



# FALL & WINTER 2022-2023

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

**1-877-867-3906**

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

**Last Updated: January 17, 2023**

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## IMPORTANT DATES

Please refer to the current [StFX Academic Calendar](#) for other important dates including tuition and refund deadlines, etc.

### 2022 FALL TERM

July 4	Final date to apply for degree or diploma to be conferred at Fall Convocation
July 12	Course registration for the 2022-2023 academic year begins for first-year students
June 20	Course registration for returning students
July 20	Course registration for online courses for MEd students
July 21	Course registration for online courses for DNURS students
August 5	Registration deadline for Master of Education Fall term courses
September 6	Distance Nursing Fall term courses begin
September 6	Undergraduate Fall term online and on campus courses begin
September 12	Master of Education Fall term classes begin (unless otherwise indicated)
October 27	Final date to apply for degree or diploma to be conferred at Spring Convocation
October 30	Application deadline for Thelma May Kempffer Entrance Scholarship for Distance Nursing students
November 15	Application deadline for Fall term Bursary for Master of Education students and part-time undergraduate students
November 30	Application deadline for Study Awards for Part-time Post RN BScN students
December 2	Registration deadline for Master of Education Winter term courses
December 3	Feast Day of St. Francis Xavier
December 4	Fall Convocation
December 6	Last day of classes for Undergraduate Fall term online and on campus courses
December 8	Examinations for online and on campus undergraduate courses begin
December 17	Christmas recess begins after last examination

### 2023 WINTER TERM

January 2	Distance Nursing Winter term online courses begin (unless otherwise indicated)
January 4	Undergraduate Winter term online and on campus courses begin
January 9	Master of Education Winter term courses begin
February 15	Application deadline for Winter term Bursary Awards for Master of Education students and part-time undergraduate students
February 15	Final date to apply for Master of Education Program (Program begins in July)
February 20	Winter Study Break begins
March 3	Registration deadline for Master of Education Spring term courses
April 3	Master of Education Spring term begins
April 5	Last day of Winter term classes for online and on campus undergraduate courses
April 10	Final examinations for online and on campus undergraduate courses begin
April 22	Last day of examinations
April 25	Undergraduate Spring term classes begin
May 7	Spring Convocation

## 2022-2023 StFX Online FALL/WINTER PROGRAMS

Please refer to the most current electronic version of this calendar for updated information, available on the [StFX Online website](#).

The regulations governing admission and degree requirements are as set forth in the current [StFX Academic Calendar](#).

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 listings 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  
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](#).

### 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 and pay a \$40.00 application fee and be admitted to the University prior to taking courses. The regulations governing admission and degree requirements are as set forth in the current [StFX Academic Calendar](#). Prospective students must submit any prior transcripts. The application for admission to undergraduate courses can be found on the [StFX Admissions](#) page. The application for admission to the Master of Education program can be found on the [MEd Applications and Forms](#) page.

### INTERNATIONAL GRADUATE STUDENTS

For information on international students, please visit our International Student Office website located at the following link: [www.stfx.ca/prospective/international/](http://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).

All of our online 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. Moodle is often used for discussions and document sharing throughout the term.

Graduate courses in Education (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 and through interactive tools, see and share activities. You will access your Collaborate classroom via a link in your Moodle course.

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

- You must have regular access to a computer and the internet. You will need to check your course daily to participate in discussions and to get course materials and updates.
- Sign into your StFX email regularly so that you see all important communications from your instructor, the Program Office, and the university.
- 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 to the discussion form.
- Moodle and Collaborate help materials/links are posted on your course page in Moodle.
- Ensure you meet the [Computer Requirements for Participating in Online Courses](#).
- If you have any questions about Moodle, Collaborate, or technology requirements, please contact CDE Instructional Design & Support ([cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)).
- See [Student Services](#) for information on getting started with various IT services.

### ***Moodle or Collaborate Support***

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

Phone: 902-867-2162 or 902-867-3315 or 902-867-3959

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

[https://blackboard.secure.force.com/btbb\\_publichome](https://blackboard.secure.force.com/btbb_publichome)

## PROCTORING

Undergraduate and non-credit courses that have invigilated (i.e., supervised) midterm and/or final exams require students to use an online proctoring service known as “ProctorU”. Students are responsible for scheduling the invigilation of their exam(s) through ProctorU and for all associated fees. More information about how ProctorU works can be found on the [StFX-ProctorU portal page](#).

ProctorU provides students the convenience of writing your exam within any room where you can be alone and undisturbed, as long as the room has reliable internet with adequate speed (e.g., your home office). Fees for using

ProctorU are reasonable and can be paid using debit or credit card (Visa, Mastercard, or American Express). **Note that the amount displayed on your screen and charged to your debit or credit card is in US dollars.**

## 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.

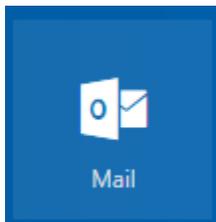
Keep your inbox open for emails by deleting unnecessary messages and changing passwords as required.

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 1-844-647-9571.

### 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., x2021abc) and your applicable password as outlined on your PIN letter.

3. Click on the **Mail** icon



- Academic Advising
- Academic Vice President & Provost
- Accessible Learning
- Accessibility Plan
- Art Gallery
- Athletics
- Campus Transformation
- Chaplaincy
- Child Care
- Conference Services
- Continuing & Distance Education
- Co-operative Education Program
- Dean of Arts
- Dean of Business
- Dean of Education
- Dean of Science
- Dining Services
- External Scholarships
- Facilities Management
- Faculty Search Page
- Financial Aid Office

MyStFX

Students, Faculty and Staff



New way to access mesAMIS and Banner. **Having trouble?**



### To view and reset your original password:

For assistance in updating your profile or to reset your webFX account visit the [IT Services Password Reset](#) page.

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 1-844-647-9571.

## 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 on the [Registrar's Office Course Timetable](#) page.

## HOW TO REGISTER FOR A COURSE

Students are required to register for 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 the registration process, please contact the CDE Program Office at (902) 867-2372/3906 or toll free at 1-877-867-3906.

Please visit the [Registrar's Office Registration](#) page for registration information including instructions on how to register for courses.

**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](#).

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 will

be available to you should you encounter any difficulties with the process. Note: Registration for EDUC 543, 590, 593, and 599 is also done through the Program Office.

## REGISTRATION DEADLINES

Refer to IMPORTANT DATES (page 2)

## 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. An administration fee of \$100 will be applied to Master of Education students dropping courses within two weeks of the course start date.
- 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. See our [Refund Policy](#) for more information.

## TUITION FEES FOR PART-TIME STUDENTS

Please refer to the [Student Accounts Fee Schedule](#).

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.

## PAYMENT OPTIONS

All tuition fee payments are due the day before the course begins. All payment or receipt inquiries are to be addressed to the Student Accounts Office [studentaccounts@stfx.ca](mailto:studentaccounts@stfx.ca) or (902) 867-2123. 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 making a payment on your account:

1. To view your student account details and balance, please log into [myData](#).
2. Log in using your Student ID as your username and your six digit numeric password as your PIN.
3. For student account inquiries, please contact the StFX Business Office directly at (902) 867-2123 or [studentaccounts@stfx.ca](mailto:studentaccounts@stfx.ca).

## **COURSE CANCELLATION**

The university reserves the right to cancel any courses 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](#). Please direct all questions regarding T2202A's to the Student Accounts Office.

## **ACADEMIC REGULATIONS**

For information on evaluation procedures and minimum grades consult the [StFX Academic Calendar](#).

## **ACADEMIC COUNSELLING**

- Undergraduate students requiring academic counseling are asked to contact our [Academic Advising](#) office at (902) 863-3300 or email [advising@stfx.ca](mailto:advising@stfx.ca).
- Distance Nursing students please call (902) 867-5190 or toll free at 1-800-565-4371 or email [distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca).
- Master of Education students please call (902) 867-3906 or toll free at 1-877-867-3906 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 indicated above for academic guidance.

## **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 go to the [Safety & Security Services ID Card Policies](#) page or call (902) 867-4444.

## **STUDY AWARDS**

### **STUDY AWARDS FOR PART-TIME UNDERGRADUATE STUDENTS**

A limited number of study awards will be granted each year. Each award will be offered by StFX Continuing & Distance Education to part-time students registered in undergraduate courses. The candidates must meet the following criteria:

- A. Be a part-time undergraduate student (maximum 15 credits / minimum 3 credits per academic year)
- B. Demonstrate a financial need by submitting a written personal statement
- C. Have demonstrated high scholastic standing in previously completed StFX courses

Deadline to apply for award is November 15 and February 15 of each year. Application forms can be found on the [StFX Online Undergraduate Courses](#) website.

### **STUDY AWARDS FOR PART-TIME POST RN BScN STUDENTS**

The Distance Nursing BScN program study award is available to students enrolled in part time post RN BScN distance nursing courses at StFX. This award is meant to provide financial assistance and to encourage nurses to continue professional development through the attainment of new knowledge and skills. It recognizes students' commitment to

pursuing higher education in nursing and dedication to their program of study. The number of awards may vary each year. A limited number of \$500 awards are available. Successful applicants will have met the following criteria:

- A. Actively enrolled in the part-time Post RN BScN program
- B. Have completed a minimum of 12 credits of BScN requirements
- C. Demonstrated a financial need by submitting a written personal statement
- D. Maintained high academic standing in completed courses.

Deadline for applications is November 30. Application forms can be located on the [Online Nursing Forms](#) page.

### BURSARY FOR MASTER OF EDUCATION STUDENTS

A limited number of \$500 bursaries will be granted each year to current students in good standing in the Master of Education program. Deadlines for application for each academic year are November 15 and February 15. Application forms can be located on the [Master of Education Applications and Forms](#) page.

### X-RING

The X-ring ceremony takes place on December 3, the Feast of St Francis Xavier. For information on eligibility see the StFX Alumni [“Everything X-Ring”](#) page or call 902-867-2243.

### GRADUATION: APPLICATION FOR DEGREE AND DIPLOMA

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 3 and the deadline to apply for Spring convocation is October 29. 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 - ONLINE

For a tentative listing of day and evening classes on the university campus, please refer to the following website: <https://www.mystfx.ca/registrars-office/Course-Timetable>

### ONLINE COURSES

CRN = Course Reference Number

COURSE	DATES	DESCRIPTION
<b>BIOL 220.66</b> <b>Biological Perspective of Health and Environmental Issues</b>  <b>CRN 57880</b>  <b>V. Karunakaran</b>	<b>September 6, 2022 - April 22, 2023</b>  <b>Online</b>	This course is restricted to students in particular degree programs, as outlined below. This course concerns 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. Acceptable for credit only in the Faculties of Arts and Business; in the BASC programs; in the HKIN programs; and as an open elective in the BSc in Nursing and the BSc in Human Nutrition. <b>Direct all inquiries and override requests to Continuing and Distance Education.</b> Online course. Six credits.

COURSE	DATES	DESCRIPTION
<b>ENGL 111.66</b> <b>Literature and Academic Writing I</b>  <b>CRN 57824</b>  <b>M. D'Arcy</b>	<b>September 6 - December 17, 2022</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>ENGL 111.67</b> <b>Literature and Academic Writing I</b>  <b>CRN 57825</b>  <b>K. Kilfoil</b>	<b>January 4 - April 22, 2023</b>  <b>Online/Synchronous</b>  <b>R4/R5 Time Block</b>  <b>Mondays/Wednesdays 6:30pm -7:45pm</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>HNU 142.66</b> <b>Introduction to Food &amp; Health</b>  <b>CRN 57826</b>  <b>T. Emrich</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	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.
<b>HNU 142.67</b> <b>Introduction to Food &amp; Health</b>  <b>CRN 57827</b>  <b>T. Emrich</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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.
<b>HNU 298.66</b> <b>Selected Topics: Sport Nutrition</b>  <b>CRN 57870</b>  <b>L. Murphy</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	Students will learn the fundamentals of the science of nutrition with an emphasis on sport application. This course will cover the fundamentals of macronutrient digestion, absorption, function within the body and the role of macronutrients in fueling athletic performance. The classification, function and potential ergogenic effects of micronutrients and minerals will be discussed, including the role of fluids and electrolytes to support athletic performance. Students will apply foundational knowledge of nutrition science in relation to real food examples and diet planning exercises and become familiar with nutrition guidelines to promote a balanced diet. This course will equip students with the knowledge to pursue further course work in nutrient metabolism and sport nutrition. <b>Please note: This course cannot be used as the sport nutrition degree or for the HKIN minor.</b> Three credits.

COURSE	DATES	DESCRIPTION
<p><b>PSCI 336.66</b> <b>Religion and Politics</b></p> <p><b>CRN 57828</b></p> <p><b>L. Stan</b></p>	<p><b>September 6 - December 17, 2022</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, 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 the PSCI 336, PSCI 295, RELS 295. <b>Cross listed as RELS 336.</b> Prerequisites: PSCI 101, 102 (100) and six credits of PSCI at the 200-level (211/212 recommended). Three credits.</p>
<p><b>PSCI 345.66</b> <b>Women and Politics</b></p> <p><b>CRN 57830</b></p> <p><b>L. Stan</b></p>	<p><b>January 4 - April 22, 2023</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; political parties and legislatures; women and work; women and the welfare state. Prerequisite: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (211/212 recommended). <b>Cross-listed as WMGS 345.</b> Three credits.</p>
<p><b>PSYC 101.66</b> <b>Introduction to Psychology as a Natural Science</b></p> <p><b>CRN 57832</b></p> <p><b>P. McCormick</b></p>	<p><b>September 6 - December 17, 2022</b></p> <p><b>Online</b></p>	<p>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 or PSYC 100. Three credits.</p>
<p><b>PSYC 102.66</b> <b>Introduction to Psychology as a Social Science &amp; Profession</b></p> <p><b>CRN 57833</b></p> <p><b>P. McCormick</b></p>	<p><b>January 4 - April 22, 2023</b></p> <p><b>Online</b></p>	<p>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. <b>Prerequisite: PSYC 101.</b> Three credits.</p>
<p><b>PSYC 363.66</b> <b>Applications of Psychology to Society</b></p> <p><b>CRN 57834</b></p> <p><b>G. Haynes</b></p>	<p><b>September 6 - December 17, 2022</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>

COURSE	DATES	DESCRIPTION
<b>PSYC 372.66</b> <b>Cultural Psychology</b>  <b>CRN 57835</b>  <b>J. Corbit</b>	<b>September 6 -</b> <b>December 17, 2022</b>  <b>Online</b>	<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.</p> <p><b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits.</p>
<b>PSYC 374.66</b> <b>Human Development</b> <b>Across Cultures</b>  <b>CRN 57836</b>  <b>J. Corbit</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	<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>
<b>RELS 336.66</b> <b>Religion and Politics</b>  <b>CRN 57829</b>  <b>L. Stan</b>	<b>September 6 -</b> <b>December 17, 2022</b>  <b>Online</b>	<p>This course is 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, 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 the PSCI 336, PSCI 295, RELS 295. <b>Cross listed as PSCI 336.</b> Prerequisites: PSCI 101, 102 (100) and six credits of PSCI at the 200-level (211/212 recommended). Three credits.</p>
<b>RELS 375.66</b> <b>Islam in Canada</b>  <b>CRN 57839</b>  <b>L. Darwish</b>	<b>September 6 -</b> <b>December 17, 2022</b>  <b>Online</b>	<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. Cross-listed as SOCI 374. Offered in online format. Three credits.</p>

COURSE	DATES	DESCRIPTION
<b>RELS 375.67</b> <b>Islam in Canada</b>  <b>CRN 57871</b>  <b>L. Darwish</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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. Cross-listed as SOCI 374. Offered in online format. Three credits.
<b>SOCI 101.66</b> <b>Introduction to Sociology I</b>  <b>CRN 57874</b>  <b>D. MacDonald</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	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 one of the SOCI 101 and SOCI 101. Three credits.
<b>SOCI 102.66</b> <b>Introduction to Sociology II</b>  <b>CRN 57875</b>  <b>D. MacDonald</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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.
<b>SOCI 221.66</b> <b>Marriage and Family Life</b>  <b>CRN 57876</b>  <b>M. Annett</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	This course analyzes the marriage and 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 the SOCI 221, SOCI 210 or WMGS 210. <b>Prerequisites: SOCI 101, 102.</b> <b>Cross-listed WMGS 221.</b> Three credits.

COURSE	DATES	DESCRIPTION
<b>SOCI 313.66</b> <b>Conceptions of Disability</b>  <b>CRN 57878</b>  <b>T. Edelist</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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.
<b>SOCI 315.66/.67</b> <b>Addictions</b>  <b>CRN 57879</b> <b>CRN 58049</b>  <b>M. Annett</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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.
<b>SOCI 374.66</b> <b>Islam in Canada</b>  <b>CRN 57838</b>  <b>L. Darwish</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	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. Cross-listed as RELS 375. <b>Prerequisites: SOCI 101, 102.</b> Three credits.
<b>SOCI 374.67</b> <b>Islam in Canada</b>  <b>CRN 57872</b>  <b>L. Darwish</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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. Cross-listed as RELS 375. <b>Prerequisites: SOCI 101, 102.</b> Three credits.

COURSE	DATES	DESCRIPTION
<b>STAT 101.66</b> <b>Introductory Statistics</b>  <b>CRN 57840</b>  <b>D. DeWolf</b>	<b>September 6 - December 17, 2022</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 224, STAT 231, PSYC 292(290), HKIN 301. Three credits.</p>
<b>STAT 101.67</b> <b>Introductory Statistics</b>  <b>CRN 57841</b>  <b>TBA</b>	<b>January 4 - April 22, 2023</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 224, STAT 231, PSYC 292(290), HKIN 301. Three credits.</p>
<b>WMGS 221.66</b> <b>Marriage and Family Life</b>  <b>CRN 57877</b>  <b>M. Annett</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	<p>This course analyzes the marriage and 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 the SOCI 221, SOCI 210 or WMGS 210. Prerequisites: SOCI 101, 102. <b>Cross-listed SOCI 221.</b> Three credits.</p>
<b>WMGS 345.66</b> <b>Women and Politics</b>  <b>CRN 57831</b>  <b>L. Stan</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	<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; political parties and legislatures; women and work; women and the welfare state. Prerequisite: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (211/212 recommended). <b>Cross-listed as PSCI 345.</b> Three credits.</p>

## **DISTANCE NURSING PROGRAMS - ONLINE**

### **POST RN BACHELOR OF SCIENCE IN NURSING (DISTANCE)**

Registered nurses can complete their degree through distance education while living and working in their own communities. The 63-credit curriculum is designed around core nursing competencies with flexibility that allows students to select courses meeting professional interests and practical needs. All course required for completion of the distance nursing programs are delivered online through Distance Education format utilizing a learning management system called Moodle.

A current RN Registration is required for all distance nursing programs.

### **PART TIME 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**

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 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: Implications for Nursing

#### **Information / Registration:**

Toll free: 1-800-565-4371

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

Distance Nursing Programs

Continuing & Distance Education

St. Francis Xavier University

PO Box 5000, Antigonish, NS B2G 2W5

<https://www.mystfx.ca/continuingeducation/online-nursing-programs/post-rn-bscn-distance-nursing>

**POST RN BScN - DISTANCE NURSING - ONLINE - FALL/WINTER SCHEDULE**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>BIOL 115.77</b> <b>Microbes in Human Biology</b>  CRN 57958 Lab CRN 57959  V. Karunakaran	<b>January 3 - March 17, 2023</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. <b>Restricted to nursing students.</b> Three credits.
<b>BIOL 161.77 (formerly 251.77)</b> <b>Human Anatomy and Physiology for Registered Nurses I</b>  CRN 57949 Lab CRN 57950  V. Karunakaran	<b>September 6 - November 11, 2022</b>  Online	Using an integrated approach to the study of the integumentary, skeletal, muscular, nervous, and endocrine systems, this course provides students with a comprehensive working knowledge of the anatomy and physiology of these systems. Three credits.
<b>BIOL 162.77 (formerly 252.77)</b> <b>Human Anatomy and Physiology for Registered Nurses II</b>  CRN 57960 Lab CRN 57961  V. Karunakaran	<b>January 3 - March 17, 2023</b>  Online	As an integrated study of the cardiovascular, respiratory, urinary, reproductive, and digestive systems, this course provides students with a comprehensive working knowledge of the anatomy and physiology of these systems. <b>Prerequisite: BIOL 161/251.</b> Three credits.
<b>NURS 115.77</b> <b>Health Teaching and Learning</b>  CRN 57951  D. Vandewater	<b>November 14, 2022 - January 27, 2023</b>  Online	In contrast to health protection and illness prevention, health promotion is a broad and holistic concept. This course explores the concept of health promotion; the nurse's role in health promotion; the teaching-learning process; population health; social action and justice; and the socio-cultural, economic, and political factors that influence health and health behaviour. Three credits.
<b>NURS 135.77</b> <b>Contemporary Issues in Nursing</b>  CRN 57943  D. Vandewater	<b>September 6 - November 11, 2022</b>  Online	The foundation for all subsequent nursing courses, this course explores the evolution of nursing as a profession, including its theoretical and philosophical bases. Topics include Orem's self-care theory, legal and ethical issues, health care reform, the image of professional nursing, and changing health care priorities. Three credits.

COURSE	DATES	DESCRIPTION
<b>NURS 201.77</b> <b>Community Mental Health Nursing I</b>  CRN 57944  TBA	<b>September 6 - November 11, 2022</b>  <b>Online</b>	This course introduces the application of mental health nursing principles to specific clinical disorders. A subsequent elective course, DNUR 202, builds on the foundations explored in this course. Practice component. <b>Prerequisite: NURS 115, 135.</b> Three credits.
<b>NURS 202.77</b> <b>Community Mental Health Nursing II</b>  CRN 57952  TBA	<b>November 14, 2022 - January 27, 2023</b>  <b>Online</b>	This course 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 205.77</b> <b>Community Health Nursing</b>  CRN 57962  TBA	<b>January 30 - April 7, 2023</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. <b>Prerequisite: NURS 115, 135.</b> Three credits.
<b>NURS 237.77</b> <b>Nursing Concepts in the Care of Women, Children and Families</b>  CRN 57963  TBA	<b>January 30 - April 7, 2023</b>  <b>Online</b>	This course encompasses a contemporary overview of the health of women, children and families during the childbearing and childrearing years from a wellness-focused nursing perspective. Selected topics and issues related to health promotion and illness prevention within this population will be explored in the context of the various social, political, cultural and economic factor which impact the health and wellness of women, children and families. A strengths-based, women and family-centred care approach will be used in exploring these concepts. <b>Prerequisites: NURS 115, 135.</b> Three credits.
<b>NURS 248.77</b> <b>Basic Concepts of Pathophysiology</b>  CRN 57945  TBA	<b>September 6 - November 11, 2022</b>  <b>Online</b>	This course provides the student with an understanding of the basic concepts of pathophysiology, and builds upon a foundational knowledge of anatomy and physiology to meet the challenges presented in the study of disease process mechanisms. (Credit will be granted for only one of the NURS 248 or NURS 473). <b>Prerequisites: BIOL 161/251, 162/252; NURS 115, 135.</b> Three credits.
<b>NURS 300.77</b> <b>Research Methods</b>  CRN 57954 Lab CRN 57955  TBA	<b>November 14, 2022 - April 7, 2023</b>  <b>Online</b>	This course introduces students to research methods used in nursing science. Topics include conducting and appraising research; concepts of research design, implementation, analysis, and interpretation; descriptive and inferential statistics; quantitative and qualitative research design; and research ethics and biases. <b>Prerequisites: NURS 115, 135.</b> Six credits.

COURSE	DATES	DESCRIPTION
<p><b>NURS 330.77</b> <b>Legal and Ethical Issues in Nursing</b></p> <p>CRN 57956</p> <p>TBA</p>	<p><b>November 14, 2022 - April 7, 2023</b></p> <p>Online</p>	<p>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. <b>Prerequisites: NURS 115, 135.</b> Six credits.</p>
<p><b>NURS 415.77</b> <b>Nursing of Adults II</b></p> <p>CRN 57946</p> <p>TBA</p>	<p><b>September 6 - November 11, 2022</b></p> <p>Online</p>	<p>This is a theoretical and practice-based course exploring chronic health issues related to diseases of the nervous, endocrine, and sensory systems, among others. In a primary, secondary, or tertiary setting, students will deliver comprehensive medical or surgical nursing care to adults at risk for or experiencing a complex health problem. Leadership practice component. <b>Prerequisites: NURS 115, 135.</b> Three credits.</p>
<p><b>NURS 425.77</b> <b>Comprehensive Health Assessment</b></p> <p>CRN 57964</p> <p>TBA</p>	<p><b>January 30 - April 7, 2023</b></p> <p>Online</p>	<p>This theory and practice course focuses on a systematic assessment of the well adult. Students will incorporate health history and physical examination of body systems in identifying self-care requisites for a diverse population. <b>Prerequisites: NURS 115, 135.</b> Three credits.</p>
<p><b>NURS 471.77</b> <b>Forensic Nursing I (3 credits)</b></p> <p>CRN 57947</p> <p>TBA</p>	<p><b>September 6 - November 11, 2022</b></p> <p>Online</p>	<p>Forensic nursing refers to the application of nursing science and knowledge when legal issues are involved. Regardless of the setting, nurses frequently interact with victims and perpetrators of crime, violence and trauma. This course will examine how to incorporate theoretical issues of violence and forensic principles into nursing practice to ensure best patient outcomes, and includes content on theoretical foundations, forensic science, victimization and perpetration, trauma responses, specific populations, and an overview of justice approaches. Three credits.</p>
<p><b>NURS 483.77</b> <b>Hospice Palliative Care Nursing</b></p> <p>CRN 57957</p> <p>D. Vandewater</p>	<p><b>January 3 - March 17, 2023</b></p> <p>Online</p>	<p>This course provides an overview of theories, current practices, and relevant issues in the field of palliative care, with a focus on the nurse's role. In line with the philosophy of nursing at StFX, students will explore concepts of self-care and health promotion as they relate to quality of life issues. Three credits.</p>
<p><b>NURS 488.77</b> <b>Challenges in Aging: Implications for Nursing</b></p> <p>CRN 57948</p> <p>D. Vandewater</p>	<p><b>September 6 - November 11, 2022</b></p> <p>Online</p>	<p>Using nursing and sociological perspectives on aging, students will explore holistic care of the older client, including current gerontological issues and trends and their implications for nursing. This course has an integrated nursing practice component. Three credits.</p>

COURSE	DATES	DESCRIPTION
<b>NURS 494.77</b> <b>Leadership and Management in Nursing</b>  <b>CRN 57953</b>  <b>TBA</b>	<b>November 14, 2022 - January 27, 2023</b>  <b>Online</b>	This course is an examination of nursing leadership theories and management models and their relationship to client care. The course explores the changing roles and expectations for registered nurses as leaders in the health care system. Three credits.

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

St. Francis Xavier University and Cape Breton University and have partnered on a pathway for qualified LPNs to apply to the Bachelor of Science in Nursing program. <https://www.stfx.ca/admissions/admission-requirements/nursing-programs-stfx>

**Deadline:** All applications and supporting documents must be received by **February 1, 2023**.

### 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)

## PATHWAY COURSES to BScN for LPNs

Please note: NURS 297 is also required and is offered through Cape Breton University. Please contact the StFX Distance Nursing Program Office at [distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca) for information.

<b>ENGL 111.66</b> <b>Literature and Academic Writing I</b>  <b>CRN 57824</b>  <b>M. D'Arcy</b>	<b>September 6 - December 17, 2022</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>ENGL 111.67</b> <b>Literature and Academic Writing I</b>  <b>CRN 57825</b>  <b>TBA</b>	<b>January 4 - April 22, 2023</b>  <b>Online/Synchronous</b>  <b>R4/R5 Time Block</b> <b>Mondays/Wednesdays</b> <b>6:30pm - 7:45 pm</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>BIOL 115.77</b> <b>Microbes in Human Biology</b>  <b>CRN 57958</b> <b>Lab CRN 57959</b>  <b>V. Karunakaran</b>	<b>January 3 - March 17, 2023</b>  <b>Online</b>	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. <u>Restricted to nursing students.</u> Three credits.
<b>NURS 265.72N</b> <b>NURS 265.73N</b> <b>The Registered Nurse and Evidence-Informed Practice</b>  <b>CRN 57981</b> <b>CRN 57982</b>  <b>M. MacLellan</b>	<b>October 24 - December 16, 2022</b>  <b>Online</b>  <b>LPN BScN D students only</b>	This pathway course for LPN to BScN introduces students to inquiry and scholarship, ways of thinking and reasoning, global health and the use of theory to inform nursing practice. Concepts of theory, critical thinking, clinical judgment, evidence-informed practice, population health promotion, culture, and vulnerability are covered. The focus is on a broad understanding of health and wellness and how they are created in society, with emphasis on the determinants of health and social justice. Three credits.
<b>STAT 101.66</b> <b>Introductory Statistics</b>  <b>CRN 57840</b>  <b>TBA</b>	<b>September 6 - December 17, 2022</b>  <b>Online</b>	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 224, STAT 231, PSYC 292(290), HKIN 301. Three credits.
<b>STAT 101.67</b> <b>Introductory Statistics</b>  <b>CRN 57841</b>  <b>TBA</b>	<b>January 4 - April 22, 2023</b>  <b>Online</b>	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 224, STAT 231, PSYC 292(290), HKIN 301. Three credits.

**BSCN ONLINE FOR LPNS (D = Distance)**

<p><b>NURS 231.72N</b>  <b>Fundamentals of Research &amp; Collective Collaborative Practice</b></p> <p><b>CRN 57976</b></p> <p><b>TBA</b></p>	<p><b>September 6 - December 9, 2022</b></p> <p><b>Online</b></p> <p><b>LPN BScN D students only</b></p>	<p>Students learn the fundamentals of research and the application of evidence in nursing and health care. The research process and research methodologies are examined, with an emphasis on critically reading and interpreting research evidence, selecting best practice guidelines, and making evidence-informed decisions. Collaborative approaches to research and knowledge translation strategies are introduced. Students also learn the role of the nurse within collaborative teams and are introduced to the concepts of leadership, management, models of care, health team member roles, and care coordination. <b>Prerequisites: Successful completion of all semester three courses.</b> Three credits.</p>
<p><b>NURS 234.72N</b>  <b>Integrating Nursing Roles &amp; Practices II: Care of Childbearing &amp; Childrearing Families</b></p> <p><b>CRN 57983</b></p> <p><b>TBA</b></p>	<p><b>September 6 - November 18, 2022</b></p> <p><b>Online</b></p> <p><b>LPN BScN D students only</b></p>	<p>This integrated practice experience focuses on the care of the families during the childbearing and childrearing years. Principles of primary health care and the nursing process are applied. Students integrate psychomotor skills and techniques and mental health assessments. Students also apply professional and ethical practice, communication, relationship building skills, evidence-based practice and best practice guidelines, and critical thinking and judgment to work effectively with families, groups, various health care teams/members. Includes clinical applications. Pass/Fail. <b>Prerequisites: Successful completion of all semester three courses.</b> Three credits.</p>
<p><b>NURS 308.72N</b>  <b>Care of Persons Experiencing Acute, Episodic &amp; Life Threatening Mental and Physical Illness across the Life Span</b></p> <p><b>CRN 57985</b></p> <p><b>TBA</b></p>	<p><b>January 3 - April 7, 2023</b></p> <p><b>Online</b></p> <p><b>LPN BScN D students only</b></p>	<p>Students learn about acute, episodic, and life-threatening mental and physical illness for stable and unstable persons across the life span. Attention is specifically given to select cognitive, mood and effect, social functioning disorders, and psychiatric emergencies as well as select cardiovascular, circulatory and hemolytic function, digestive and gastrointestinal, endocrine and metabolic, respiratory and gas exchange, and reproductive disorders. Understanding ethical dilemmas and legal issues and the application of cultural competence and safety and evidence informed practice is a focus. The course is divided into three modules: mental health illness; physical health illness; and illness during pregnancy and childhood. <b>Prerequisites: Successful completion of all semester four courses.</b> Six credits.</p>
<p><b>NURS 332.72N</b>  <b>Advanced Nursing Therapeutics for Care of Persons Experiencing Complex Multi-System Health Challenges</b></p> <p><b>CRN 57984</b></p> <p><b>TBA</b></p>	<p><b>September 6 - November 18, 2022</b></p> <p><b>Online</b></p> <p><b>LPN BScN D students only</b></p>	<p>Students apply advanced critical thinking and judgment and apply the nursing process in care of persons experiencing complex multi-system physical and mental health problems across the life span. Emphasis is on the interaction among multiple developmental, biophysical, psychosocial, spiritual, and sexual functions and structures for persons experiencing complex co-morbidities and chronic illness. Students build their understanding of health assessment, health education, self-management, support, and restoration and apply advanced nursing therapeutics including pharmacological and complementary therapies. A one hour weekly virtual clinical application review is a required component of the course. <b>Prerequisites: Successful completion of all semester five courses.</b> Three credits.</p>

<p><b>NURS 333.72N</b>  <b>Care of Persons Experiencing Acute, Episodic &amp; Life-Threatening Illness across the Life Span: Physical Health II</b></p> <p>CRN 57986</p> <p>TBA</p>	<p><b>January 3 -April 14, 2023</b></p> <p>Online</p> <p>LPN BScN D students only</p>	<p>Students build their competence in the care of persons experiencing acute, episodic and life-threatening illness with emphasis on the aging population. Students apply theories related to select common current and emerging acute, episodic and life-threatening illness. Concentration is given to biophysical concepts for select genital-urinary, immune and lymphatic, integumentary, muscular-skeletal, and neurological and sensory disorders. Students advance their application of evidence and best practice guidelines. <b>Prerequisites: Successful completion of all semester five courses.</b> Six credits.</p>
<p><b>NURS 408.72N</b>  <b>Advanced Population &amp; Public Health</b></p> <p>CRN 57975</p> <p>TBA</p>	<p><b>September 6 – November 11, 2022</b></p> <p>Online</p> <p>LPN BScN D students only</p>	<p>Students critically examine population and public health issues, focusing on select local and global communicable diseases, chronic diseases, injuries, population emergencies and disasters, and millennium development goals. Understanding how nurses work inter-disciplinarily and inter-sectorally to prevent and address complex and current local and global population health issues is a focus. Emphasis is also on various roles of the interdisciplinary team to influence determinants of health and systems of change. <b>Prerequisites: Successful completion of all semester six courses.</b> Three credits.</p>
<p><b>NURS 409.72N</b>  <b>Integrating Nursing Roles &amp; Practices V: Exploring Nursing Practice</b></p> <p>CRN 57980</p> <p>TBA</p>	<p><b>September 6 – December 9, 2022</b></p> <p>Online</p> <p>LPN BScN D students only</p>	<p>In this integrated practice experience, students select a focused area of nursing from a variety of practice, policy, or research settings in order to integrate, refine, and apply competencies in professional and ethical practice., theoretical and critical thinking, leadership and inter-professional collaboration, application of evidence-informed practice, and psychomotor skills. Efforts are made to place students in practice settings related to their concentrated area of study in nursing. Pass/Fail. <b>Prerequisites: Successful completion of all semester six courses.</b> Six credits.</p>
<p><b>NURS 440.72N</b>  <b>Transition to Nursing Practice: Consolidation</b></p> <p>CRN 57987</p> <p>TBA</p>	<p><b>January 3 – April 30, 2023</b></p> <p>Online</p> <p>LPN BScN D students only</p>	<p>During this final practice experience, students consolidate nursing knowledge and entry-to-practice competencies. The focus is the transition from the student to baccalaureate graduate registered nurse role through a mentored experience. Students assume responsibility for learning and increasingly complex assignments as they near the end of their baccalaureate education. Application of relevant evidence and best practice guidelines is required. Includes 440 hours of clinical practice experience. Pass/Fail. <b>Prerequisites: Successful completion of all semester seven courses.</b> Fifteen credits.</p>

## DIPLOMA IN ADULT EDUCATION

The Diploma in Adult Education is designed for working professionals. It consists of six [modules](#) that provide a solid foundation in adult education theory and practice including needs assessment, adult education principles, learning objectives, evaluation, training design, learning styles, and facilitation.

<b>Module 1 Needs Assessment</b>		<p>Examines a model of needs assessment. Needs assessment is the foundation of an effective training program. It enables training professionals to develop long-term and short-term plans, define opportunities and challenges, set priorities, and develop support for training initiatives. Learners will design a comprehensive needs assessment strategy and develop data collection tools (questionnaires and assessment inventories).</p>
<b>Module 2 Learning Objectives</b>		<p>Analyzes the standards required for effective learning and explores current adult education theories. Learning objectives guide all aspects of instructional design. They also inform prospective participants and managers, provide motivation for learners, enable evaluation, and apprise facilitators of any need for training re-design. Learners will develop detailed, measurable standards for cognitive, psychomotor, and affective learning.</p>
<b>Module 3 Evaluation</b>		<p>Explores the critical process of evaluation. A sound evaluation strategy enables professionals to design better training. It answers the questions: Did the training program achieve its overall goals? Were the new skills used in the real world? What did they learn? Were they satisfied with the training? Learners will create a training evaluation strategy and related tools to measure impact, transfer, learning, and reaction.</p>
<b>Module 4 Learning Design</b>		<p>Investigates adult learning principles, the unique characteristics of how adults learn, and the effects on course design. The adult experiential model structures the learning process to address these issues. The learning cycle ~ experience, reflection, generalization, application ~ is the core of this experiential model. Learners will design road-maps and then produce a learning plan that incorporates appropriate learning strategies and methods.</p>
<b>Module 5 Facilitating Learning</b>		<p>Examines the role of the facilitator in a learning environment. Facilitating learning is different than making a presentation. The professional facilitator employs platform skills, as well as group-process techniques and discussion-leading skills (questioning, responding, and fielding methods). Learners will plan and deliver a learning session (learning objective, road-map, learning plan) to peer learners, who then will provide feedback on both design and delivery.</p>

### Information / Registration:

Toll free: 1-800-563-7839

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

<https://www.mystfx.ca/adult-education-diploma/>

Diploma in Adult Education

Continuing & Distance Education

St. Francis Xavier University

PO Box 5000, Antigonish, NS B2G 2W5

## GRADUATE STUDIES IN EDUCATION: MASTER OF EDUCATION PROGRAM

Graduate courses in education are offered in the fall, winter, spring, and summer terms primarily online and synchronously in real time. 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 visit the [Master of Education](#) page.

### PROGRAM OVERVIEW

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

For more information, please visit the [Master of Education Program Overview](#) page.

### 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 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.

### 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

## **COURSE-BASED, PROJECT OR THESIS**

Master of Education degrees in Educational Administration and Policy, and Curriculum and Instruction are available through the following routes: course-based, project or thesis. For more information on these routes, please visit the [Program Overview](#) page.

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 visit the [Master of Education International Students](#) page.

## **CONCENTRATIONS**

In partnership with various school boards the StFX Faculty of Education offers Master of Education degree concentrations in program areas of identified need. These concentrations 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 visit the [MEd Cohort Concentrations](#) page or call the Program Office at (902) 867-3906 or 877-867-3906 (toll free).

## **MASTER OF EDUCATION FALL / WINTER / SPRING COURSE SCHEDULE 2022-2023**

F = Fall term (September – December)

Registration deadline: August 5, 2022

W = Winter term (January – March)

Registration deadline: December 2, 2022

S = Spring term (April – June)

Registration deadline: March 3, 2023

Online registration is available to all Master of Education students beginning **July 20**. Registration is on a first-come, first served basis. Enrolment is limited. Please note registration deadlines. Courses that do not have a minimum enrolment with be cancelled.

An administration fee of \$100 will be applied to students dropping courses within the two weeks prior to the course start date.

Students enrolled in online or blended courses are required to have a microphone (on-board or external) and speakers. Most courses will have an online component as indicated. Unless otherwise stated, online courses will be held via Collaborate.

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.

**OPEN CONCENTRATION (NON-COHORT) - ONLINE**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 532.66 (F) – Curriculum Theory</b>  <b>CRN: 57996</b>  <b>M. Olson</b>	<b>Wednesdays, 7-10 pm (Atlantic Time)</b>  <b>September 14– November 30, 2022</b>	In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits.
<b>EDUC 533.66 (F) – Dynamics of Change</b>  <b>CRN: 57997</b>  <b>W. MacAskill</b>	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  <b>September 13– November 29, 2022</b>	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. Three credits.
<b>EDUC 562.66 (F) – Contemporary Issues in Educational Administration Theory</b>  <b>CRN: 57998</b>  <b>C. McCann-Kyte</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>September 12 – November 28 2022</b> <b>No class Monday, October 10</b>  <b>Plus 3 hours TBD</b>	This course further explores contemporary issues in the theory, research, and practice of educational administration. Building upon EDUC 561, students will discuss topics such as post-modernism, feminist theory, chaos theory, and critical theory. Prerequisite: EDUC 561. Three credits.
<b>EDUC 569.66 (F) – Selected Topics in Education: Teacher Identities, Teaching and Popular Culture</b>  <b>CRN: 57999</b>  <b>L. Kearns</b>	<b>Wednesdays, 7-10 (Atlantic Time)</b>  <b>September 14 – November 30, 2022</b>	This course will explore teachers' identities, teaching practices and popular culture through a variety of texts. Perceptions of teachers are influenced by popular culture, especially film. This course will engage with a variety of media such as movies, documentaries, literature, and academic essays to critically engage the complexities of teachers work and lives. Educators will be invited to reflect on how teachers are socially constructed, compare and contrast their own views of teacher identity(ies), relationships with students, learning environments, curriculum, and pedagogy. Three credits.
<b>EDUC 507.66 (W) – Qualitative Research Methods in Education</b> <b>**Reserved for Thesis Students only** Contact the MEd Program Office (med@stfx.ca)</b>  <b>CRN: TBA</b>  <b>J. Mitton</b>	<b>Saturdays, 9:00am-3:00pm (Atlantic Time)</b>  <b>January 7, January 21, February 4, February 18, and March 4</b>  <b>Plus 6 hours asynchronous</b>	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.
<b>EDUC 508.66 (W) - Critical Research Literacy in Education</b>  <b>CRN: 58000</b>  <b>A. Francis</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>January 9 – March 27, 2023</b> <b>No class March 13, 2022</b>  <b>Plus 3 hours TBD</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

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 527.66 (W) – Principles of Learning</b>  <b>CRN: 58001</b>  <b>J. Connor</b>	<b>Thursdays, 7-10 pm (Atlantic Time)</b>  <b>January 12 – March 30, 2023</b> <b>No class March 16, 2023</b>  <b>Plus 3 hours TBD</b>	<p>This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviourist theories, the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners. Three credits.</p>
<b>EDUC 561.66 (W) – Leadership and Administrative Theories</b>  <b>CRN: 58002</b>  <b>G. Clarke</b>	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  <b>January 10– March 28, 2023</b> <b>No class March 14, 2023</b>  <b>Plus 3 hours TBD</b>	<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. Three credits.</p>
<b>EDUC 569.67 (W) – Selected Topics in Education: Poverty and Schooling</b>  <b>CRN: 58003</b>  <b>A. McNeil-Wilson</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>January 9 – March 27, 2023</b> <b>No class March 13, 2022</b>  <b>Plus 3 hours TBD</b>	<p>This course will examine the enduring and increasing poverty we current see in Canadian society in 2019. We will explore how poverty, as a Social Determinant of Health, impacts individuals and communities. The course will examine research and practices that schools collectively and teacher individually can use to interrupt the detrimental effect of poverty of schools. Graduate students will leave the course knowing what practices are ineffective (but often persistent) and more importantly become familiar with the hopeful practices that are shown to be effective.</p>
<b>EDUC 509.66 (Sp) – Trauma Informed Practice</b>  <b>CRN: 12904</b>  <b>R. Ryan</b>	<b>Wednesdays, 7-10 pm (Atlantic Time)</b>  <b>April 5 – June 7, 2023</b>  <b>Plus 6 hours TBD</b>	<p>This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships, and utilizing classroom adaptations. Three credits.</p>
<b>EDUC 536.66 (Sp) - Program Development</b>  <b>CRN: 12905</b>  <b>C. Ruthes Coelho</b>	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  <b>April 4 – June 6, 2023</b>  <b>Plus 6 hours TBD</b>	<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. Three credits.</p>
<b>EDUC 569.68 (Sp) – Indigenous Knowledges and Art</b>  <b>CRN: 12906</b>  <b>M. Sylliboy</b>	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  <b>April 4 – June 6, 2023</b>  <b>Plus 6 hours TBD</b>	<p>This course will examine Indigenous knowledges through the exploration of arts-based pedagogies. The course will explore historical and contemporary Indigenous art and the ways in which such art can be used to teach about Indigenous histories and knowledge systems. Students will both consider the role of art in stimulating learning and engage in the creation of art themselves. Explorations of the ways in which Indigenous art can support decolonizing our classrooms will be a central focus of the course.</p>

COURSE	DATES	DESCRIPTION
<b>EDUC 573.66 (Sp) – Professional Development and Supervision</b>  CRN: 12907  A. McNeil-Wilson	<b>Mondays, 7-10 pm (Atlantic Time)</b>  April 3 – June 5, 2023  Plus 6 hours TBD	This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits

## CONCENTRATION SCHEDULES

### ADULT EDUCATION & HEALTH 3

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 530.66 (F) – Transformative Learning</b>  CRN: 58013  E. Careless	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  September 13– November 29, 2022	This course provides graduate students in the health professions an opportunity to learn the theory of transformative learning, the primary theoretical framework for adult learners. Students will be encouraged to apply the theory to their work situation and learning communities.
<b>EDUC 533.67 (W) – Dynamics of Change</b>  CRN: 58014  L. McVicar	<b>Tuesdays, 7 – 10 pm (Atlantic Time)</b>  January 10– March 28, 2023	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.

### ADULT EDUCATION & HEALTH 4

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 532.67 (F) – Curriculum Theory</b>  CRN: 58015  R. Neustaeter	<b>Tuesdays, 7-10 pm (AST)</b>  September 13– November 29, 2022	In this course the main ideas of major adult education curriculum theorists including Mezirow, Freire, Brookfield and Mayo will be examined and the implications of each position for adult and lifelong learning in the community, and for teaching in the community, the health care sector, and higher education.
<b>EDUC 515.66 (W) – Culturally Responsive and Relevant Pedagogy</b>  CRN: 58016  C. Roy	<b>Tuesdays, 7-10 pm (AST)</b>  January 10– March 28, 2023	This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences. Students will gain an understanding of systemic racism, recognize the central role culture plays in many settings, and identify culturally responsive and relevant strategies appropriate for their own contexts in order to strengthen cultural competence
<b>EDUC 573.67 (Sp) – Professional Development and Supervision</b>  CRN: 12908  M. Coady	<b>Tuesdays, 7-10 pm (AST)</b>  April 4 – May 9, 2023	This course addresses the role of continuing professional education (CPE) for lifelong professional development. This course will help students develop a stronger understanding of the links between informal learning, formal professional learning and continuing professional education. The focus is on purposes, strategies and implications of lifelong learning in the health professions.

<b>EDUC 511.66 (Sp) – Mindfulness and Social Learning</b>  <b>CRN: 12909</b>  <b>B. Hermosura</b>	<b>Tuesdays, 7-10 pm (AST)</b>  <b>May 23 – June 27, 2023</b>  <b>Plus 3 hours TBD</b>	Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in professional practice. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in health practice and education. Credit will be granted for only one of EDUC 511 and EDUC 569 offered with a similar focus.
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## ADULT EDUCATION & HEALTH 5

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 534.66 (W) – Introduction to Educational Foundations</b>  <b>CRN: 58017</b>  <b>M. Coady</b>	<b>Tuesdays, 7-10 pm (AST)</b>  <b>January 10 – March 28, 2023</b>	This course provides an exposure to social learning theories that enable an opportunity for graduate students to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their clients'/students' lives. Health educators will (re)think their pivotal role as leaders promoting health and wellness alongside larger issues of equity and social justice. (Three credits)
<b>EDUC 527.66 (Sp) – Principles of Learning</b>  <b>CRN: 12910</b>  <b>E. Careless</b>	<b>Tuesdays, 7-10 pm (AST)</b>  <b>April 4 – June 6, 2023</b>  <b>Plus 6 hours TBD</b>	This course examines foundational 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 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 in a diverse range of settings. (Three credits)

## CULTURALLY RESPONSIVE PEDAGOGY 5 C&I

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 536.66 (F) – Program Development</b>  <b>CRN: 58018</b>  <b>D. Moore</b>	<b>Thursdays, 6-9 pm (Atlantic Time)</b>  <b>September 15 – December 1, 2022</b>	In this course the main ideas of major curriculum theorists will be examined and the implications of each position for program development related to culturally responsive pedagogy will be discussed.
<b>EDUC 561.67 (W) - Leadership and Administrative Theories</b>  <b>CRN: 58019</b>  <b>J. Tompkins</b>	<b>Mondays, 6-9 pm (Atlantic Time)</b>  <b>January 9 – March 27, 2023</b> <b>No class March 13, 2022</b>  <b>Plus 3 hours TBD</b>	This course examines conceptions of leadership and administrative theory that advance culturally relevant pedagogy. Graduate students will explore models of leadership that pay particular attention to models of leadership that are distributed, shared and inclusive in nature.
<b>EDUC 527.67 (Sp) - Principles of Learning</b>  <b>CRN: 12911</b>  <b>M. Gero</b>	<b>Mondays, 6-9 pm (Atlantic Time)</b>  <b>April 3 – June 5, 2023</b>  <b>Plus 6 hours TBD</b>	This course examines theories of learning and development and their implication for instruction and assessment, which is culturally responsive. Special attention to the link between relational learning and assessment will be explored.

## CULTURALLY RESPONSIVE PEDAGOGY 6 A&P

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 515.67 (F) - Culturally Responsive and Relevant Pedagogy</b>  <b>CRN: 58020</b>  <b>W. Mackey</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>September 13– November 29, 2022</b>	In this course, participants will gain an understanding of culturally relevant pedagogy. Topics to be examined include: critically analyzing the root of academic failure among marginalized groups across North America; exploring how educator belief systems impact student achievement and connect to systemic racism; understanding the central role cultural plays in classroom instruction, and enacting culturally relevant instructional and assessment strategies.
<b>EDUC 533.68 (W) – Dynamics of Change</b>  <b>CRN: 58021</b>  <b>W. MacAskill</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>January 10– March 28, 2023</b> <b>No class March 14, 2023</b>  <b>Plus 3 hours TBD</b>	In this course the major concepts in the successful implementation of change will be examined, with particular emphasis upon change leadership as it relates to implementing Culturally Relevant Pedagogy within schools.
<b>EDUC 573.68 (Sp) – Professional Development and Supervision of Instruction</b>  <b>CRN: 12927</b>  <b>L. Lamoureux</b>	<b>Mondays, 6-9 pm (Atlantic Time)</b>  <b>April 3 – June 5, 2023</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

## CULTURALLY RESPONSIVE PEDAGOGY 7 A&P

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 502.66 (F) - Education of African Nova Scotian/African Canadian Learners I</b>  <b>CRN: 58022</b>  <b>R. Upshaw</b>	<b>Thursdays, 6-9 pm (Atlantic Time)</b>  <b>September 15 – December 1, 2022</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 515.68 (W) – Culturally Responsive and Relevant Pedagogy</b>  <b>CRN: 58023</b>  <b>W. Mackey</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>January 10– March 28, 2023</b> <b>No class March 14, 2023</b>  <b>Plus 3 hours TBD</b>	In this course, participants will gain an understanding of culturally relevant pedagogy. Topics to be examined include: critically analyzing the root of academic failure among marginalized groups across North America; exploring how educator belief systems impact student achievement and connect to systemic racism; understanding the central role cultural plays in classroom instruction, and enacting culturally relevant instructional and assessment strategies.
<b>EDUC 561.67 (Sp) – Leadership and Administrative Theories</b>  <b>CRN: 12913</b>  <b>K. Hudson</b>	<b>Mondays, 6-9 pm (Atlantic Time)</b>  <b>April 3 – June 5, 2023</b>  <b>Plus 6 hours TBD</b>	This course examines conceptions of leadership and administrative theory that advance culturally relevant pedagogy. Graduate students will explore models of leadership that pay particular attention to models of leadership that are distributed, shared and inclusive in nature.

**EARLY ELEMENTARY PEDAGOGY 8**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 508.67 (F) – Critical Research Theory</b>  <b>CRN: 58024</b>  <b>L. McKee</b>	<b>Thursdays, 7-10 pm (Atlantic Time)</b>  <b>September 15 – December 1, 2022</b>	This course examines how to critically read, interpret, and evaluate educational research. Graduate students will have the opportunity to practice several aspects of conducting research, with the aim of enhancing their role of researcher within their own classroom.
<b>EDUC 520C.66 (W) – Mathematics for Early Learners</b>  <b>CRN: 58025</b>  <b>E. Pope</b>	<b>Thursdays, 7-10 pm (Atlantic time)</b>  <b>January 12 – March 30, 2023</b> <b>No class March 16, 2023</b>  <b>Plus 3 hours TBD</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.
<b>EDUC 536.67 (Sp) – Program Development</b>  <b>CRN: 12914</b>  <b>C. Ruthes Coelho</b>	<b>Thursdays, 7-10 pm (Atlantic Time)</b>  <b>April 6 – June 8, 2023</b>  <b>Plus 6 hours TBD</b>	This course introduces graduate students to models of integrating curriculum, focusing on inquiry and teaching 21st century competencies in a complex, possibly multi-aged, multi-ability early elementary classroom.

**EARLY ELEMENTARY PEDAGOGY 9**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 532.68 (F) – Curriculum Theory</b>  <b>CRN: 58026</b>  <b>C. Ruthes Coelho</b>	<b>Tuesdays, 6-9 pm (Atlantic time)</b>  <b>September 13– November 29, 2022</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.
<b>EDUC 512.66 (W) – Play-Based Curriculum for Lifelong Learning</b>  <b>CRN: 58027</b>  <b>A. Tucker</b>	<b>Thursdays, 6-9 pm (Atlantic time)</b>  <b>January 12 – March 30, 2023</b>  <b>Plus 6 hours TBD</b>	This course provides graduate students with a deep understanding of the research and practice of incorporating play into early elementary grades in public schools.
<b>EDUC 520A.66 (Sp) – Literacy for Early Elementary Learners</b>  <b>CRN: 12915</b>  <b>A. Murraray-Orr</b>	<b>Tuesdays, 6-9 pm (Atlantic time)</b>  <b>April 4 – June 6, 2023</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.

### INCLUSIVE EDUCATION (A&P) 3

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 508.68 (F) - Critical Research Literacy</b>  <b>CRN: 58028</b>  <b>C. Gilham</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>September 12 – November 28 2022</b> <b>No class Monday, October 10</b>  <b>Plus 3 hours TBD</b>	Building upon their internship experiences in ED 543, participants will examine educational research issues and trends in inclusive education from the perspective of professional practice, including the Achievement Gap. Students will explore a variety of educational research publications in relation to their own educational context and practice as leaders of inclusive education. Prerequisite: EDUC 505. Three credits.
<b>EDUC 5211.66 (W) – Approaches to Mental Health Education (MH Literacy &amp; SDOH)</b>  <b>CRN: 58029</b>  <b>H. MacDonald</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>January 9 – March 27, 2023</b> <b>No class on February 20 and March 13</b>  <b>Plus 6 hours TBD</b>	This course will explore research and approaches to school-based mental health education. Participants will learn about common mental health and behavioral challenges, including complex needs. Participants will be introduced to school-wide Multi-Tiered Systems of Support (MTSS) for promoting mental well-being, positive behavior, and social-emotional learning among diverse learners. Three credits.
<b>EDUC 543.66 (Sp) - Internship</b>  <b>CRN: 12923</b>  <b>S. MacCuspig</b>	<b>September 22, 2022 – May 2023</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2022 to the Spring semester of 2023, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

### INCLUSIVE EDUCATION (A&P) 4

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 508.69 (F) - Critical Research Literacy</b>  <b>CRN: 58030</b>  <b>M. Olson</b>	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  <b>September 13– November 29, 2022</b>	Building upon their internship experiences in ED 543, participants will examine educational research issues and trends in inclusive education from the perspective of professional practice, including the Achievement Gap. Students will explore a variety of educational research publications in relation to their own educational context and practice as leaders of inclusive education. Prerequisite: EDUC 505. Three credits.
<b>EDUC 5211.67 (W) – Approaches to Mental Health Education (MH Literacy &amp; SDOH)</b>  <b>CRN: 58031</b>  <b>C. Gilham</b>	<b>Tuesdays, 7-10 pm (Atlantic Time)</b>  <b>January 10– March 28, 2023</b> <b>No class March 14, 2023</b>  <b>Plus 3 hours TBD</b>	This course will explore research and approaches to school-based mental health education. Participants will learn about common mental health and behavioral challenges, including complex needs. Participants will be introduced to school-wide Multi-Tiered Systems of Support (MTSS) for promoting mental well-being, positive behavior, and social-emotional learning among diverse learners. Three credits.
<b>EDUC 543.67 (Sp) - Internship</b>  <b>CRN: 12924</b>  <b>S. MacCuspig</b>	<b>September 22, 2022 – May 31, 2023</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2022 to the Spring semester of 2023, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

**INCLUSIVE EDUCATION (A&P) 5**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 561.68 (F) – Leadership and Administrative Theories</b>  CRN: 58032  A. McNeil-Wilson	<b>Mondays, 7-10 pm (Atlantic time)</b>  September 12 – November 28 2022 No class Monday, October 10  Plus 3 hours TBD	This course provides an introduction to theory, research and practice in the leadership of inclusive education. Participants will learn about key theories of educational leadership and how to put them into practice in diverse school contexts. Three credits.
<b>EDUC 564.66 (W) – Administration of Inclusive Schools</b>  CRN: 58033  C. McCann-Kyte	<b>Mondays, 7-10 pm (Atlantic Time)</b>  January 9 – March 27, 2023 No class March 13, 2023  Plus 3 hours TBD	This course will examine the leadership of inclusive schools, including the leadership of interdisciplinary teams and partnerships, the program planning process, and culturally responsive practices. Emphasis will be placed on communication and collaboration in working with diverse students, parents and partner agencies. Participants will critically examine their leader profiles and practices. Three credits.
<b>EDUC 533.66 (Sp) – Dynamics of Change</b>  CRN: 12916  W. MacAskill	<b>Tuesdays, 7-10 pm (Atlantic time)</b>  April 4 – June 6, 2023  Plus 6 hours TBD	This course will introduce participants to the leadership of change in inclusive education, including strategies for maximizing supports and overcoming barriers to educational change. Participants will learn evidence-based approaches to designing, implementing, and monitoring educational change in diverse schools and school systems. Three credits.

**INCLUSIVE EDUCATION (C&I) 5**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 514.66 (F) - Teaching Diverse Learners in Inclusive Settings I</b>  CRN: 58034  E. Keith	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  September 13– November 29, 2022	In this course, participants will learn how to design and implement Tier 2 small group and individualized supports and interventions for diverse learners. The development and implementation of adaptations and individual program plans will be addressed, including communication and collaboration on program planning teams. Three credits.
<b>EDUC 517.66 (W) - Teaching Diverse Learners in Inclusive Settings II</b>  CRN: 58035  A. LaBonte	<b>Wednesdays, 6-9 pm (Atlantic Time)</b>  January 11 – March 29, 2023 No class March 15, 2023	In this course, participants will learn how to design and implement intensive, individualized, Tier 3 interventions and supports for diverse learners. Emphasis will be placed on evidence-based interventions and supports in literacy, mathematics, and alternative education. Three credits.
<b>EDUC 543.68 (Sp) - Internship</b>  CRN: 12925  S. Isenor-Ryan	<b>September 22, 2022 – May 31, 2023</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2022 to the Spring semester of 2023, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

## INCLUSIVE EDUCATION (C&I) 6

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 514.67 (F) – Teaching Diverse Learners in Inclusive Settings I</b>  <b>CRN: 58036</b>  <b>R. Franklin</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>September 13– November 29, 2022</b>	In this course, participants will learn how to design and implement Tier 2 small group and individualized supports and interventions for diverse learners. The development and implementation of adaptations and individual program plans will be addressed, including communication and collaboration on program planning teams. Three credits.
<b>EDUC 517.67 (W) – Teaching Diverse Learners in Inclusive Settings II</b>  <b>CRN: 58037</b>  <b>E. Keith</b>	<b>Tuesdays, 6-9 (Atlantic Time)</b>  <b>January 10– March 28, 2023</b> <b>No class March 14, 2023</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn how to design and implement intensive, individualized, Tier 3 interventions and supports for diverse learners. Emphasis will be placed on evidence-based interventions and supports in literacy, mathematics, and alternative education. Three credits.
<b>EDUC 543.69 (Sp) - Internship</b>  <b>CRN: 12926</b>  <b>S. Isenor-Ryan</b>	<b>September 22, 2022 – May 31, 2023 (final date TBA)</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2022 to the Spring semester of 2023, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

## INCLUSIVE EDUCATION (C&I) 7

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 527.67 (F) – Principles of Learning</b>  <b>CRN: 58038</b>  <b>C. Boulter</b>	<b>Mondays, 6-9 pm (Atlantic Time)</b>  <b>September 12 – November 28 2022</b> <b>No class Monday, October 10</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn about principles and practices of inclusive education for diverse learners. Participants will examine typical and atypical child development (including common exceptionalities) and evidence-based strategies for supporting student learning, development, and well-being. Three credits.
<b>EDUC 553.66 (W) – Assessment for Teaching Students with Learning Challenges I</b>  <b>CRN: 58039</b>  <b>J. MacKenzie</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>January 10– March 28, 2023</b> <b>No class March 14, 2023</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn about evidence-based approaches to the assessment of literacy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits. Complementary course: ED 554.
<b>EDUC 554.66 (Sp) – Assessment for Teaching Students with Learning Challenges II</b>  <b>CRN: 12917</b>  <b>J. MacKenzie</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>April 4 – June 6, 2023</b>  <b>Plus 6 hours TBD</b>	In this course, participants will learn about evidence-based approaches to the assessment of numeracy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B mathematics assessment in educational programming for diverse learners. Three credits. Complementary course: ED 553

## INCLUSIVE EDUCATION (C&I) 8

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 527.68 (F) – Principles of Learning</b>  <b>CRN: 58040</b>  <b>C. Boulter</b>	<b>Wednesdays, 6-9 pm (Atlantic Time)</b>  <b>September 14 – November 30, 2022</b>	In this course, participants will learn about principles and practices of inclusive education for diverse learners. Participants will examine typical and atypical child development (including common exceptionalities) and evidence-based strategies for supporting student learning, development, and well-being. Three credits.
<b>EDUC 554.67 (W) - Assessment for Teaching Students with Learning Challenges II</b>  <b>CRN: 58041</b>  <b>J. MacKenzie</b>	<b>Wednesdays, 6-9 pm (Atlantic Time)</b>  <b>January 11 – March 29, 2023</b> <b>No class March 15</b>	In this course, participants will learn about evidence-based approaches to the assessment of numeracy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B mathematics assessment in educational programming for diverse learners. Three credits. Complementary course: ED 553.
<b>EDUC 553.67 (Sp) - Assessment for Teaching Students with Learning Challenges I</b>  <b>CRN: 12918</b>  <b>J. MacKenzie</b>	<b>Wednesdays, 6-9 pm (Atlantic Time)</b>  <b>April 5 – June 7, 2023</b>	In this course, participants will learn about evidence-based approaches to the assessment of literacy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits. Complementary course: ED 554.

## INDIGENOUS EDUCATION

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 573.66 (F) – Professional Development and Supervision</b>  <b>CRN: 58042</b>  <b>K. Oliver</b>	<b>Thursdays, 6-9 pm (Atlantic Time)</b>  <b>September 15 – December 1, 2022</b>	This course addresses the supervision of an instructional program and the professional development process which enhances learner success. Graduate students will identify ways to support teacher learning in their own particular context.
<b>EDUC 508.66A (W) – Critical Research Literacy in Education</b>  <b>CRN: 58043</b>  <b>M. Sylliboy</b>	<b>Tuesdays, 6-9 pm (Atlantic Time)</b>  <b>January 10 – March 28, 2023</b> <b>No class March 14</b>	This course focuses upon helping students read and interpret educational research in relation to their own particular context as pertains to Indigenization and decolonization in schools. Graduate students will explore a variety of research publications that focus on Indigenous education to explore critical elements of decolonizing research in relation to these publications.

COURSE	DATES	DESCRIPTION
<b>EDUC 544.66 (Sp) - Cross-cultural issues in Education: Working with Families and Communities</b>  <b>CRN: 12919</b>  <b>J. Meader</b>	<b>Thursdays, 6-9 pm (Atlantic Time)</b>  <b>April 6 – June 8, 2023</b>	This course examines the ways that school/community partnerships enrich learning for all students. The course draws on the experience of Indigenous communities that have successfully built partnerships extending the school into the community and bringing the community into the school. Community wellness will also be a major theme in this course and links will be made between FNMI cultural and language reclamation and wellness.

### OUTDOOR EDUCATION 3

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 567.66 (F) – School Law</b>  <b>CRN: 58044</b>  <b>D. Young</b>	<b>Asynchronous</b>  <b>September 12 – December 2, 2022</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 508.67A (W) – Critical Research Literacy in Education</b>  <b>CRN: 58045</b>  <b>E. Cormier</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>January 9 – March 27, 2023</b> <b>No class on February 20 and March 13</b>  <b>Plus 6 hours TBD</b>	This course examines how to critically read, interpret, and evaluate educational research. Graduate students will have the opportunity to explore and understand research literature in relation to outdoor education. The questions raised in this course will form the basis of the final capping experience in the program.
<b>EDUC 526.66 (Sp) – Selected Topics in Education: Pedagogy and Practice</b>  <b>CRN: 12920</b>  <b>A. Foran</b>	<b>Mondays, 7-10 pm (Atlantic Time)</b>  <b>April 3 – June 5, 2023</b>  <b>Plus 6 hours TBD</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 593.66 (Sp/SU) – Directed Study: Capping Experience</b>  <b>CRN: 12934</b>  <b>A. Foran</b>	<b>April 4 – July 12, 2023</b>	All students enrolled in EDUC 593 are expected to complete a capping experience and to share their work with their peer group, as part of a designated celebration day. Students will learn to recognize and understand the process of program collaboration required to develop an experiential based program, supported with research and identified needs for P12. In addition, students will examine and evaluate how change can have an impact on outdoor education practices. Students may also engage in action research as a way to develop a deepened understanding of an area of professional interest.

**PHYSICAL & HEALTH EDUCATION**

**Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 524.66 (F) - Mentorship Models and Practices within Physical Education</b>  <b>CRN: 58065</b>  <b>W. Walters</b>	<b>Mondays, 6-9 pm (Atlantic Time)</b>  <b>September 12 – November 28 2022</b> <b>No class Monday, October 10</b>  <b>Plus 3 hours TBD</b>	Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in education.
<b>EDUC 561.69 (W) – Leadership and Administrative Theories</b>  <b>CRN: 58047</b>  <b>B. Joshua</b>	<b>Wednesdays, 6-9 pm (Atlantic Time)</b>  <b>January 11 – March 29, 2023</b> <b>No class March 15, 2023</b>	This course is an introduction to theory, research and practice in leadership and administrative theory as it applies to education. Emphasis is placed upon the evolutionary nature of administrative theory and its role in the operation of public education systems.
<b>EDUC 533.67 (Sp) – Dynamics of Change</b>  <b>CRN: 12921</b>  <b>B. Smith</b>	<b>Wednesdays, 6-9 pm (Atlantic Time)</b>  <b>April 5 – June 7, 2023</b>  <b>Plus 6 hour TBD</b>	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.

## 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 administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that Home Institution of Record. The website for the inter-university doctoral program is <http://www.educationphd.ns.ca/>.

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 SERVICES / INFORMATION

### ■ THE STFX STORE

Texts and course packs for distance courses can be ordered through the [StFX Online Store](#). Click on **Ordering textbooks Online (for Distance Students)**.

### ■ LIBRARY (Angus L. Macdonald Library)

[Library Services for Distance and Continuing Education Students](#) - This site provides information, guidance and contact information.

#### What support is offered?

- Advice on library procedures
- 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
- [Links to Library Tutorials](#)

#### Register with the StFX Library

In order to access StFX's print resources, or use our document delivery services, you must first register as a library patron and then update your account each year of your program. Please register or update your information online at "[Get a StFX Library Card](#)" before you require these services to avoid any delays. Choose the link for Graduate/Distance Undergraduate students and once the web form opens, fill in all the fields and hit "Submit". You should be registered within two (2) business days, unless otherwise stated. All library correspondence is done via your StFX e-mail account, so please be sure to check your messages often. For general inquiries or research related questions, call 902-867-2228 or e-mail: [library@stfx.ca](mailto:library@stfx.ca) and our staff will assist you directly or transfer you to the appropriate staff member.

#### Research assistance:

[Make an Appointment](#) for research assistance.

#### To access databases, journals, articles and e-books:

1. Go to [StFX Library](#) homepage.
2. Select the [Subject Guide](#) tab and choose the program that corresponds to your course.
3. Select the **FIND ARTICLES** tab to discover the databases which correspond to your subject area, or select **ELECTRONIC RESOURCES** to view all available databases.
4. Access from campus is automatic, however, from off-campus, enter your WebFX user name and password (your StFX email login, without the @stfx.ca) when prompted to authenticate as a StFX user by our proxy server.

### ■ 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 on the 1st floor of the Angus L. MacDonald Library, new and returning students come here to meet with program staff and to receive help with program planning, study skills, time management, tutoring, exam accommodations, alternate format, adaptive technology, and disability grant applications. For more information regarding documentation required to access supports please see our webpage.

Contact: Angus L. Macdonald Library, 1<sup>st</sup> Floor, Room 108

Phone: (902) 867-5349

Fax: (902) 867-3979 or email: [cal@stfx.ca](mailto:cal@stfx.ca)

## ■ THE STUDENT SUCCESS CENTRE

The services of the [Student Success Centre](#) are available to all StFX students and are designed to complement course work. Students can arrange one-to-one meetings with an instructor to discuss specific work in progress or to assess and improve their academic skills, such as note-taking, time management, grammar, oral presentations, and exam preparation.

The Student Success Centre can help students

- develop a research plan,
- develop a thesis statement,
- organize ideas and source material,
- document sources (MLA, APA)
- write more clearly and logically
- locate a subject tutor

Online meetings are available for distance students, or assignments can be emailed for feedback; however, students should allow 2 business days for staff to preview submissions.

If you need assistance, contact The Student Success Centre at (902) 867-5221, by email at [sscentre@stfx.ca](mailto:sscentre@stfx.ca).

## 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

### Numbers

(877) 867-3906  
(902) 867-2372  
(877) 867-3906  
(902) 867-3906  
(800) 565-4371  
(902) 867- 5190/4941/2369

### Email

[continuinged@stfx.ca](mailto:continuinged@stfx.ca)  
  
[med@stfx.ca](mailto:med@stfx.ca)  
  
[distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca)  
  
[cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)

### Academic Offices / Departments

Academic Advising (Undergraduate)

(902) 867-3636  
(902) 867-3754  
(902) 867-3882  
(902) 867-5924  
(902) 867-2219  
(844) 299-2527  
(902) 867-2165  
(902) 867-4979  
(902) 867-4957  
(902) 867-3903  
(902) 867-2160  
(888) 734-7839

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

Admissions Office

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

Dean of Arts

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

Dean of Business

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

Dean of Education

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

Dean of Science

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

Office of the Registrar

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

### Other Offices

Business Office (account inquiries / receipts)

(902) 867-2123

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

Campus Store (Bookstore)

(902) 867-2450

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

Conference Services (Residence Office)

(877) 782-9289

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

(902) 867-5106

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

Extended Library Services

(902) 867-2228

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

Recreation (Keating Centre)

(902) 867-2181

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

Student Success Centre

(902) 867-5221

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

IT Services

(844) 647-9571

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

(Networks, phone, email, system passwords)

(902) 867-2356

Tramble - Centre for Accessible Learning

(902) 867-5349

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

University Switchboard

(902) 863-3300