b>CRN 12224</b></p> <p><b>D. Smythe</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course explores drug and alcohol addiction as a widespread social problem, from several central perspectives: 1) the basic theories of addiction to the present day, including addiction as having a genetic basis; 2) the historical sociology of drug and alcohol addiction and the emergence of addiction as an idea; 3) the subcultures of addiction which include the influence of drinking and drugs on the arts, popular culture, and street culture; 4) the correlation between addiction, 'race' and racism; and finally, 5) the impact of addiction on women, the family, and society. Throughout the course, students will realize the complex nature of addiction as an explanatory mechanism for human behaviour. On finishing the course, students should gain an awareness of the most salient debates that dominate arguments on the link between addiction and social life. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p>



<p><b>SOCI 374.66</b> <b>Islam in Canada</b></p> <p><b>CRN 12218</b></p> <p><b>L. Darwish</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This three-credit course explores diverse Muslim identities in Canadian society (sometimes comparing with American). The first part of the course provides an overview of Islamic belief and history, and the beginnings of immigrant Islam in Canada. In the remaining weeks, students engage critically with a variety of Canadian Muslim and non-Muslim perspectives on contemporary issues such as multiculturalism, Muslim identity, gender, institutional development, sharia, authority and leadership, youth, radicalization post-9/11, discrimination, and the media. <b>Cross-listed as RELS 375.</b> Three credits.</p>
<p><b>STAT 101.66</b> <b>Introductory Statistics</b></p> <p><b>CRN 12225</b></p> <p><b>T. Nadarajah</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics, graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. STAT 101.H will focus on applications to health sciences and STAT 101.B will focus on applications to business and economics. Credit will be granted for only one of STAT 101, STAT 201, STAT 224, STAT 231, PSYC 290(292), HKIN 301. Three credits.</p>
<p><b>WMGS 221.66</b> <b>Marriage and Family</b></p> <p><b>CRN 12221</b></p> <p><b>J. Carlson</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>This course analyzes the institution of the family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence and how technology is influencing parenting. Credit will be granted for only one of SOCI 221, SOCI 210 or WMGS 210. Cross-listed SOCI 221. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p>
<p><b>WMGS 345.66</b> <b>Women and Politics</b></p> <p><b>CRN 12210</b></p> <p><b>L. Stan</b></p>	<p><b>April 27 - June 23</b></p> <p><b>Online</b></p>	<p>An introduction to the study of women and politics, this course has three parts: feminist political thought and the women's movement; political participation and representation; and public policy. Topics include feminist political thought in the Western political tradition; the evolution and politics of women's movement, women's participation in political parties and legislatures; women and work; and the welfare state. <b>Cross-listed as PSCI 345. Prerequisite: PSCI 101/102 (100) and 6 credits of PSCI at the 200-level (211/212) recommended.</b> Three credits.</p>

## UNDERGRADUATE COURSES - SUMMER SESSION

### ONLINE

June 22 - August 18 (unless otherwise indicated)

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>BIOL 252.66</b> <b>Human Anatomy &amp; Physiology II</b>  <b>CRN 21201</b> <b>CRN Lab 21202</b>  <b>M. Cardinal-Aucoin</b>	<b>June 22 - August 18</b>  <b>Online</b>	An integrated approach to the study of the anatomy and physiology of the following: cardiovascular, respiratory, immune, digestive, urinary and reproductive systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of the BIOL 252, BIOL 152, HKIN 152. <b>Required for students in human kinetics and human nutrition. Prerequisite: BIOL 251.</b> Three credits including mandatory integrated online lab component.
<b>BSAD 223.66</b> <b>Introductory Managerial Accounting</b>  <b>CRN 21203</b>  <b>R. McIver</b>	<b>June 22 - August 18</b>  <b>Online</b>	An introduction to the basic concepts of management accounting and the use of accounting information for managerial decisions. <b>Prerequisite: BSAD 221, completed or concurrent.</b> Three credits.
<b>BSAD 261.66</b> <b>Organizational Behaviour</b>  <b>CRN 21204</b>  <b>S. Price</b>	<b>June 22 - August 18</b>  <b>Online</b>	Organizational behaviour introduces students to the context, concepts, principles and theories of human behaviour in organizations. The topics explored range from motivation to teamwork to communication. The objective is twofold: to understand how an organizational member might experience, interpret, and manage human relations as an individual and a group member; and to understand how the influences on human behaviour in turn contributes to organizational effectiveness. <b>Prerequisites: BSAD 101, 102.</b> Three credits.
<b>BSAD 374.66</b> <b>Geographic Information Systems</b>  <b>CRN 21205</b> <b>Lab CRN 21298</b>  <b>M. Schumacher</b>	<b>June 22 - August 18</b>  <b>Online</b>	Students will learn how GIS tools can be used to analyze, represent and model geographic data derived from censuses, surveys, maps, aerial photographs, and satellite imagery. Topics include cartography and map projections; spatial and attribute data; data capture techniques; vector and raster structure; GIS analysis; data visualization; GIS modeling. Credit will be granted for only one of BSAD 374 or ESCI 471. <b>Cross-listed as ESCI 374. Prerequisite: Permission of the instructor.</b> Three credits and lab.
<b>BSAD 383.66</b> <b>Mobile Commerce</b>  <b>CRN 21207</b>  <b>R. Palanisamy</b>	<b>June 22 - August 18</b>  <b>Online</b>	This course focuses on concepts that will help business managers to take advantage of the evolving world of mobile commerce (m-commerce) and social media opportunities. The various concepts include e-business models, e-business technology infrastructure, building e-commerce mobile presence, social networks and mobile platforms for marketing and advertising, digital content and media online retail mobile commerce from various industries, supply chain management and collaborative commerce, m-commerce security and payments, and ethical issues in m-commerce. Credit will be granted for only one of the BSAD 383 or BSAD 415/INFO 446. <b>Prerequisite: BSAD 281.</b> Three credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>CHEM 102.67</b> <b>General Chemistry II</b>  <b>CRN CANCELLED</b>		Chemical kinetics, and the electronic structure and properties of atoms and ions and bonding models used to determine molecular geometry. Basic concepts of organic chemistry, materials and environmental chemistry. Intended for students in the life sciences, human nutrition and human kinetics. Credit will be given for only one of CHEM 102, CHEM 100, CHEM 120 or CHEM 122. Prerequisite: CHEM 101. Three credits and lab/tutorial.
<b>ENGL 233.66</b> <b>Children's Literature: 1865 to the Present</b>  <b>CRN 21209</b>  <b>A. Daignault</b>	<b>June 22 - August 18</b>  <b>Online</b>	Using the landmark publication of Lewis Carroll's Alice's Adventures in Wonderland as a starting point, this course provides a critical survey of children's literature in Britain, America and Canada. Authors to be studied include Carroll, L. M. Montgomery, Maurice Sendak, Roald Dahl, R.L. Stevenson, E.B. White and various picture books. Credit will be granted for only one of the ENGL 233 or ENGL 234. <b>Prerequisite: ENGL 100 or 111/112 or equivalent.</b> Three credits.
<b>ESCI 374.66</b> <b>Geographic Information Systems</b>  <b>CRN 21206</b> <b>Lab CRN 21299</b>  <b>M. Schumacher</b>	<b>June 22 - August 18</b>  <b>Online</b>	Students will learn how GIS tools can be used to analyze, represent and model geographic data derived from censuses, surveys, maps, aerial photographs, and satellite imagery. Topics include cartography and map projections; spatial and attribute data; data capture techniques; vector and raster structure; GIS analysis; data visualization; GIS modeling. Credit will be granted for only one of BSAD 374 or ESCI 471. <b>Cross-listed as BSAD 374. Prerequisite: Permission of the instructor.</b> Three credits and lab.
<b>HIST 227.66</b> <b>Canadian Business History</b>  <b>CRN 21211</b>  <b>B. MacKenzie</b>	<b>June 22 - August 18</b>  <b>Online</b>	This course begins with the 1880s to investigate how Canada became one of the world's wealthiest nations. It explores the emergence of its financial markets, its entrepreneurial tradition, innovations in finance, management, and technology, the origins and growth of its regional, national and multinational corporations, its international trade relations and globalization. The course also examines the evolving relationship between commerce and society, and reviews economic shocks and disruptions generated by wars, depression, stock market bubbles and credit crashes. It concludes with an overall assessment of Canada's business development by considering the central arguments of the proponents and critics of capitalism in its Canadian form. Three credits.
<b>HNU 262.66</b> <b>Principles of Nutrition in Human Metabolism</b>  <b>CRN 21226</b>  <b>H. Mawhinney</b>	<b>June 22 - August 18</b>  <b>Online</b>	Building on HNU 261, students will apply the principles of nutrition with an emphasis on nutrient functions and metabolism while drawing on foundational knowledge in biology and chemistry. Topics will include: energy metabolism, weight management, nutritional concerns across the life course and the emerging role of nutritional genomics. Credit will be granted for only one of HNU 262 or HNU 263. Prerequisites: HNU 261; BIOL 251, 252, completed or concurrent; CHEM 225, 255, completed or concurrent. Three credits.
<b>MATH 107.66</b> <b>Calculus II</b>  <b>CRN 21212</b> <b>Lab CRN 21213</b>  <b>D. DeWolf</b>	<b>June 22 - August 18</b>  <b>Online</b>	An introduction to integral calculus for functions of one variable. Topics include definite and indefinite integrals; the fundamental theorem of calculus; methods of integration; numerical approximation of definite integrals; applications to area and volume; probability density functions and distributions; differential equations; and Taylor polynomials. The format of MATH 107 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of MATH 107, ENGR 122 or MATH 127. <b>Prerequisite: MATH 106 or 111 or 126.</b> Six credits of calculus is required in the B.Sc. major, advanced major or honours program. Three credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<p><b>MUSI 118.66</b> <b>World Music</b></p> <p>CRN 21214</p> <p>J. Hanlon</p>	<p><b>June 22 - August 18</b></p> <p>Online</p>	<p>A survey course covering folkloric and ethnic musical traditions from around the world: Africa, Asia, North and South America, the Caribbean, and Europe. Three credits.</p>
<p><b>PSCI 336.66</b> <b>Religion and Politics</b></p> <p>CRN 21215</p> <p>L. Stan</p>	<p><b>June 22 - August 18</b></p> <p>Online</p>	<p>An examination of the impact of religion on politics and politics on religion. Students will consider the relationship between religion and politics in the Middle East, Northern Ireland, India and Pakistan, Eastern Europe and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, and Judaism, as well as the influence of religion on citizenship, education, the party system, and social issues. Credit will be granted for only one of PSCI 336, PSCI 295, RELS 295. Cross-listed RELS 336. <b>Prerequisites: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (211/212 recommended).</b> Three credits.</p>
<p><b>PSCI 352.66</b> <b>American Foreign Policy</b></p> <p>CRN 21217</p> <p>Y. Cho</p>	<p><b>June 22 - August 18</b></p> <p><b>Mandatory Online Simulation sessions:</b></p> <p><b>Wednesdays, July 22 &amp; 29 at 6:30pm - 8:30pm, AST.</b></p> <p><b>Sundays, July 26 &amp; August 2 at 2pm - 4pm</b></p>	<p>This course introduces students to the study of US foreign policy, examining major political, economic, and social forces that shape and constrain the making of American foreign policy. Among the issues examined are the historical and doctrinal context of US foreign policy, actors and institutions in the American foreign policymaking process, and contemporary external security and foreign economic policies of the US. <b>Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (251/252 recommended).</b> Three credits. <b>NOTE: Four 2-hour simulation sessions will be held on the dates and times indicated.</b></p>
<p><b>PSYC 102.66</b> <b>Introduction to Psychology as a Social Science and Profession</b></p> <p>CRN 21227</p> <p>Z. Hayes</p>	<p><b>June 22 - August 18</b></p> <p>Online</p>	<p>Introduction to Psychology as a Social Science and Profession. Topics include lifespan development, motivation and emotion, health, social psychology, personality, abnormal, clinical, and forensic psychology. Students have an opportunity to be involved with ongoing research in the department by participating in experiments during the course of the academic term. Credit will be granted for only one of PSYC 102, PSYC 100 or PSYC 155. Prerequisite: PSYC 101. Three credits.</p>
<p><b>PSYC 317.66</b> <b>LGBTQ+ Psychology</b></p> <p>CRN 21267</p> <p>R. Hoskin</p>	<p><b>June 22 - August 18</b></p> <p>Online</p>	<p>LGBTQ Psychology is a new area of psychological research and clinical practice that focuses on the psychological experiences of individuals who identify as sexual and/or gender minorities. The course offers the opportunity to touch on a variety of existing psychological areas, such as developmental, social, clinical, history, and human sexuality from the unique perspective of LGBTQ experiences, and provides an overview of psychological research and practice as it pertains to the lives and wellbeing of LGBTQ individuals and communities. Topics include: historical treatment of LGBTQ individuals within the field of psychology, LGBTQ-inclusive research methods within Psychology, identity development and coming out, LGBTQ relationships, families and parenting, transgender and non-binary identities, conversion therapy and other controversies in the field, prejudice, stigma and discrimination, minority stress theory, and LGBTQ health. <b>Prerequisites: 6 credits of PSYC at the 200 level or permission of the Instructor.</b> Three credits.</p>

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<p><b>PSYC 374.66</b>  <b>Human Development Across Cultures</b></p> <p><b>CRN 21218</b></p> <p><b>J. Corbit</b></p>	<p><b>June 15 - July 28</b></p> <p><b>Online</b></p>	<p>This course examines the development of the individual from a cultural perspective. Development is considered to involve a process of co-construction of the individual and culture. The impact of cultural practices, traditions, and parental beliefs on the developing child are considered, along with the interplay between those cultural forces and the biological foundations that influence the course of development. Cognitive, social, emotional development will be studied, along with a consideration of applied issues that emerge from investigations of the impact of cultural environments on child development. <b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits.</p>
<p><b>RELS 328.66</b>  <b>Mind, Self &amp; Society</b></p> <p><b>CRN CANCELLED</b></p>		<p>A “Mindfulness Immersion” experience, this summer course offers three weeks of intensive online learning in preparation for a one-week experience of Buddhist monastic practice to take place at Gampo Abbey in Cape Breton, Nova Scotia. Study will include the historical development of Buddhism, and in particular of Tibetan Buddhism, along with the examination of ethical and philosophic underpinnings of Buddhist monastic practice. A variety of mindfulness/contemplative techniques will be experienced during our time as part of the Buddhist monastic community. Prerequisite: permission of the instructor; enrolment is limited. The 3-week theory component of the course is offered online only.</p> <p>Room &amp; Board at Gampo Abbey is \$500, in addition to tuition. Students are responsible for their own transportation.  <b>Instructor permission is required to register for this course.</b>  For information/registration contact: <a href="mailto:continuinged@stfx.ca">continuinged@stfx.ca</a> or call 902-867-2372 or 1-877-867-3906.</p>
<p><b>RELS 336.66</b>  <b>Religion and Politics</b></p> <p><b>CRN 21216</b></p> <p><b>L. Stan</b></p>	<p><b>June 22 - August 18</b></p> <p><b>Online</b></p>	<p>An examination of the impact of religion on politics and politics on religion. Students will consider the relationship between religion and politics in the Middle East, Northern Ireland, India and Pakistan, Eastern Europe and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, and Judaism, as well as the influence of religion on citizenship, education, the party system, and social issues. Credit will be granted for only one of PSCI/RELS 336, PSCI/RELS 295. Cross-listed PSCI 336. <b>Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (211/212 recommended).</b> Three credits.</p>
<p><b>SOCI 102.66</b>  <b>Introduction to Sociology II</b></p> <p><b>CRN 21219</b></p> <p><b>D. MacDonald</b></p>	<p><b>June 22 - August 18</b></p> <p><b>Online</b></p>	<p>This course builds on the foundations of sociological theory, methods and historic considerations established in SOCI 101. Students will explore a range of topics dealing with various aspects of social inequality, culture, integration, and ideological conflict in both a Canadian and global context. Together with SOCI 101, this course provides the prerequisite for all other sociology courses. Credit will be granted for only one of the SOCI 102 and SOCI 100. <b>Prerequisite: SOCI 101.</b> Three credits.</p>
<p><b>SOCI 231.66</b>  <b>Education in Canadian Society</b></p> <p><b>CRN 21220</b></p> <p><b>D. Smythe</b></p>	<p><b>June 22 - August 18</b></p> <p><b>Online</b></p>	<p>This course provides students with a sociological interpretations of education in Canada. Students will investigate the relationship between education opportunity and conditions of inequality, socialization, social participation in education, and the relationship between schooling and work. This will be contextualized within the historical development of Canadian educational institutions. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p>

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>SOCI 297.66</b> <b>Selected Topics: Social Justice</b>  <b>CRN 21221</b>  <b>D. MacDonald</b>	<b>June 22 - August 18</b>  <b>Online</b>	<p>This course provides students with a foundation of social justice literacy from a critical sociological perspective. The class will begin with a broad question ‘what is critical social justice?’ and a broad definition of social justice as “fairness and equality for all”. From there the course will move to more in-depth discussions about how human rights are defined, the difference between equity and equality, and understanding the invisibility of oppression. Emphasis will be placed on developing critical thinking skills and critical theory as students examine contemporary social justice practices. Students will learn what it means to practice social justice by linking theories of social justice to practice. <b>Prerequisites SOCI 101 &amp; 102.</b> Three credits.</p>
<b>SOCI 314.66</b> <b>Disability and Culture</b>  <b>CRN 21222</b>  <b>T. Edelist</b>	<b>June 22 - August 18</b>  <b>Online</b>	<p>Beginning with the understanding that disability is a social phenomenon, this course provides students with the tools to analyze such cultural conceptions as normalcy-abnormalcy, ability-inability, independence-dependence. Students will examine cultural representations of disability that marginalize and oppress disabled people, and explore the ways in which cultural representations of disability differ from experiential accounts. These representations are analyzed from an international perspective, with a focus on how disability has been represented in Canadian social policy, the media, helping professions, and the education system. <b>Prerequisite: SOCI 101, 102</b> Three credits.</p>
<b>STAT 101.66/.67</b> <b>Introductory Statistics</b>  <b>CRN 21223</b> <b>CRN 21302</b>  <b>T. Nadarajah</b>	<b>June 22 - August 18</b>  <b>Online</b>	<p>This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics; graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. STAT 101.H will focus on applications to health sciences and STAT 101.B will focus on applications to business and economics. Credit will be granted for only one of STAT 101, STAT 201, STAT 224, STAT 231, PSYC 290 (292), HKIN 301. Three credits.</p>
<b>WMGS 232.66</b> <b>Gender and Popular Culture</b>  <b>CRN 21224</b>  <b>R. Hoskin</b>	<b>June 22 - August 18</b>  <b>Online</b>	<p>This course will introduce a range of topics within the broad field of gender and popular culture as well as how to study and critique genres of popular culture. Beginning with the questions, “What is cultural studies?” and “Why is it important to study popular culture?” we move on to study a range of pop culture media, including music, television, film, video games and graphic novels/memoirs through this methodological and theoretical lens. <b>Perquisite: WMGS 100 or third or fourth-year status with permission of the instructor.</b> Three credits.</p>

## POST RN PROGRAMS ONLINE (PART-TIME)

### POST RN, BACHELOR OF SCIENCE IN NURSING

Registered nurses can complete their degree through distance education while living and working in their own communities. Explore the learning experience through computer technologies and online resources. The 63-credit curriculum is designed around core nursing competencies, and has flexibility that enables students to select courses meeting professional interests and practices. **A current RN Registration is required for all distance nursing programs.**

### POST RN CERTIFICATE PROGRAMS

St. Francis Xavier University is pleased to offer certificate programs in clinical specialty areas to Post RN students through distance education. Designed specifically for practicing nurses, these courses enable nurses to develop a stronger theory base, enhance their nursing practice, and address health care needs across nursing practice and life continuums.

Each course is transferable into the StFX Bachelor of Science in Nursing program and a certificate of completion is awarded upon successful completion of all required courses. Each certificate program is comprised of four required courses valued at 3 credits each, totaling 12 credits overall.

- **CERTIFICATE IN CONTINUING CARE NURSING**

This program is designed to prepare registered nurses to move into the area of home health care. This program enables nurses to move from acute care to home health care and expand their professional competencies and knowledge. The core curriculum includes the following courses:

N115: Health Teaching and Learning

N135: Contemporary Issues in Nursing

N205: Community Health Nursing

N425: Comprehensive Health Assessment

- **CERTIFICATE IN GERONTOLOGICAL NURSING**

This program is designed to prepare registered nurses to deliver holistic, effective care to older adults. Developing knowledge and practical skills enables nurses to address comprehensive needs of the older client population, identifying strengths as well as professional care needs. The core curriculum includes the following courses:

N115: Health Teaching and Learning

N245: Aging and the Older Adult

N425: Comprehensive Health Assessment

N488: Challenges in Aging:

### **Information / Registration:**

Distance Nursing Programs

Continuing & Distance Education

St. Francis Xavier University, PO Box 5000

Antigonish, NS B2G 2W5

Toll free: 1-800-565-4371

Email: [distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca)

[www2.mystfx.ca/continuingeducation/post-rn-bscn-distance-nursing](http://www2.mystfx.ca/continuingeducation/post-rn-bscn-distance-nursing)

## DISTANCE NURSING SPRING/SUMMER SCHEDULE

COURSE	DATES	DESCRIPTION
<b>BIOL 105.77</b> <b>Introductory Cell and Molecular Biology</b>  CRN 21233 Lab CRN 21234  V. Karunakaran	<b>May 25 - July 31</b>  Online	This course will focus on the structure and function of cells, cell division, patterns of inheritance and the molecular basis of inheritance. Restricted to nursing students. Three credits.
<b>BIOL 115.77</b> <b>Microbes in Human Health</b>  CRN 21235 Lab CRN 21236  V. Karunakaran	<b>May 25 - July 31</b>  Online	An introduction to microorganisms from a human perspective, this course deals with viruses, bacteria and fungi. Topics include bacterial structure and function, bacterial genetics and antibiotic resistance, and viral structure and infection. Restricted to nursing students. Three credits.
<b>NURS 202.77</b> <b>Community Mental Health Nursing II</b>  CRN 12235  M. Thompson	<b>April 6 - June 12</b>  Online	Examines the theory of and concepts in mental illness, treatment regimens, and nursing interventions in a community setting. Students will apply mental health nursing principles to specific clinical disorders, building on the foundations of practice explored in NURS 201. Three credits.
<b>NURS 245.77</b> <b>Aging of the Older Adult</b>  CRN 12236  D. Vandewater	<b>April 6 - June 12</b>  Online	This course covers the process of growing older with reference to theories on universal aging. Students will learn to improve the function, quality of life, and self-care abilities of the elderly well, to assist them in maintaining independence. Topics include aging-related changes; the role of the family and other aggregates; how elderly adults define and promote their health; the use of community resources. Three credits.
<b>NURS 330.77</b> <b>Legal and Ethical Issues in Nursing</b> **Special offering for this Term CRN 12239  A. Belardo	<b>April 6 - August 21</b>  Online	This course examines the moral and ethical implications of various practices in the field of health care as they affect human life and the basic dignity of the person. This course also explores the moral, ethical, legal, and theological issues raised by recent developments in the life sciences. Cross-listed as RELS 300. Six credits.
<b>NURS 405.77</b> <b>Nursing of Adults I</b>  CRN 12242  M. Daye/C. Gregory/ J. Mbugua/K. Smith/ L. Doucet	<b>April 6 - June 12</b>  Online	A theory- and practice-based course exploring chronic health issues related to violence, immune system dysfunction, cancer, and other selected conditions. Cultural diversity, competency and safety, the consequence of an altered immune system, infection, symptom management, women's health, and palliative care will be studied from a nursing perspective in this course. Three credits.
<b>NURS 497.77</b> <b>Computers in Nursing</b>  CRN 12238	<b>April 6 - June 12</b>  Online	Teaches the knowledge and skills necessary to ensure that computers have a positive impact on the nursing environment and delivery of patient care. Students learn computer concepts and terms, and examine ways computers can enhance nursing practice, education, administration, and research. Trends and issues related to the use of computers in nursing are explored. Three credits.



COURSE	DATES	DESCRIPTION
<b>S. Bowman</b>		
<b>NURS 205.77</b> <b>Community Health Nursing</b> <b>**Special offering tor this Term</b> <b>CRN 21231</b>  <b>S. Bowman/D. Viel/</b> <b>C. MacDonald/D. Bowen</b>	<b>May 25 - July 31</b>  <b>Online</b>	This course explores the role of the community health nurse in the context of a changing health care system. Topics include population health, primary health care, community assessment, epidemiology and demography, environment and ecology, cultural competence, ethics, and community-as-partner. Three credits.

### **BACHELOR OF SCIENCE IN NURSING (for LPNs) ONLINE (PART-TIME)**

Cape Breton University and St. Francis Xavier University have partnered on a pathway for qualified LPNs to apply to BScN. **Deadline:** All applications and supporting documents must be received by **February 23, 2020**.

#### **Requirements:**

- Two year Diploma from Nova Scotia Community College (NSCC). Graduated 2008 or later.
- Minimum 75% overall average in both years of the diploma program.
- Total of 1800 hours of work experience within the last two years (require a **letter of verification** from employer)
- Current LPN License
- Applicants must complete the CASPer test prior to the February 23 deadline. **Click [HERE](#) for more details about CASPer.**

For information, **contact Admissions:**

Phone (902) 867-2219 or toll-free 1 (844) 299-2527

Email: [admit@stfx.ca](mailto:admit@stfx.ca)

<b>NURS 233.77</b> <b>Care of Families I:</b> <b>Childbearing &amp; Childrearing</b> <b>Years</b>  <b>CRN 21237</b>  <b>J. Whitty-Rogers/</b> <b>C. MacDonald</b>	<b>May 4 - July 31</b>  <b>Online</b>	Students are introduced to the care of families in transition during the childbearing and childrearing years. Emphasis is placed on theories, concepts, competencies and relational practice, related to family, maternity, and children in nursing practice. The focus is on understanding ethical dilemmas, legal issues, critical thinking, nursing therapeutics, the application of cultural competence and safety, and evidence-informed practice for care of families at various points of transition. The course is divided into three modules: families and family-centered care, maternal-newborn nursing and nursing of children and adolescents. Six Credits.
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## GRADUATE STUDIES IN EDUCATION: MASTER OF EDUCATION PROGRAM

Graduate courses in education are offered in the fall, winter, spring, and summer terms primarily online (most online courses are offered synchronously). Students are normally required to complete a residential component during the month of July immediately following acceptance into the program. Because the majority of MEd candidates study part time, the fall, winter, and spring courses are offered in evenings and occasionally on weekends.

For Admission Requirements, please see <https://sites.stfx.ca/continuingeducation/master.html>

### PROGRAM OVERVIEW

StFX offers a MEd degree with specialization in Educational Leadership and Administration or in Curriculum and Instruction. Students must complete the specified core courses and choose electives appropriate to their interests.

There are three options by which a student 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.

Candidates for the MEd are normally required to take EDUC 534 and EDUC 505 as their first two courses 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 in the thesis and project route; EDUC 508 is required in the course-based route.

For more information, please see: <https://sites.stfx.ca/continuingeducation/master/overview.html>

### EDUCATIONAL ADMINISTRATION AND POLICY STREAM

#### First Summer:

534	Introduction to the Foundations of Education	3 credits
505	Introduction to Educational Research	3 credits

#### Educational Leadership and Administration Core classes 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-based 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 classes 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 or	3 credits
507	Qualitative Research Methods in Education or	3 credits
508	Critical Research Literacy in Education	3 credits

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

### COURSE-BASED, PROJECT OR THESIS

Master of Education degrees in Educational Leadership and Administration, and 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

Project and Thesis students have the opportunity to enroll in EDUC 593 (Directed Study) as one of their electives.

Electives are to be selected from the graduate courses offered in Education. No substitution or transfer of credit will normally be allowed for core courses. Graduate courses which may be taken for credit towards a Master of Education degree are listed in the Academic Calendar. Note: Not all courses are offered each year.

[https://sites.stfx.ca/registrar\\_office/academic\\_calendar.html](https://sites.stfx.ca/registrar_office/academic_calendar.html).

Normally only students who have been accepted into the StFX Master of Education Program are eligible to enroll in graduate education courses offered through St. Francis Xavier University. Graduate students in good standing from a graduate program at another university may also apply to take up to 6 credits of MEd courses at StFX. A letter of permission from the student's current university must be supplied.

You can download the Application for Admission to Graduate Studies which includes the Confidential Report on Application forms at: [https://sites.stfx.ca/continuingeducation/master/application\\_forms.html](https://sites.stfx.ca/continuingeducation/master/application_forms.html).

For further information, contact the Continuing & Distance Education Department at (877) 867-3906 (toll free) or email [med@stfx.ca](mailto:med@stfx.ca).

## INTERNATIONAL STUDENTS

For more information, please see: <https://sites.stfx.ca/continuingeducation/master/international.html>

## COHORTS

In partnership with various school boards the StFX Faculty of Education offers Master of Education cohorts in program areas of identified need. These cohorts provide groups of teachers with opportunities to pursue learning together as they build their capacity to provide leadership for the improvement of education within their school board. For further information, please call the Program Office at (902) 867-3906 or 877-867-3906 (toll free).

## PART-TIME STUDY

The majority of Master of Education students are enrolled on a part-time basis. Students normally take one course per term. To accommodate educators who work at school during the day, courses are usually scheduled in the evening or occasionally on weekends. Most part time students can expect to finish a course based program in about 2.5 years or less. Part-time thesis and project students will require a longer time frame and should discuss with their advisor an estimated completion date.

## FULL-TIME STUDY

Refer to <https://sites.stfx.ca/continuingeducation/master/overview.html> for information on full-time study.

## MASTER OF EDUCATION - SPRING & SUMMER SESSION SCHEDULE

**ADVANCE REGISTRATION REQUIRED.** Enrollment is limited. Students must register by March 1, 2020 for Spring Session and June 1, 2020 for Summer Session. As of March 1 and June 1 any course that does not have the minimum enrollment will be cancelled. Students will be informed of any cancellations through their StFX email account after the registration deadline. An additional administration fee of \$100.00 will be applied to students dropping courses within the 2 weeks prior to the course start date.

Please check course location and times before registering as courses are held in various locations and online, and are subject to change. **The Program Office will register cohorts and all newly admitted students for EDUC 534 and 505.** All courses are 3 credits.

**Note: Asynchronous e-learning is an interactive, student-centered approach to learning that is not bounded by geography or time.** Students have the freedom to log on to Moodle at any time, interacting with course content, downloading documents, accessing links, and sending messages to teachers or peers. There is no scheduled weekly class time, although your professor will set regular office hours during which he/she will be available for a real-time conversation via telephone, Skype, or Collaborate. Because there is no set class time to attend each week, students can complete weekly assigned learning tasks and interactions with peers around their own work and personal schedules. In contrast to the real-time conversations in face-to-face classes and in Collaborate, students can spend time reflecting on and refining their contributions to guided prompts from their instructor, identifying connections to readings and other resources and posting these responses to the Moodle discussion forum.

Please check with your professor to confirm all class times and dates during your first class as changes may occur. All times given are in Atlantic Time.

**NON-COHORT – ONLINE**

COURSE	DATES	DESCRIPTION
<p><b>EDUC 536.66 (SP)</b> <b>Program Development</b></p> <p><b>CRN 12154</b></p> <p><b>M. Olson</b></p>	<p><b>Tuesdays, 7:00pm – 10:00pm</b></p> <p><b>April 7 – June 16, 2020</b></p> <p><b>Plus 6 hours TBD</b></p>	<p>Program development is investigated from the practitioner’s perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu.</p>
<p><b>EDUC 561.66 (SP)</b> <b>Leadership and Administrative Theories</b></p> <p><b>CRN 12155</b></p> <p><b>G. Clarke</b></p>	<p><b>Mondays, 7:00pm – 10:00pm</b></p> <p><b>April 6 – June 8, 2020</b></p> <p><b>Plus 6 hours TBD</b></p>	<p>This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems.</p>
<p><b>EDUC 569.66 (SP)</b> <b>Selected Topics in Education: Education for LGBTQ students</b></p> <p><b>CRN 12156</b></p> <p><b>R. Muller</b></p>	<p><b>Thursdays, 7:00pm – 10:00pm</b></p> <p><b>April 9 – June 11, 2020</b></p> <p><b>Plus 6 hours TBD</b></p>	<p>This course examines gender identity and sexual orientation and explores how heteronormativity and sexism shape schooling. Issues, challenges and successful educative practices will be explored in this course.</p>
<p><b>EDUC 507.66 (SU)</b> <b>Qualitative Research Methods in Education</b></p> <p><b>CRN CANCELLED</b></p>		<p>This course explores current qualitative methodologies used in educational contexts. Students will explore the components of a research proposal, and develop an understanding of methodologies such as phenomenology, ethnography, critical theory, narrative, and action research. Prerequisite: EDUC 505.</p>
<p><b>EDUC 511.66 (SU)</b> <b>Mindfulness and Social Learning</b></p> <p><b>CRN 21282</b></p> <p><b>K. Berezowski</b></p>	<p><b>July 20, 21, 22, 23, 27, 28, 29, 30</b></p> <p><b>(9:30 am – 2:30 pm)</b></p>	<p>In this course students will explore and engage with practices and research related to mindfulness in education. Mindfulness has been interpreted as the ongoing practice of being awake and aware to what is inside and around us in the present moment. At the same time, students will explore readings that demand our careful attention to what is also culturally and sociologically produced in current efforts to engage in mindfulness in education.</p>
<p><b>EDUC 569.68 (SU)</b> <b>Selected Topics in Education: Supervision of Instruction</b></p> <p><b>CRN 21283</b></p> <p><b>C. Kyte</b></p>	<p><b>July 6, 7, 8, 9, 13, 14, 15, 16</b></p> <p><b>(9:30 am – 2:30 pm)</b></p>	<p>This course will explore the critical role that the instructional leader plays in the transformation of schools and increasing student achievement through the supervision of instruction. The course begins by briefly comparing the role of the traditional principal to that of the instructional leader. Time will be spent examining the available tools and skills that the instructional leader has as well as the tasks that lead to the ultimate goal of student achievement through the monitoring of instruction.</p>

COURSE	DATES	DESCRIPTION
<b>EDUC 569.66A (SU)</b> <b>Selected Topics in Education: Teaching Online</b>  <b>CRN CANCELLED</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	This course is an introduction to research and theory as applied practically to effective online teaching. Other topics addressed include synchronous and asynchronous learning environments, privacy, legal and copyright considerations, learning and content management systems, open educational resources, and cloud based computing.

**FIRST YEAR NON-COHORT - ONLINE**

COURSE	DATES	DESCRIPTION
<b>EDUC 534.40/.41 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21243/21244</b>  <b>L. Kearns/G. Hadley</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.40/.41 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21245/21246</b>  <b>L. MacDonald/A. Francis</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## COHORT SCHEDULES

### ADULT EDUCATION & HEALTH 1

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 569.68 (SP)</b> <b>Selected Topics in Education: Issues in Health Education</b>  <b>CRN 12177</b>  <b>D. Gillis</b>	<b>Tuesdays, 6:00pm – 9:00pm</b>  <b>April 7 – May 12, 2020</b>  <b>Plus 18 hours asynchronous</b>	This course provides graduate students with an interest in health and wellness with an opportunity to acquire the knowledge/skills/attitudes needed for supporting health education issues in relation to the needs of individuals in communities and the health care system. An overview of models of health education and associated pedagogical practices and system-wide approaches will be explored.
<b>EDUC 505.67 (SP)</b> <b>Introduction to Educational Research</b>  <b>CRN 12181</b>  <b>L. English</b>	<b>Tuesdays, 6:00pm – 9:00pm</b>  <b>May 26 – June 30, 2020</b>  <b>Plus 18 hours asynchronous</b>	This introductory research course serves as an invitation to educational research. Students will explore research issues and be exposed to the main types of research, including descriptive research, qualitative research, policy research, case studies and quantitative research methodologies. The course also includes a basic introduction to graduate student writing. The focus will be on the professional as researcher.
<b>EDUC 508.67 (SU)</b> <b>Critical Research Literacy</b>  <b>CRN 21269</b>  <b>K. Gottschall</b>	<b>Tuesdays, 6:00pm – 9pm</b> <b>July 14, 21, 28</b> <b>August 11, 18</b>  <b>Wednesday, August 5</b> <b>6:00pm – 9:00pm</b>  <b>Plus 18 hours asynchronous</b>	This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505.

### ADULT EDUCATION & HEALTH 2

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 505.66 (SP)</b> <b>Introduction to Educational Research</b>  <b>CRN 12179</b>  <b>L. English</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 6 – May 15, 2020</b>  <b>Plus 18 hours asynchronous</b>	This introductory research course serves as an invitation to educational research. Students will explore research issues and be exposed to the main types of research, including descriptive research, qualitative research, policy research, case studies and quantitative research methodologies. The course also includes a basic introduction to graduate student writing. The focus will be on the professional as researcher.
<b>EDUC 527.66 (SP)</b> <b>Principles of Learning</b>  <b>CRN 12182</b>  <b>A. Perry</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>May 26 – June 30, 2020</b>  <b>Plus 18 hours asynchronous</b>	This course examines theories of adult learning and development and their implication for teaching and learning. In addition to the general cognitive and behavioral theories, the course will focus explore embodied and spiritual dimension of learning, as well as aspects of learner centered teaching that are relevant for understanding how to support adult learners is a diverse range of settings.

<b>EDUC 569A.67 (SU)</b> <b>Selected Topics in Education: Issues in Health Education</b>  <b>CRN 21270</b>  <b>D. Gillis</b>	<b>Tuesdays, 7:00pm – 10pm</b>  <b>July 14, 21, 28</b> <b>August 4, 11, 18</b>  <b>Plus 18 hours asynchronous</b>	This course provides graduate students with an interest in health and wellness with an opportunity to acquire the knowledge/skills/attitudes needed for supporting health education issues in relation to the needs of individuals in communities and the health care system. An overview of models of health education and associated pedagogical practices and system-wide approaches will be explored.
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### CULTURALLY RESPONSIVE PEDAGOGY 2 (CCRSB)

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 573.66 (SP)</b> <b>Professional Development and Supervision</b>  <b>CRN 12161</b>  <b>E. Cormier</b>	<b>Thursdays, 7:00pm – 10:00pm</b>  <b>April 9 – June 11, 2020</b>  <b>Plus 6 hours TBD</b>	This course addresses the supervision of an instructional program and the professional development process, allowing graduate students to support teacher learning in their own context. There will be an explicit focus on models of professional learning that address teachers' knowledge, skills and attitudes as they engage in culturally relevant pedagogy.
<b>EDUC 593.66 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 12159</b>  <b>L. Kearns</b>	<b>April 6 – July 21, 2020</b>	This capping experience allows graduate students to work in an individual or with a partner executing action research activity to develop a deepened understanding of an area of professional interest that has relevance to the advancement of culturally responsive teaching in their school or school board.
<b>EDUC 521D.66 (SU)</b> <b>Diverse Cultures: Indigenous Education Pedagogy</b>  <b>CRN 21247</b>  <b>J. Meader</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	This course focuses on the schooling of Mi'kmaw and other First Nations learners and explores issues, challenges and successes in educating these students. A decolonization lens will be used, through which to examine and enact Indigenous curriculum, teaching, and assessment.

### CULTURALLY RESPONSIVE PEDAGOGY 3

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 569.67 (SP)</b> <b>Selected Topics in Education: Education of African Nova Scotian/African Canadian Learners 1</b>  <b>CRN 12160</b>  <b>R. Upshaw</b>	<b>Wednesdays, 6:00pm – 9:00pm</b>  <b>April 8 – June 10, 2020</b>  <b>Plus 6 hours TBD</b>	This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students.



<b>EDUC 525.66 (SU)</b> <b>Treaty Education</b>  <b>CRN 21308</b>  <b>J. Orr</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>9:30am – 2:30pm</b>	Building on the recommendations of the Truth and Reconciliation Commission (2015) this course uses an education as reconciliation framework from which to challenge Eurocentrism in schooling. Teachers will engage in unlearning Eurocentric assumptions and knowledge and relearn Indigenous knowledge, skills and attitudes that will allow them successfully educate all students about their treaty responsibilities, in support of this provincial initiative.
<b>EDUC 504.66 (SU)</b> <b>African Nova Scotian/African Canadian Learners II</b>  <b>CRN 21309</b>  <b>R. Upshaw</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>9:30am – 2:30pm</b>	This course builds upon the work begun in <i>Education of African Nova Scotian/African Canadian Learners 1</i> and further explores Afrocentricity as a major construct in organizing teaching and learning. Examples of Afrocentricity in schooling within Nova Scotia and other Canadian jurisdictions will be explored and developed.

#### CULTURALLY RESPONSIVE PEDAGOGY 4

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 534.43 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21284</b>  <b>R. Upshaw</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.43 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21285</b>  <b>W. Mackey</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

#### EARLY ELEMENTARY PEDAGOGY COHORT 5

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 544.68 (SP)</b> <b>Cross Cultural Issues in Education: Working with Families and Communities</b>  <b>CRN 12178</b>  <b>A. Murray-Orr</b>	<b>Saturdays, April 4 and May 30, 2020,</b> <b>9:00am – 3:00pm</b>  <b>Wednesdays, 6:00pm – 9:00pm</b> <b>April 8, 15, 22, and 29 and May 6, 13, and 20, 2020</b>  <b>Plus 3 hours TBD (Asynchronous)</b>	This course examines the ways that schools develop family and community partnerships to enrich learning for all students. The course draws on the experiences of communities that have successfully built partnerships with families extending the school into the community and bringing the community into the school.

<b>EDUC 593.69 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 12173</b>  <b>E. Munroe</b>	<b>April 6 – July 17</b>	Using teacher inquiry, this capping experience allows graduate students to develop a deepened understanding of an area of professional interest that has relevance to the advancement of early elementary pedagogy in their school or school board.
<b>EDUC 532.66 (SU)</b> <b>Curriculum Theory</b>  <b>CRN 21250</b>  <b>L. Martin</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>9:30am – 2:30pm</b>	In this course, the main ideas of major curriculum theorists will be examined and the implications of each position for program development in early elementary grades will be discussed.

## EARLY ELEMENTARY PEDAGOGY COHORT 6

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 520A.67 (SP)</b> <b>Current Research in Curriculum: Literacy for Early Elementary Learners</b>  <b>CRN 12255</b>  <b>L. McKee</b>	<b>Saturday, April 4,</b> <b>9am – 3pm</b>  <b>Wednesdays,</b> <b>6:00pm –9:00pm</b> <b>April 8, 15, 22, 29, May 6,</b> <b>13, 20, 27</b>  <b>Plus 6 hours TBD</b>	This course will enhance graduate students' abilities to plan, teach and assess early literacy development in complex, possibly multi-aged, multi-ability early elementary classrooms.
<b>EDUC 527.66 (SU)</b> <b>Principles of Learning</b>  <b>CRN 21251</b>  <b>C. Boulter</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>9:30 am – 2:30 pm</b>	This course examines theories of learning and development and their implication for instruction in the early elementary years of public school. In addition to the general cognitive and behavioral theories, the course will focus on the way that learning theory supports integrated inquiry projects, the development of 21st century competencies, and multi-aged, multi-ability classroom settings.
<b>EDUC 520C.66 (SU)</b> <b>Current Research in Curriculum: Mathematics for Early Elementary Learners</b>  <b>CRN 21252</b>  <b>S. MacDonald</b>	<b>July 20, 21, 22, 23, 27, 28,</b> <b>29, 30</b>  <b>9:30am – 2:30pm</b>	This course will enhance graduate students' abilities to plan, teach and assess all aspects of early mathematics development in complex, possibly multi-aged, multi-ability early elementary classrooms.

## EARLY ELEMENTARY PEDAGOGY COHORT 7

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 534.44 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21286</b>  <b>M. Olson</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.44 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21287</b>  <b>O. Ferguson</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## INCLUSIVE EDUCATION (A&P) COHORT 1

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 533.66 (SP)</b> <b>Dynamics of Change</b>  <b>CRN 12164</b>  <b>M. Williams</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 7 – June 9, 2020</b>  <b>Plus 6 hours TBD</b>	This course will provide participants with an in-depth overview of the personal, social, political, emotional, and historical barriers to meaningful educational change and strategies for overcoming them in classrooms and schools. Participants will acquire and apply practical knowledge and skills as change leaders in their school settings. Connections between change leadership and school improvement planning, rural and urban community contexts, and provincial education reforms will be explored.
<b>EDUC 509.66 (SU)</b> <b>Trauma Informed Practice</b>  <b>CRN 21253</b>  <b>R. Ryan</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	Participants will learn about the impact of traumatic stress on students, families, and educators and the various manifestations of trauma in school settings. Student challenges with locus of control, self-image, and resilience will be examined, along with evidence-based strategies for building classroom and school capacity to address these issues. Participants will acquire trauma awareness and learn how to infuse and apply trauma awareness in their practice in schools and classrooms.
<b>EDUC 573.66 (SU)</b> <b>Professional Development and Supervision</b>  <b>CRN 21254</b>  <b>E. Cormier</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	This course will address participants' roles in building school capacity for inclusive education. Participants will learn about Nova Scotia educators' priorities for professional development in inclusive education and how to design and implement professional development that teaches practical knowledge and skills and how to utilize them in practice. Participants will also learn about supportive staff supervision strategies for building the capacity of professional and para-professional staff (including Teacher Assistants) for inclusive education.

## INCLUSIVE EDUCATION (A&P) COHORT 2

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 534.45 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21288</b>  <b>J. Tompkins</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.45 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21289</b>  <b>D. Young</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## INCLUSIVE EDUCATION (C&I) COHORT 1

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 553.66 (SP)</b> <b>Assessment for Teaching Students with Learning Challenges I</b>  <b>CRN 12174</b>  <b>J. MacKenzie</b>	<b>Mondays, 7:00pm – 10:00pm</b>  <b>April 6 – June 8, 2020</b>  <b>Plus 6 hours TBD</b>	In this course, participants will learn about the key features of various formal and informal student assessments. They will critically appraise the advantages, limitations and usefulness of student assessments in relation to their own practice. Participants will learn how to select and utilize appropriate forms of informal student assessment in their classrooms.
<b>EDUC 514.66 (SU)</b> <b>Teaching Children with Learning Difficulties I</b>  <b>CRN 21255</b>  <b>S. Berg</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	This course will examine changing student needs and how to address them within a framework of Multi-Tiered Systems of Support (MTSS). Participants will explore various exceptionalities and evidence-based, Tier 1 strategies for supporting students with special needs in complex classrooms and schools. Participants will learn how to incorporate supports for students with special needs into classroom instruction.
<b>EDUC 532.67 (SU)</b> <b>Curriculum Theory</b>  <b>CRN 21295</b>  <b>S. Isenor-Ryan</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	Participants will learn about key theories and policies in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as regional and provincial policies and guidelines. Participants will learn how to implement these theories and policies of inclusive education in their classrooms and schools.

**INCLUSIVE EDUCATION (C&I) COHORT 2**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 553.67 (SP)</b> <b>Assessment for Teaching Students with Learning Challenges I</b>  <b>CRN 12175</b>  <b>J. MacKenzie</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 7 – June 9, 2020</b>  <b>Plus 6 hours TBD</b>	In this course, participants will learn about the key features of various formal and informal student assessments. They will critically appraise the advantages, limitations and usefulness of student assessments in relation to their own practice. Participants will learn how to select and utilize appropriate forms of informal student assessment in their classrooms.
<b>EDUC 532.68 (SU)</b> <b>Curriculum Theory</b>  <b>CRN 21297</b>  <b>S. Isenor-Ryan</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	Participants will learn about key theories and policies in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as regional and provincial policies and guidelines. Participants will learn how to implement these theories and policies of inclusive education in their classrooms and schools
<b>EDUC 514.67 (SU)</b> <b>Teaching Children with Learning Difficulties I</b>  <b>CRN 21258</b>  <b>S. Berg</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	This course will examine changing student needs and how to address them within a framework of Multi-Tiered Systems of Support (MTSS). Participants will explore various exceptionalities and evidence-based, Tier 1 strategies for supporting students with special needs in complex classrooms and schools. Participants will learn how to incorporate supports for students with special needs into classroom instruction.

**INCLUSIVE EDUCATION (C&I) COHORT 3**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.46 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21290</b>  <b>F. Hurley</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.46 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21291</b>  <b>C. Barker</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## INCLUSIVE EDUCATION (C&I) COHORT 4

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 534.47 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21292</b>  <b>J. Marshall</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.47 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21293</b>  <b>F. Hurley</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## LITERACY (TCRCE) COHORT

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 544.69 (SP)</b> <b>Cross Cultural Issues in Education: Working with Families and Communities to Enhance Children’s Literacy</b>  <b>CRN 12241</b>  <b>F. Hurley</b>	<b>Saturday, April 4,</b> <b>9am – 3pm</b>  <b>Wednesdays,</b> <b>6:00pm –9:00pm</b> <b>April 8, 15, 22, 29, May 6,</b> <b>13, 20</b> <b>Saturday, May 30, 9am-3pm</b>  <b>Plus 3 hours TBD</b> <b>(Asynchronous)</b>	This course examines the ways that schools develop family and community partnerships to enrich literacy learning for all students. The course draws on the experiences of communities that have successfully built partnerships with families extending the school into the community and bringing the community into the school.
<b>EDUC 593.67 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 12166</b>  <b>A. Murray-Orr</b>	<b>April 6 – July 17</b>	Using teacher inquiry, this capping experience allows graduate students to develop a deepened understanding of an area of professional interest that has relevance to the advancement of literacy pedagogy in their school or school board.
<b>EDUC 520A.66 (SU)</b> <b>Current Research in Curriculum: Working with Struggling Readers and Writers</b>  <b>CRN 21271</b>  <b>C. DeCoste-Couture</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	In this course, approaches to working with learners who are at risk in terms of their literacy development will be examined, along with strategies to support these learners.

## LITERACY (AVRCE) COHORT

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 521A.66 (SP)</b> <b>Current Research in Instruction: Literacy and Elementary Learners</b>  <b>J. Samms</b>	<b>Saturday, April 4, 2020</b> <b>Saturday, May 30, 2020</b> <b>(9am – 3pm)</b>  <b>Wednesdays, 6:00 – 9:00pm</b> <b>April 8 – May 20, 2020</b>	This course will enhance graduate students' abilities to plan, teach and assess literacy development in complex, possibly multi-aged, multi-ability elementary classrooms.
<b>EDUC 534.42 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21272</b>  <b>J. Connor</b>	<b>July 6, 8, 10, 13, 14, 16</b>  <b>(8:30 am – 3:30 pm)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.42 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21273</b>  <b>M. Ott</b>	<b>July 20, 22, 24, 27, 28, 30</b>  <b>(8:30 am – 3:30 pm)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## MENTAL HEALTH COHORT 6

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 508.66 (SP)</b> <b>Critical Research Literacy</b>  <b>CRN 12168</b>  <b>R. White</b>	<b>Wednesdays, 7:00pm – 10:00pm</b>  <b>April 8 – June 10, 2020</b>  <b>Plus 6 hours TBD</b>	This course examines how to critically read, interpret, and evaluate educational research. Graduate students will also have the opportunity to explore and understand the research literature in relation to Mental Health Education.
<b>EDUC 567.66 (SU)</b> <b>School Law: Legal Issues relating to Mental Health and Youth, Child &amp; Family Services</b>  <b>CRN 21275</b>  <b>D. Young</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>Asynchronous</b>	This course provides an examination of legal issues in the field of mental health and youth, child and family services as they relate to school boards, administrators and teachers. Consideration will be given to recent legislation and court decisions related to the organization, policy and administration of school districts.
<b>EDUC 573.67 (SU)</b> <b>Professional Development and Supervision: Positive Mental Health/Mental Health Disorders/Bullying</b>  <b>CRN 21274</b> <b>A. MacNeil-Wilson</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30 (TBD)</b>  <b>(9:30 am – 2:30 pm)</b>	This course will provide participants with an understanding of the role of instructional leadership in promoting personal and staff professional development and learning around issues of Mental Health Education within a professional learning community culture.

## MENTAL HEALTH COHORT 7

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 573.67 (SP)</b> <b>Professional Development and Supervision: Positive Mental Health/Mental Health Disorders/Bullying</b>  <b>CRN 12167</b>  <b>A. McNeil-Wilson</b>	<b>Mondays, 7:00pm – 10:00pm</b>  <b>April 6 – June 8, 2020</b>  <b>Plus 6 hours TBD</b>	This course will provide participants with an understanding of the role of instructional leadership in promoting personal and staff professional development and learning around issues of Mental Health Education within a professional learning community culture.

<b>EDUC 510.66 (SU)</b> <b>Restorative Approaches</b>  <b>CRN 21262</b>  <b>L. Burke</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	The course will allow teachers and administrators to understand the principles of restorative approaches. This forward focused approach takes into account the context and causes of situations rather than focusing solely on specific incidents. This approach can foster a positive school climate.
<b>EDUC 508.66 (SU)</b> <b>Critical Research Literacy</b>  <b>CRN 21263</b>  <b>R. White</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	This course examines how to critically read, interpret, and evaluate educational research. Graduate students will also have the opportunity to explore and understand the research literature in relation to Mental Health Education.

## MENTAL HEALTH COHORT 8

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 561.67 (SP)</b> <b>Leadership and Administrative Theory</b>  <b>CRN 12169</b>  <b>B. Joshua</b>	<b>*All times Eastern</b> <b>Tuesdays, 6:00 pm – 9:00 pm</b> <b>April 14 – June 9, 2020</b>  <b>Additional Sessions:</b> <b>Friday April 17, 6:00 pm – 9:00 pm</b> <b>Saturday April 18, 9:00 am – 12 pm</b>  <b>1 Asynchronous Session TBD</b>	This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role on the operation of the public school system. This course will have as a focus on how to provide graduate students with theory and practice that can advance the inclusion of Mental Health Education in public schools.



<b>EDUC 573.68 (SU)</b> <b>Professional Development and Supervision: Positive Mental Health/Mental Health Disorders/Bullying</b>  <b>CRN 21264</b>  <b>A. MacNeil-Wilson</b>	<b>July 6, 7, 8, 9, 13, 14, 15, 16</b>  <b>(9:30 am – 2:30 pm)</b>	This course will provide participants with an understanding of the role of instructional leadership in promoting personal and staff professional development and learning around issues of Mental Health Education within a professional learning community culture.
<b>EDUC 567.67 (SU)</b> <b>School Law: Legal Issues relating to Mental Health and Youth, Child &amp; Family Services</b>  <b>CRN 21265</b>  <b>C. Kyte</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	This course provides an examination of legal issues in the field of mental health and youth, child and family services as they relate to school boards, administrators and teachers. Consideration will be given to recent legislation and court decisions related to the organization, policy and administration of school districts.

## OUTDOOR EDUCATION COHORT 2

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 567.66 (SP)</b> <b>School Law</b>  <b>CRN 12170</b>  <b>D. Young</b>	<b>Mondays, 7:00pm – 10:00pm</b>  <b>April 6 – June 8, 2020</b>  <b>Plus 6 hours TBD</b>	This course provides an examination of legal issues in the field of outdoor education, experiential practices, including field trips and specialized activities, as they relate to school boards, administrators, teachers, and curricular expectations. Consideration will be given to recent legislation and court decisions related to the organization, policy and administration of school districts in Nova Scotia.
<b>EDUC 526.66 (SU)</b> <b>Pedagogy and Practice</b>  <b>CRN 21328</b>  <b>A. Foran</b>	<b>Monday, June 22</b> <b>(7:00 pm – 10:00 pm AST)</b>  <b>Monday, June 29</b> <b>(1:00 pm – 4:00 pm AST)</b>  <b>July 6, 7, 8, 9, 13, 14, 15, 16</b> <b>(9:30 am – 2:30 pm)</b>	Teaching requires an ethical everyday acting in sensitive-relational situations, and pedagogy is a lens that can allow educators to challenge taken for granted dictum of schooling. Students will explore the role the outdoors has as a medium for meaningful encounters with youth and how natural settings can inform the practice of pedagogy.
<b>EDUC 536.66 (SU)</b> <b>Program Development</b>  <b>CRN 21276</b>  <b>C. Nicholson</b>	<b>July 20, 21, 22, 23, 27, 28, 29, 30</b>  <b>(9:30 am – 2:30 pm)</b>	This course investigates educational programs from the practitioner's perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. The second aim for this course is to draw on curricular positions to design and implement experiential-based programs.

**PHYSICAL EDUCATION AND HEALTH LEADERSHIP COHORT**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<p><b>EDUC 533.67 (SP)</b>  <b>Dynamics of Change</b></p> <p><b>CRN 12171</b></p> <p><b>S. Berg</b></p>	<p><b>Wednesdays, 7:00pm – 10:00pm</b></p> <p><b>April 8 – June 10, 2020</b></p> <p><b>Plus 6 hours TBD</b></p>	<p>This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education.</p>
<p><b>EDUC 593.68 (SP/SU)</b>  <b>Directed Study: Capping Experience</b></p> <p><b>CRN 12172</b></p> <p><b>D. Robinson</b></p>	<p><b>April 6 – July 17</b></p>	<p>All students enrolled in EDUC 593 are expected to engage in practitioner inquiry and complete a capping experience and to share their work with their peer group, as part of a designated celebration day. This work should focus on an area of professional and personal interest.</p>
<p><b>EDUC 520G.66 (SU)</b>  <b>Current Research in Curriculum: Physical Education</b></p> <p><b>CRN 21266</b></p> <p><b>S. Berg/S. McGinley</b></p>	<p><b>July 6, 7, 8, 9, 13, 14, 15, 16</b></p> <p><b>(9:30 am – 2:30 pm)</b></p>	<p>Topic: Conceptualizing the Field of Physical Education: Enduring and Contemporary Issues A critical exploration of recent theories and research related to current issues in instruction with a concentration in Physical Education.</p>

## PHD IN EDUCATIONAL STUDIES

The 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 administered 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/> .

Doctoral students can focus their studies on one or more of six interrelated themes: curriculum studies, educational foundations and leadership, inclusive education, lifelong learning, literacies, and the psychological aspects of education. Applicants are encouraged to review the research interests of education faculty members at all three participating universities, available at their respective websites. An average of 14 students will be admitted each year: 6 at Mount Saint Vincent University, 4 at St. Francis Xavier University and 4 at Acadia University. The IDAC may consider applicants on a case-by-case basis and waive the fixed application date, if deemed warranted and if space is available in the program.

### ADMISSION REQUIREMENTS

- A Master's level degree from a recognized university in education or in a related field of study (a cognate discipline);
- Normally, a graduate thesis in a field related to the proposed doctoral studies. Those applicants who have not completed a thesis are required to submit evidence of their ability to undertake research in education through the completion of a qualifying research paper of sufficient depth and scope to reflect their research competence;
- Evidence of scholarly preparation to conduct research, normally including graduate level courses in quantitative and/or qualitative research methods and design;
- Three letters of reference, normally including two academic and one professional;
- A recent curriculum vitae indicating current initiatives in education and any academic, scholarly work to date;
- A letter of intent indicating a proposed area of study from among the six interrelated themes of educational studies;
- A minimum of A- or 80% average in his or her highest degree.

**Note:** Qualified applicants will only be admitted if a suitable supervisor and program can be provided. To achieve success in this doctoral program, applicants must demonstrate strong reading, writing, and comprehension skills in the English language.

## UNIVERSITY PREPARATION COURSES

### UNIVERSITY MATH PREPARATION (Online)

COURSE	DATES	DESCRIPTION
<b>UNIVERSITY MATH PREPARATION: PRE-CALCULUS</b>  D. MacFarlane	<b>July 20 - September 1</b>  <b>Tuition: \$373.75 (includes HST)</b>  <b>Registration deadline: July 15, 2020</b>	This interactive non-credit course is intended to prepare students for university level math courses. Some of the main topics studied in this course are mathematical functions, trigonometry, and an introduction to limits. This online course uses Moodle and Blackboard Collaborate™ (a microphone and speakers or headset is required) and features 12 lessons, video lectures, supplementary materials as well as guidance and feedback from the instructor. This is a great opportunity to prepare for successful participation in university math courses, from the convenience of your home, and with flexibility for your schedule.
<b>UNIVERSITY MATH PREPARATION: PROFESSIONAL PROGRAMS</b>  D. DeWolf	<b>July 20 - August 28</b>  <b>Tuition: \$373.75 (includes HST)</b>  <b>Registration deadline: July 15, 2020</b>	Mathematics is the science of number, quantity and space. The aim of <i>Math for Professional Programs</i> is to provide a student oriented math course for learning or reviewing mathematical concepts and skills that are necessary for success in a variety of professional programs (e.g. Nursing, Nutrition, Human Kinetics or Business Administration). Topics include: Numeracy and Operations, Systems of Measurement and Conversion, Algebra and Functions for Statistics, Describing and Organizing Data. This non-credit mathematics preparation course will be delivered on-line over a six-week period.

### WRITING FOR ACADEMIC PURPOSES (Online)

COURSE	DATES	DESCRIPTION
<b>WRITING FOR ACADEMIC PURPOSES</b>  L. Arnold	<b>July 20 - August 28</b>  <b>Tuition: \$373.75 (includes HST)</b>  <b>Registration deadline: July 15, 2020</b>	This non-credit interactive online course offers practical strategies for improving skills in academic essay writing. Lessons cover topics such as writing annotated notes and avoiding plagiarism, formulating a thesis statement and constructing a solid outline, as well as proofreading and revising drafts. Students will learn how to correct common errors in grammar, spelling and vocabulary, and how to compose effective introductory and concluding paragraphs. This online course uses Moodle and features 12 lessons, supplementary materials as well as guidance and feedback from the instructor. This is a great opportunity to improve your writing skills from the convenience of your home, and with flexibility for your schedule.

#### Information / Registration:

Phone: 902-867-3959 / 3319 or 1-877-867-5562

or email: [hgoldie@stfx.ca](mailto:hgoldie@stfx.ca)

## SPECIAL INTEREST

### 55+ PROGRAMMING

COURSE	DATES	DESCRIPTION
<b>LEARNING LUNCHES SERIES for ADULTS 55+</b>	<b>12pm - 1:30pm</b>  <b>January 28, February 25, March 31, April 28, May 12, 2020</b>  <b>For a list of topics and presenters, call 902-867-5561 or email: <a href="mailto:tdelorey@stfx.ca">tdelorey@stfx.ca</a></b>	StFX Continuing and Distance Education is offering a series of Mini-Lectures in partnership with the People's Place Library, Antigonish. Monthly lectures are presented from January to May. Content is geared toward adults 55+ but are open to the general public. Lectures are free of charge. A nutrition break, including coffee and tea is provided.

## UNIVERSITY SERVICES / INFORMATION

### ACCOMMODATIONS

[https://sites.stfx.ca/conference\\_services/](https://sites.stfx.ca/conference_services/)

Students interested in on-campus accommodations please apply directly to Conference Services.

### Conference Services

St. Francis Xavier University

PO Box 5000

Antigonish, Nova Scotia B2G 2W5

Phone: 902-867-2855

Toll Free: 877 782-9289

Email: [conference@stfx.ca](mailto:conference@stfx.ca)

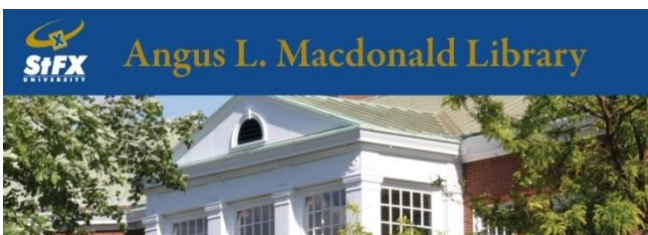
### THE STFX STORE

For Bookstore information, check their website at: <https://www2.mystfx.ca/stfx-store/>

Texts and course packs for distance course can be ordered through the StFX Bookstore:

<https://www2.mystfx.ca/stfx-store/>. Click on *Off Campus and Online Course Texts*

**LIBRARY (Angus L. Macdonald Library)** <https://www.mystfx.ca/library/>



**Library Services for Distance and Continuing Education Students:** <https://www2.mystfx.ca/library/document-delivery-distance-students> -This site provides information, guidance and contact information.

**Hours:** During spring and summer sessions, the Angus L. Macdonald Library will observe the following hours:

**Main Building**                      Monday - Friday      7:30am to 4:30pm

**Reference Services**      **E-mail:**                      [reference@stfx.ca](mailto:reference@stfx.ca)  
**Telephone:**                      902-867-2242  
**By Appointment**              [reference@stfx.ca](mailto:reference@stfx.ca)

#### **What support is offered?**

- Reference and research assistance
- Help with problems involving library cards
- Document delivery of books and journal articles
- Instruction on how to do literature searches
- Assistance with accessing difficult-to-locate material

**Library Cards:** All StFX students must obtain an official StFX ID card prior to registering for library services. Graduate or undergraduate distance students not able to obtain an ID card in person can contact StFX Safety & Security Services at [security@stfx.ca](mailto:security@stfx.ca). Please include a photo to be used on your ID card, copy of photo government ID, Student ID number and your mailing address. To ensure a speedy library registration, please ask that your Novanet number be provided to you right away during your application. Once you have been provided your Novanet number, [register online](#) to apply for or renew your StFX library account.

In order to access StFX's online library resources, check out books or use our document delivery services, you must first register as a library patron and then update your account each year of your program. You can register in person or simply go to the library account registration page at <https://www2.mystfx.ca/library/get-stfx-library-card>, select the form for Graduate/Distance Undergraduate students, then complete and submit the form electronically.

All library correspondence is done via your StFX e-mail account, so please be sure to check your messages often. For general inquiries, call our circulation desk at 902-867-2228. If you have research related questions, our Reference Librarians are happy to assist you. Call 902-867-2242 or e-mail [reference@stfx.ca](mailto:reference@stfx.ca).

#### **Where do I begin?**

Normally your local library (whether a university, college, hospital or public library) should be your first resource for locating research material. Most local libraries will lend books and allow you to photocopy materials. Some libraries will facilitate borrowing materials from other libraries through interlibrary loan. A charge may apply to some or all of these services.

Residents of Nova Scotia need only to present their StFX ID card at any academic library in the province for in-person borrowing privileges. If students live or study outside of Nova Scotia, a [CAUL card](#) can be issued, which will provide in-person borrowing privileges at most Canadian academic libraries (you will need to confirm with the library you wish to access). For inquiries about library cards, contact the Access Services Desk [circdesk@stfx.ca](mailto:circdesk@stfx.ca) or [kmacswee@stfx.ca](mailto:kmacswee@stfx.ca).

#### **Remote access to the library's Online Catalogue and Journal & Article Databases:**

Your WebFX user name (for example x2014abc) and password (same as for Webmail) allow off campus users to access the library's electronic journals and databases through a "proxy server."

To view a list of the most useful databases and library resources for your subject area, visit the Library's [Subject Guides](#). Choose your program or subject area then select "**Find Articles**" to locate the best databases for your subject area, for example:

- [Adult Education](#)
- [Education](#)
- [Nursing](#)
- [Sociology](#)

## **TRAMBLE CENTRE FOR ACCESSIBLE LEARNING**

The Tramble Centre for Accessible Learning welcomes students with documented permanent disabilities and offers them a student-centred program of support. Located in Room 108 of the Angus L. MacDonald Library, new and returning students meet with Program staff and receive help with program planning, study skills, time management, tutoring, exam accommodations, alternate format, assistive technology, and disability grant applications.

Room 108, Angus L. Macdonald Library

Phone: 902-867-5349

Fax: 902-867-3979      Email: [tramble@stfx.ca](mailto:tramble@stfx.ca)

## **SPORTS COMPLEX**

<http://goxgo.ca/recreation/index>

### ***Charles V. Keating Centre***

The Charles V Keating Centre, which opened in 2001, is a multi-purpose arena and conference centre. It houses two regulation ice surfaces that can be converted into a large open area for concerts and special events such as Convocation and X-Ring ceremonies. It also houses seven fully modular conference rooms, a 4,000-square foot Wellness and Fitness Centre, Creative Dance Studio, and indoor walking track.

### ***Oland Centre***

The Oland Centre is the focal point of numerous varsity sports and physical fitness activities on campus. It houses the offices of the majority of StFX Athletics administration and coaches and Human Kinetics faculty. Facilities include a 25-metre pool, main gymnasium with seating capacity for 2,400, auxiliary gym and gymnastic equipment, handball and squash courts, combat room, cardio respiratory fitness classroom and laboratory, dressing and shower rooms, lecture rooms, and offices. For information on programs and facilities, call 902-867-2181.

## **FESTIVAL ANTIGONISH**

<https://www.festivalantigonish.ca/>

*One of the Top Five Summer Theatres in Canada!* - OTTAWA Citizen. Housed in the intimate, air-conditioned Bauer Theatre, Festival Antigonish offers top-quality professional live theatre for all ages through July and August.

## UNIVERSITY DIRECTORY

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

### Office

Continuing & Distance Education (Program Office)  
Undergraduate  
Master of Education

Distance Nursing (Post RN) Programs

Non-credit/Outdoor Education  
Programs for 55+  
University Math Preparation

Moodle Support for Online courses  
Collaborate Teaching & Learning Support  
Collaborate Technical Support (24/7)

### Academic Offices / Departments

Academic Advising (Undergraduate)  
Online appointment booking:  
<https://stfx.mywconline.com/>

Admissions Office  
Dean of Arts  
Dean of Business  
Dean of Education  
Dean of Science  
Office of the Registrar

### Other Offices

Business Office (account inquiries / receipts)  
Campus Store (Bookstore)  
Conference Services  
Library Services  
Recreation/Welcome Desk  
Student Success Centre  
IT Services (Networks, phone, email, system passwords)

Centre for Accessible Learning  
University Switchboard

### Numbers

(877) 867-3906  
(902) 867-2372  
(877) 867-3906  
(902) 867-3906  
(800) 565-4371  
(902) 867-5190  
(877) 867-5562  
(902) 867-3319  
(902) 867-3959  
(902) 867-3319  
- - - - -  
(902) 867-4530  
(877) 382-2293

(902) 867-3636  
(902) 867-3754  
(902) 867-3882

(902) 867-2219  
(902) 867-2165  
(902) 867-4979  
(902) 867-4957  
(902) 867-3903  
(902) 867-2160

(902) 867-3738/2123  
(902) 867-2450  
(902) 867-2855  
(902) 867-2228  
(902) 867-2181  
(902) 867-5221  
(888) 860-2356  
(902) 867-2356  
(902) 867-5349  
(902) 863-3300  
(877) 867-7839

### Email

[continuinged@stfx.ca](mailto:continuinged@stfx.ca)  
[med@stfx.ca](mailto:med@stfx.ca)  
[Distance.nursing@stfx.ca](mailto:Distance.nursing@stfx.ca)  
[cmaceach@stfx.ca](mailto:cmaceach@stfx.ca)  
[cmaceach@stfx.ca](mailto:cmaceach@stfx.ca)  
[hgoldie@stfx.ca](mailto:hgoldie@stfx.ca)  
[cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)  
[snanji@stfx.ca](mailto:snanji@stfx.ca)  
<http://www.blackboard.com/Platforms/Collaborate/Support/Support-for-Blackboard-Collaborate.aspx>

[advising@stfx.ca](mailto:advising@stfx.ca)

[admit@stfx.ca](mailto:admit@stfx.ca)  
[jaker@stfx.ca](mailto:jaker@stfx.ca)  
[adurant@stfx.ca](mailto:adurant@stfx.ca)  
[jconnors@stfx.ca](mailto:jconnors@stfx.ca)  
[smacmill@stfx.ca](mailto:smacmill@stfx.ca)  
[registrar.office@stfx.ca](mailto:registrar.office@stfx.ca)

[aservice@stfx.ca](mailto:aservice@stfx.ca)  
[campusStore@stfx.ca](mailto:campusStore@stfx.ca)  
[conference@stfx.ca](mailto:conference@stfx.ca)  
[circdesk@stfx.ca](mailto:circdesk@stfx.ca)  
[info@goxgo.ca](mailto:info@goxgo.ca)  
[writngc@stfx.ca](mailto:writngc@stfx.ca)  
[itservices@stfx.ca](mailto:itservices@stfx.ca)  
[tramble@stfx.ca](mailto:tramble@stfx.ca)

## CAMPUS MAP

<https://www.mystfx.ca/facilities-management/campus-maps>