

# **StFX Continuing & Distance Education**

## **SPRING & SUMMER 2018**

**Undergraduate Courses \* Graduate Studies in Education  
Post RN Bachelor of Science in Nursing  
Certificate in Continuing Care (PostRN)  
Certificate in Gerontological Nursing (Post RN)  
University Math Preparation  
Special Interest Courses**

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

**BSAD 223 - Introductory Managerial Accounting  
PSCI 298 - Theory & Politics of Human Rights  
PSYC 220 - Cognitive Psychology  
RELS 375/SOCI 374 - Islam in Canada  
SOCI 251 - Theories of Deviance and Social Control  
SOCI 252 - Topics in Deviance and Social Control  
SOCI 395 - Selected Topics: Sociology of Addiction**



**1-877-867-3906**

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

Last Updated: July 5, 2018

**StFX Continuing & Distance Education  
2018 Spring & Summer Calendar**

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## IMPORTANT DATES

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

January 29	Registration opens for Spring & Summer undergraduate courses
March 2	Registration deadline for Spring Master of Education courses
April 2	Registration deadline for Post RN BScN Spring Session
April 2	Master of Education spring courses begins (unless otherwise indicated)
April 20	Registration deadline for undergraduate spring courses
April 30	First week of undergraduate spring classes (unless otherwise indicated)
May 21	Registration deadline for Post RN BScN Summer Session
June 1	Registration deadline for Master of Education summer courses
June 15	Registration deadline for undergraduate summer courses
June 25	Undergraduate online summer courses begin (unless otherwise indicated)
July 3	Master of Education summer courses begins (unless otherwise indicated)

## 2018 SPRING AND SUMMER PROGRAMS

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

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

StFX Continuing & Distance Education provides degree, non-degree, and non-credit learning opportunities for persons who wish to study on a part-time basis. Please check the **Table of Contents** for 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  
(Located on the second floor of MacDonald Hall)  
St. Francis Xavier University  
Antigonish, Nova Scotia  
Phone: 902-867-2372 / 3906 or 1-877-867-3906  
Email: [continuinged@stfx.ca](mailto:continuinged@stfx.ca) or [med@stfx.ca](mailto:med@stfx.ca)  
Department website: <http://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*: <http://www.mystfx.ca/registrars-office/academic-calendars>

## PART-TIME STUDY

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

## ADMISSION TO ST FRANCIS XAVIER UNIVERSITY

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

## INTERNATIONAL GRADUATE STUDENTS

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

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

Graduate courses (MEd) use Moodle and Blackboard Collaborate. Collaborate is real-time, meaning you and your peers are present at the same time. Through Collaborate, you will be able to listen and speak with others through interactive tools, see and share activities. You will access your Collaborate classroom via a link provided to you from your professor or via a link in your Moodle course.

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

- You must have access to a computer and the Internet on a regular basis. You will need to check your course daily to participate in discussions and to get course materials and updates. Also, keep your StFX email inbox active, as it is the professor's method of communicating with you.
- You must be prepared to spend at least 10 hours of study time per week for each course you are taking. Online courses provide flexibility and convenience; however, they do require time, commitment, and attention.
- Time management skills are important in an online course. Check your course daily for new postings, updates, assignment deadlines, quiz dates, etc. In many courses, weekly schedules are provided to help you stay on track.
- You will be expected to participate and share in discussions by responding to questions posted by the instructor as well as responding to postings by others in your class. This is done in an open, constructive, and friendly manner. Posting your thoughts/comments provides you the opportunity to reflect on your answers before posting them.
- Moodle and Collaborate tutorials are available. Participate in a tutorial before the course begins to ensure that you are prepared for the first class. These tutorials will help your understanding of the transition from traditional classroom into an online classroom and ensure you have the required technology to participate.
- Technology guidelines for Windows and Mac are provided below.

# TECHNOLOGY GUIDELINES & SUPPORT FOR COMPUTER-BASED DISTANCE COURSES

## Minimum system requirements for participating in online courses

Windows Specifications	
Operating System:	<b>Windows 7 or later</b>
Processor:	1 GHz or faster
Memory:	4 GB of RAM minimum
Hard Drive:	10 GB free space minimum
Browser:	<b>Google Chrome for Collaborate Ultra</b> ; Either Chrome or latest Firefox for Moodle
Email:	Students must use their StFX email address (provided by IT)
Plug-ins:	Flash Player and Adobe Reader; free download of latest versions at: <a href="http://www.adobe.com/downloads">www.adobe.com/downloads</a>
Internet:	High Speed; Cable/DSL recommended
Printer:	Graphics-capable printer (inkjet or laser)
Microphone:	Built in; USB microphone/headset recommended
System type:	Desktop or laptop

Mac Specifications	
Operating System:	<b>Macintosh OS X 10.11 or later</b>
Processor:	1 GHz or faster
Memory:	4 GB of RAM minimum
Hard Drive:	10 GB free space minimum
Browser:	<b>Google Chrome for Collaborate Ultra</b> ; Either Chrome or latest Firefox for Moodle
Email:	Students must use their StFX email address (provided by IT)
Plug-ins:	Flash Player and Adobe Reader; free download of latest versions at: <a href="http://www.adobe.com/downloads">www.adobe.com/downloads</a>
Internet:	High Speed Cable/DSL recommended
Printer:	Graphics-capable printer (inkjet or laser)
Microphone:	Built in; USB microphone/headset recommended
System type:	Desktop or laptop

### ***Moodle Support***

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

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

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

Phone: 902-867-4530

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

<http://en-us.help.blackboard.com/Collaborate/v12>

## STUDENT EMAIL ACCOUNTS

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

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

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

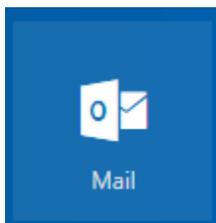
If you are unable to access your StFX email account, please contact IT Services at [itservices@stfx.ca](mailto:itservices@stfx.ca) or phone (902) 867-2356 or toll free at 1-888-860-2356.

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

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

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

3. Click on the **Mail** icon



A screenshot of the MyStFX website. On the left is a 'RESOURCES' menu with a 'Student' button selected and a 'Faculty/Staff' button. The menu lists various university services. On the right is the 'MyStFX Students, Faculty and Staff' header with a large 'StFX' logo. Below the header are four blue buttons: 'BANNER', 'OFFICE 365', 'mesAMIS', and 'THEU.CA'. At the bottom is a Facebook widget for StFX University showing 18K likes. A red arrow points from the 'Office 365' button in the screenshot to the 'Mail' icon in the previous block.

### To view and reset your original password:

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

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

## COURSE REGISTRATION INFORMATION

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

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

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

### Check your registration times /dates

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

### HOW TO REGISTER FOR A COURSE

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

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

1. Select the following link:  
<http://www.mystfx.ca/registrars-office/registration>
2. Click on '**BANNER (SELF-SERVE)**,' then enter your student ID and your 6-digit numeric PIN
3. Select '**Registration**'
4. Select '**Registration**' again
5. Select the appropriate term, i.e., Full Academic Year 2017-2018, or Spring 2018 or Summer 2018
6. Select Add/Drop Classes
7. Input the CRN(s) (Course Reference Number) into the field(s) at the bottom of the page
8. Once CRNs are entered, click the 'Submit Changes' at the bottom of the screen

**Note the web registration tutorial**

#### 2017-2018 REGISTRATION

New Students Registration

Information for Returning Students

Registration Help Centre (opening June 12)

Hours of Operation:

Monday to Friday

8:30 AM to 12:00 PM and

1:00 PM to 4:30 PM

(Holidays excepted; Times are Atlantic Daylight Time)

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

Local Phone: (902) 867-3645/3646

Toll Free: (844) 888-7337

Please include student ID number and name with all inquiries.

#### REGISTRATION ERRORS AND RESTRICTIONS

Common Registration Error Messages

View Degree, Program and Major Restrictions

View Course Section Prerequisites

View Course Section Co-requisites

About Duplicate and Equivalent Courses

#### HOW TO REGISTER IN COURSES

Web Registration Tutorial

#### AFTER INITIAL REGISTRATION

Adding and Dropping Courses

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Academic Advising and Major Declaration

Academic Calendars

Academic Integrity

Banner Self-Service and mesAMIS

Contact Academic Departments

Course Drop and Refund Dates

Course Timetable

Course Registration

Examinations

Financial Aid

Grades

Services and Request Forms

Transcript Requests

Institutional Analysis

For Faculty

MESAMIS

BANNER (SELF-SERVICE)

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

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

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

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

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

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

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

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

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

## **REGISTRATION DEADLINES**

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

## **COURSE DROP AND REFUND**

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

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

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

## TUITION FEES FOR PART-TIME STUDENTS

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

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

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

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

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

## PAYMENT OPTIONS

All tuition fee payments are due the day before the course begins. All payment or receipt inquiries are to be addressed to the StFX Student Accounts Office (902-867-2123/3738). Payments may be made online by setting up St Francis Xavier University as a Payee and the account number is your StFX student ID number. Cheques are to be made payable to St. Francis Xavier University and please indicate your student ID number on the cheque.

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

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

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

## COURSE CANCELLATION

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

## RECEIPTS

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

## ACADEMIC REGULATIONS

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

## EXAMS

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

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

## ACADEMIC COUNSELLING

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

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

## STUDENT ID CARDS

Student ID cards may be obtained by visiting our Safety and Security Office. The office is located at 5005 Chapel Square. For information call (902) 867-3981. Email address: <http://www.sites.stfx.ca/security/>.

## X-RING

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

## GRADUATION: APPLICATION FOR DEGREES AND DIPLOMAS

Students in their graduation year **MUST** apply in order to be considered a candidate for the applicable convocation ceremony. The deadline to apply for Fall Convocation is July 7 and the deadline to apply for Spring Convocation is October 6. Applications to apply for convocation can be located through your personalized mesAmis portal. 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.

The screenshot shows the WebFX mesAMIS student portal. At the top right, it says 'StFX | Students' Union | Webmail'. The main header is 'WebFX mesAMIS'. Below that is a navigation bar with links: 'Who's@X', 'myGrades', 'myGPA', 'myExams', 'myClasses', 'myAccounts', 'myPrinting', and 'myCallingCard'. The main content area is divided into sections. On the left, there's a sidebar with 'Notices', 'DCB', and 'Online Forms'. The 'Notices' section has a 'Welcome' message. The 'DCB' section has a link for 'Additional DCB'. The 'Online Forms' section lists various forms like 'Address Change Procedure', 'Appeal an Academic Penalty', 'Appeal a Grade', 'Application for Degree/Diploma', 'Application for Late Addition of a Course', 'Application for an Overload (Extra Course)', 'Application for Override', 'Application to Change Program', 'Confirmation of Enrollment Letter of Permission', and 'Notice of Withdrawal Form'. The main content area has a 'Welcome' message and a 'Register in Courses' button. Below that is an 'Important Stuff to Check Out' section with links like 'Lookup Student Account Information', 'Look at current fee schedule', 'Your personalized class schedule and exam schedule', 'Confirmation of Enrollment Letter', 'Timetable', 'Application for Degree/diploma', and 'Academic Integrity Policy'. To the right is a 'Calendar' section with a 'more' link. The calendar shows dates from April to May with key events like 'University Senate meeting 7:30 p.m.', 'Last day of classes', 'Final examinations begin', 'Last day of examinations', 'Good Friday, no classes', 'Professors to submit final grades by 9:00 a.m. for graduation candidates', 'Spring classes begin', 'Spring Convocation list published', 'Spring Convocation', and 'Professors to submit final grades for returning students by 9:00 a.m.'.

## UNDERGRADUATE COURSES - SPRING SESSION

CRN = Course Reference Number

### ANTIGONISH (ON CAMPUS)

April 30 - June 26 (unless otherwise indicated)

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

ON-CAMPUS SPRING COURSES	DATES	DESCRIPTION
<b>ART 271.30</b> <b>Introduction to Digital Photography</b>  <b>CRN 11056</b>  <b>K. Depper</b>	<b>April 30 - May 18</b>  <b>1:00 pm - 4:00pm</b>  <b>Monday - Thursday</b>  <b>Room IM 019</b>	This course is designed for students interested in learning to effectively use digital photography as a means for self-expression, artistic medium, or cultural comment. The course aims to provide students with a rigorous training in the mechanics of the digital camera, digital processing, key photography concepts, and the use of electronic devices in these matters. Students will be assessed through written assignments, presentations, and photography assignments. <b>Digital SLR camera is recommended.</b> Three credits.
<b>BIOL 307.30</b> <b>Field Biology</b>  <b>CRN 11077</b>  <b>R. Lauff/M. Pulsifer</b>	<b>May 6 - May 19</b>  <b>Sunday, May 6</b> <b>7:00pm - 10:00 pm</b>  <b>8:00 am - 10:00pm</b> <b>Monday - Saturday</b>  <b>Lab Fee: \$75 (in addition to tuition)</b>  <b>Room JBB 236</b>	This course provides practical experience in the observation, collection, identification, and quantification of organisms in nature. Held for two weeks in May, the course emphasizes field ecology, dealing with some or all of the following groups of organisms: birds, small mammals, fish, plants, marine algae, marine invertebrates, and insects. <b>Prerequisite: BIOL 203.</b> Three credits.
<b>HKIN 321.30</b> <b>Advanced Care and Prevention of Athletic Injuries</b>  <b>CRN 11017</b>  <b>T. Sutherland</b>	<b>April 30 - May 17</b>  <b>1:00 pm - 4:00pm</b>  <b>Monday - Thursday</b>  <b>Room OC 209</b>	This course is an in-depth study of the assessment and management of athletic injuries. Students will learn proper assessment protocol, advanced assessment techniques, and specialized taping techniques. <b>Prerequisite: BIOL 251; HKIN 222.</b> Three credits.
<b>HKIN 365.30</b> <b>Exercise Physiology</b>  <b>CRN 11018</b> <b>CRN Lab 11019</b>  <b>C. Kane</b>	<b>April 30 - May 24</b>  <b>8:00 am - 12noon</b> <b>Monday - Thursday</b>  <b>Room: OC 207</b>  <b>Labs: 11:00 am - 12 noon</b>  <b>Lab ESC 207</b>	This course involves an in-depth study of the energy delivery systems utilized during exercise, as well as both the acute responses and chronic adaptations to exercise by the muscular, cardiovascular, and respiratory systems. Basic neurological considerations are also included. <b>Prerequisites: BIOL 251, BIOL 252.</b> Three credits and a lab.

ON-CAMPUS SPRING COURSES	DATES	DESCRIPTION
<b>IDS 398.30</b> <b>Contemporary Issues and Service Learning in Ghana</b>  <b>On-Campus/On-Site (Ghana)</b> <b>CRN 11083</b>  <b>J. Langdon</b>	<b>April 30 - July 28</b>  <b>On Campus:</b> <b>April 30 - May 4</b>  <b>8:30am - 5:00pm</b>  <b>Monday - Friday</b>  <b>Room Coady 342</b>  <b>In Ghana:</b> <b>May 5 - July 28</b>	<p>The course brings together experiential learning, learning about the dynamics of local change in the Ghanaian context, and learning about Ghana's history, politics, and social and economic fabric. This course is designed to provide students from a wide variety of disciplines the basis from which to develop an understanding of the global conditions that have framed Ghana's development, as well as local dynamics that influence efforts to contend with these conditions. Students also complete a 6-week Service Learning placement with a community development or social change organization in Ghana. Six credits. <b>NOTE: this course is intended for students entering 3<sup>rd</sup> or 4<sup>th</sup> year in 2018-19.</b> 6 credits.</p> <p>Service Learning and travel costs for the 12 weeks in Ghana will be funded. Students are responsible for course tuition. <b>Students must apply for admission at</b> <a href="https://sites.stfx.ca/service_learning/node/130.html">https://sites.stfx.ca/service_learning/node/130.html</a>. The deadline to apply is March 23rd; for more information, contact <a href="mailto:servicelearning@stfx.ca">servicelearning@stfx.ca</a>.</p>

## ONLINE

April 30 - June 26 (unless otherwise indicated)

ONLINE SPRING COURSES	DATES	DESCRIPTION
<b>AQUA 100.66</b> <b>Introduction to Aquatic Resources I: Natural Science Applications</b>  <b>CRN 11020</b> <b>CRN Lab 11021</b>  <b>C. Rennie</b>	<b>April 30 - June 26</b>  <b>Online</b>	<p>The scientific principles underlying the structure and functioning of aquatic ecosystems will be explored in this course. These principles determine, in large part, the effects of perturbations and stresses on these systems. Course topics include a study of the nature of water, principles of ecology, the groundwater system, lakes, rivers and finally oceans. The physical aspects of each 'aquatic resource' will be explored, as well as its ecological characteristics, and finally the effects of human activity on the resource. Six credits.</p> <p><b>Note: The online AQUA 100 course is not intended for students registered in the Interdisciplinary Studies in Aquatic Resources degree program and will not count towards that degree.</b></p>
<b>BIOL 220.66</b> <b>Selected Topics in Biology</b>  <b>CRN 11022</b>  <b>V. Karunakaran</b>	<b>May 28 - August 7</b>  <b>Online</b>	<p>This course is for non-science students who are interested in understanding biological concepts. The course deals with "how scientific principles are established" and illustrates this by discussing selected topics of biological and human interest. Topics include: evolution and population, diabetes, homeostasis, HIV and vaccines, antibiotic resistance, and cancer. Acceptable for credit only in the Faculties of Arts and Business and as an open elective in the B.Sc. Nursing. Credit will be granted for only one of BIOL 220 or BIOL 221/222. Six credits.</p>
<b>BIOL 251.66</b> <b>Human Anatomy &amp; Physiology I</b>  <b>CRN 11023</b> <b>CRN Lab 11024</b>  <b>M. Cardinal-Aucoin</b>	<b>April 30 - June 26</b>  <b>Online:</b> <b>April 30 - June 17</b>  <b>On Campus Lab:</b> <b>June 18 - 23</b>	<p>An integrated approach to the study of the anatomy and physiology of the following: the integumentary, skeletal, muscular, nervous and endocrine systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Three credits and one week on-campus lab.</p>

<b>BSAD 221.66</b> <b>Introductory Financial Accounting</b>  <b>CRN 11025</b>  <b>J. Melong</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course is an introduction to basic concepts, principles, and procedures underlying financial accounting and financial statement preparation. Required for all BBA students; a prerequisite for all 300 and 400 level financial accounting and finance courses. <b>Prerequisite: BSAD 101, 102.</b> Three credits.
<b>BSAD 281.66</b> <b>Foundations of Business Information Technology</b>  <b>CRN 11026</b>  <b>R. Palanisamy</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course provides an introduction to information technology and management in modern organizations. Key topics include innovation and competitive advantage through IT, enterprise systems, web 2.0 and social media, web analytics and business intelligence, security, privacy and ethics. The course will use cases of technology intensive organizations to illustrate concepts. Credit will be granted for only one of BSAD 281 or INFO 101/102. <b>Prerequisite: BSAD 101, 102.</b> Three credits.
<b>BSAD 363.66</b> <b>Human Resource Management</b>  <b>CRN 11028</b>  <b>S. Litz</b>	<b>April 30 - June 26</b>  <b>Online</b>	A review of the many functions of human resource management, including but not limited to employee selection, development, appraisal and compensation, in addition to the broader social and legal context which influences the HR practice. This course makes a case for the strategic role that proper management of human resources plays in successful organizations while providing an important critique of the practice. <b>Prerequisite: BSAD 261.</b> Three credits.
<b>CHEM 100.66</b> <b>General Chemistry</b>  <b>CRN 11029</b> <b>CRN Lab 11030</b>  <b>G. Marangoni</b>	<b>May 7 - August 7</b>  <b>Online:</b> <b>May 7 - July 27</b>  <b>Online Tutorials:</b> <b>Thursdays, 6:30 pm - 8:30 pm AST</b>  <b>On-Campus Labs:</b> <b>July 30 - August 3</b> <b>9:00 am - 11:30 am</b> <b>1:30 pm - 4:00 pm</b> <b>LAB ROOM: PS2010</b>	In this course students, will explore the fundamental principles of chemistry, including atomic and molecular structure, bonding, elementary thermo-chemistry and thermodynamics, oxidation-reduction reactions, kinetics and equilibrium reactions with particular reference to the behavior of solutions, and an introduction to organic chemistry. This course emphasizes the application of chemical principles in areas of interest to students in the life sciences. Credit will be granted for only one of CHEM 100 or 120. Six credits and lab.  <hr/> <b>NOTE: Labs are held ON-CAMPUS, July 30 - August 3.</b>  Students who have passed an equivalent lab portion of CHEM 100, may be exempt from the lab component of this course.
<b>ENGL 111.66</b> <b>Literature and Academic Writing I</b>  <b>CRN 11031</b>  <b>J. Potts</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course will give students key skills such as: how to write literary-critical essays; how to build a question or problem from a close-reading of a literary work; how to frame an argument in a way that gives it purpose; how to develop that argument by presenting and analyzing evidence; how to engage in scholarly debate; how to do literary-critical research. Credit will be granted for only one of ENGL 111, 100 or 110. Three credits
<b>ESCI 171.66</b> <b>Understanding the Earth I</b>  <b>CRN 11032</b> <b>CRN Lab 11082</b>  <b>C. Murphy</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course explores the Earth around us, the processes that have shaped the past and the present, and the implications for our future. With an understanding of Earth's dynamic nature, we will cover topics on minerals, rocks and the rock cycle, geologic time, continental drift and plate tectonics, origins of volcanoes, earthquakes and mountain building; the composition and structure of solid Earth, from its surface to its deep interior will be explored. The relationship between the hydrosphere (our oceans), and the geosphere, (solid Earth), will include discussions on ocean basin

		development, ocean water chemistry, circulation, and El Niño. Three credits.
<b>HIST 323.66</b> <b>Canadian Immigration, Race, and Ethnicity from 1896</b>  <b>CRN 11033</b>  <b>B. MacKenzie</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course traces the history of Canadian immigration, settlement, ethnicity, race relations, and multiculturalism from 1896 to the present. It demonstrates the central contribution of immigrants to the formation of Canada while also introducing important debates about immigration policy, refugees, minority rights, equality of opportunity, racism, ethnic identity, the commemoration of ethnic pasts, the creation of transnational communities, concepts of citizenship, and the policy of multiculturalism. Credit will be granted for only one of HIST 322 or HIST 310. Three credits.
<b>HNU 215.66</b> <b>Nutrition for a Healthy Lifestyle</b>  <b>CRN 11034</b>  <b>P. Mazier</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course introduces nutritional science and the role that nutrition, exercise, and other lifestyle behaviours play in the promotion of health. Topics include the function of food and its role in maintaining and promoting health, vegetarianism, food safety, body weight, and healthy eating. Credit will be granted for only one of HNU 215 or HNU 261. Not acceptable for credit in the HNU, HKIN (minor in HNU) or NURS programs. Three credits.
<b>MATH 106.66</b> <b>Calculus I</b>  <b>CRN 11035</b> <b>CRN Lab 11036</b>  <b>D. DeWolf</b>	<b>April 30 - June 26</b>  <b>Online</b>	An introduction to differential calculus of a single variable, with applications to the physical, life, and social sciences. Topics include limits; differentiation of polynomial, exponential, logarithmic, and trigonometric functions; inverse functions and their derivatives; implicit differentiation; curve sketching, and applied max-min problems. Credit will be granted for only one of MATH 111 or ENGR 121. <b>Prerequisite: Grade 12 pre-calculus or equivalent.</b> Three credits.
<b>PSCI 298.66</b> <b>Selected Topics: Theory &amp; Politics of Human Rights</b>  <b>CRN 11037</b>  <b>J. Spring</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course will critically examine the theory and politics of human rights, including conceptual, historical, legal and practical controversies surrounding human rights and the institutions that have been designed to protect them. Three credits.
<b>PSCI 345.66</b> <b>Women and Politics</b>  <b>CRN 11038</b>  <b>L. Stan</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course is an introduction to the study of women and politics this course has three parts: feminist political thought and the women's movement; political participation and representation; and public policy. Topics include feminist political thought in the Western political tradition; the evolution and politics of women's movement, women's participation in political parties and legislatures; women and work; and the welfare state. <b>Prerequisite: PSCI 100 or WMGS 100. Cross-listed as WMGS 345.</b> Three credits.
<b>PSYC 100.66</b> <b>Introduction to Psychology</b>  <b>CRN 11042</b>  <b>Z. Hayes</b>	<b>April 30 - August 4</b>  <b>Online</b>	This course is a survey of the major topics of psychology as well as an introduction to the methodology of psychological research. <b>PSYC 100 is a prerequisite for all other courses in psychology.</b> Six credits.
<b>PSYC 220.66</b> <b>Cognitive Psychology</b>  <b>CRN 11043</b> <b>CRN Lab 11069</b>  <b>P. McCormick</b>	<b>April 30 - July 24</b>  <b>Online</b>	This course deals with the basic cognitive processes: perception, attention, memory, language, thinking, and problem-solving. <b>Prerequisite: PSYC 100.</b> Six credits.

<p><b>PSYC 363.66</b> <b>Applications of Psychology to Society: Psychology of Persuasion</b></p> <p><b>CRN 11044</b></p> <p><b>G. Haynes</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>The purpose of this course is to provide an introduction to social psychological research and theories in the area of persuasion, and their applications to everyday life and real-world problems. Students will learn how to effectively use the many tools of persuasion in an ethical fashion in both their personal and professional lives. Specific topics to be covered include the major tools of persuasion (reciprocity, commitment, liking, social proof, and scarcity), persuasive language (both verbal and non-verbal), advertising, propaganda, and resisting influence. Credit will be granted for only one of PSYC 363 or 375. <b>Prerequisite: 6 credits PSYC at the 200 level.</b> Three credits.</p>
<p><b>PSYC 372.66</b> <b>Cultural Psychology</b></p> <p><b>CRN 11045</b></p> <p><b>T. Callaghan</b></p>	<p><b>April 30 - June 12</b></p> <p><b>Online</b></p>	<p>The question of how culture influences human behavior and mind will be explored. For many years, research and theory in psychology have been based on studies conducted primarily in Western technological societies. There is growing concern that the basic principles of the discipline may not apply in other cultural contexts. This course will consider the historical roots of studying culture in psychology and related disciplines, the socialization of infants and young children into the practices and routines of the culture, and evolutionary, developmental and cultural influences on the building and maintaining of human relationships. Varieties of experiences and practices related to mental and physical health that exist in the cultures of the world will also be considered. The course will provide a comprehensive review of contemporary research findings and theoretical viewpoints as the many facets of this fast-growing discipline of psychology are explored. <b>Prerequisite: 6 credits PSYC at the 200 level.</b> Three credits.</p>
<p><b>RELS 225.66</b> <b>Cults and New Religious Movements</b></p> <p><b>CRN 11046</b></p> <p><b>K. Penner</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>A study of cults in the context of 20<sup>th</sup> century North American society, beginning with defining cults in relation to sects and churches. Topics include neo-paganism, Hare Krishna, the theosophical tradition, the Unification Church, tragic endings to cults such as the Branch Davidians and Heaven's Gate, why people join cults; and the religion-cultural significance of cults today. <b>Prerequisite: any 100-level RELS course.</b> Three credits.</p>
<p><b>RELS 375.66</b> <b>Islam in Canada</b></p> <p><b>CRN 11047</b></p> <p><b>L. Darwish</b></p>	<p><b>April 30 - July 3</b></p> <p><b>Online</b></p>	<p>This three-credit course explores diverse Muslim identities in Canadian society (sometimes comparing with American). The first part of the course provides an overview of Islamic belief and history, and the beginnings of immigrant Islam in Canada. In the remaining weeks, students engage critically with a variety of Canadian Muslim and non-Muslim perspectives on contemporary issues such as multiculturalism, Muslim identity, gender, institutional development, sharia, authority and leadership, youth, radicalization post-9/11, discrimination, and the media. Cross-listed as SOCI 374. Three credits.</p>
<p><b>SOCI 101.66</b> <b>Introduction to Sociology I</b></p> <p><b>CRN 11049</b></p> <p><b>D. MacDonald</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>This course introduces students to the origins and development of sociological thinking and research, beginning with the foundations of the discipline in the 19th century. Students are then introduced to the concepts and methods within sociology. The objective is to explore the extent and limits of our capacity to change the social world by reference to sociological research in both a Canadian and global context. This course is a prerequisite for Sociology 102. Three credits.</p>
<p><b>SOCI 221.66</b> <b>Sociology of Marriage and Family Life</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>This course analyzes the institution of the family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting</p>

<p><b>CRN 11050</b></p> <p><b>J. Carlson</b></p>		<p>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>Cross-listed WMGS 221.</b> Three credits.</p>
<p><b>SOCI 251.66</b> <b>Theories of Deviance and Social Control</b></p> <p><b>CRN 11052</b></p> <p><b>D. MacDonald</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>This course offers students a theoretical foundation for understanding social processes of deviance and social control. Using various theoretical devices students will critically examine the social category of deviance and its use in social institutions and daily social practices. Topics could include mental illness, drug and alcohol use, alternative sexualities, social violence and disability. Credit will be granted for only one of SOCI 251, SOCI 250 or SOCI 298. Three credits.</p>
<p><b>SOCI 313.66</b> <b>Conceptions of Disability</b></p> <p><b>CRN 11053</b></p> <p><b>C. Aubrecht</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>An introduction to the field of disability studies, this course examines the ways in which disabled people and disability issues are defined and treated in contemporary society. Social and political conceptions of disability are contrasted with medical and individualistic definitions of disability with the aim of developing a critique of taken-for-granted conceptions of normal bodies, minds, and senses. Community-based contributions and responses to disability knowledge are emphasized and common ideas and assumptions about disability are situated historically to illustrate changing relations to disability over time, and to the role of disability knowledge in social change. The experience of disability will be stressed. <b>Prerequisite: 12 credits of Sociology or the permission of the instructor.</b> Three credits.</p>
<p><b>SOCI 374.66</b> <b>Islam in Canada</b></p> <p><b>CRN 11048</b></p> <p><b>L. Darwish</b></p>	<p><b>April 30 - July 3</b></p> <p><b>Online</b></p>	<p>This three-credit course explores diverse Muslim identities in Canadian society (sometimes comparing with American). The first part of the course provides an overview of Islamic belief and history, and the beginnings of immigrant Islam in Canada. In the remaining weeks, students engage critically with a variety of Canadian Muslim and non-Muslim perspectives on contemporary issues such as multiculturalism, Muslim identity, gender, institutional development, sharia, authority and leadership, youth, radicalization post-9/11, discrimination, and the media. Cross-listed as RELS 375. Three credits.</p>
<p><b>SOCI 395.66</b> <b>Selected Topics: Sociology of Addiction</b></p> <p><b>CRN 11054</b></p> <p><b>D. Smythe</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>This course explores drug and alcohol addiction as a widespread social problem, from several central perspectives: 1) the basic theories of addiction to the present day, including addiction as having a genetic basis; 2) the historical sociology of drug and alcohol addiction and the emergence of addiction as an idea; 3) the subcultures of addiction which include the influence of drinking and drugs on the arts, popular culture, and street culture; 4) the correlation between addiction, 'race' and racism; and finally, 5) the impact of addiction on women, the family, and society. Throughout the course, students will realize the complex nature of addiction as an explanatory mechanism for human behaviour. On finishing the course, students should gain an awareness of the most salient debates that dominate arguments on the link between addiction and social life. <b>Prerequisite: 12 credits in Sociology.</b> Three credits.</p>
<p><b>STAT 101.66</b> <b>Elementary Statistics</b></p> <p><b>CRN 11055</b></p> <p><b>T. Nadarajah</b></p>	<p><b>April 30 - June 26</b></p> <p><b>Online</b></p>	<p>This course teaches statistics for students in business and arts. Topics include: descriptive statistics; data collection, tabulation, and presentation; measures of central tendency and variability; binomial, normal, and chi-square distribution; estimation of parameters and tests of hypothesis; simple linear regression and correlation; and an introduction to a statistical computer package.</p>

		Credit will be granted for only one of STAT 101, 224, 231, PSYC (290) 292. Three credits.
<b>WMGS 221.66</b> <b>Sociology of Marriage and Family</b>  <b>CRN 11051</b>  <b>J. Carlson</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course analyzes the institution of the family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence and how technology is influencing parenting. Credit will be granted for only one of the SOCI 221, SOCI 210 or WMGS 210. <b>Cross-listed SOCI 221.</b> Three credits.
<b>WMGS 345.66</b> <b>Women and Politics</b>  <b>CRN 11041</b>  <b>L. Stan</b>	<b>April 30 - June 26</b>  <b>Online</b>	This course is an introduction to the study of women and politics this course has three parts: feminist political thought and the women's movement; political participation and representation; and public policy. Topics include feminist political thought in the Western political tradition; the evolution and politics of women's movement, women's participation in political parties and legislatures; women and work; and the welfare state. <b>Prerequisite: PSCI 100 or WMGS 100. Cross-listed as PSCI 345.</b> Three credits.

## UNDERGRADUATE COURSES - SUMMER SESSION

Online - June 25 - August 21 (unless otherwise indicated)

### ONLINE

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>BIOL 252.66</b> <b>Human Anatomy &amp; Physiology II</b>  <b>CRN 21001</b> <b>CRN Lab 21002</b>  <b>M. Cardinal-Aucoin</b>	<b>July 2 - August 28</b>  <b>Online:</b> <b>July 2 - August 19</b>  <b>On Campus Lab:</b> <b>August 20 - 25</b>	An integrated approach to the study of the anatomy and physiology of the following: cardiovascular, respiratory, immune, digestive, urinary and reproductive systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Prerequisite: BIOL 251. Three credits and one week on-campus lab.
<b>BSAD 223.66</b> <b>Introductory Managerial Accounting</b>  <b>CRN 21003</b>  <b>R. McIver</b>	<b>June 25 - August 21</b>  <b>Online</b>	An introduction to the basic concepts of management accounting and the use of accounting information for managerial decisions. <b>Prerequisite: BSAD 221, completed or concurrent.</b> Three credits.
<b>BSAD 231.66</b> <b>Foundations of Marketing</b>  <b>CRN 21004</b>  <b>B. Mukerji</b>	<b>June 25 - August 21</b>  <b>Online</b>	Customers do not buy products; they buy benefits, satisfactions, and solutions to their problems. This course provides students with the customer and marketplace focus central to effective marketing. The course employs exercises and cases to develop students' analytical skills and provides opportunities to demonstrate these skills through memos and reports. <b>Prerequisites: BSAD 101, 102.</b> Three credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>BSAD 241.66</b> <b>Financial Management I</b>  <b>CRN 21005</b>  <b>V. Vishwakarma</b>	<b>June 25 - August 21</b>  <b>Online</b>	Covers fundamental aspects of financial decision-making, including financial analysis and planning, valuing stocks and bonds, capital budgeting, accessing capital markets, the cost of capital, and working capital management. <b>Prerequisites: BSAD 221 completed or concurrent; MATH 205.</b> Three credits.
<b>BSAD 261.66</b> <b>Organizational Behaviour</b>  <b>CRN 21006</b>  <b>S. Price</b>	<b>June 25 - August 21</b>  <b>Online</b>	Organizational behaviour introduces students to the context, concepts, principles and theories of human behaviour in organizations. The topics explored range from motivation to teamwork to communication. The objective is twofold: to understand how an organizational member might experience, interpret, and manage human relations as an individual and a group member; and to understand how the influences on human behaviour in turn contribute to organizational effectiveness. <b>Prerequisites: BSAD 101, 102.</b> Three credits.
<b>BSAD 383.66</b> <b>Mobile Commerce</b>  <b>CRN 21007</b>  <b>R. Palanisamy</b>	<b>June 25 - August 21</b>  <b>Online</b>	This course focuses on concepts that will help business managers to take advantage of the evolving world of mobile commerce (m-commerce) and social media opportunities. The various concepts include e-business models, e-business technology infrastructure, building e-commerce mobile presence, social networks and mobile platforms for marketing and advertising, digital content and media online retail mobile commerce from various industries, supply chain management and collaborative commerce, m-commerce security and payments, and ethical issues in m-commerce. Credit will be granted for only one of the BSAD 383 or BSAD 415/INFO 446. <b>Prerequisite: BSAD 281.</b> Three credits.
<b>ENGL 233.66</b> <b>Children’s Literature: 1865 to the Present</b>  <b>CRN 21009</b>  <b>A. Daignault</b>	<b>June 25 - August 21</b>  <b>Online</b>	Using the landmark publication of Lewis Carroll’s Alice’s Adventures in Wonderland as a starting point, this course provides a critical survey of children’s literature in Britain, America and Canada. Authors to be studied include Carroll, L. M. Montgomery, E. B. White, Roald Dahl, Maurice Sendak, Cecile de Mille, Dennis Lee and Sheree Fitch. Credit will be granted for only one of the ENGL 233 or ENGL 234. <b>Prerequisite: ENGL 100 or 111/112 or equivalent.</b> Three credits.
<b>HNU 161.66</b> <b>Food and Nutrition for Health in Society</b>  <b>CRN 21010</b>  <b>T. Emrich</b>	<b>June 25 - August 21</b>  <b>Online</b>	This foundation course examines the evolving role of food and nutrition in society from historical and contemporary perspectives. Students will be introduced to local, national and global influences on societal food consumption trends and factors influencing individual food choice and behaviour. The impact of socioeconomic factors and culture, such as customs and worldviews, on food selection and dietary practices will be explored through a variety of lenses that include food as: humanness, identity, politics and regulation, industry, the environment, justice, and as a career path. Credit will be granted for only one of HNU 161 or 185. Three credits.
<b>MATH 107.66</b> <b>Calculus II</b>  <b>CRN 21011</b> <b>Lab CRN 21012</b>  <b>D. DeWolf</b>	<b>June 25 - August 21</b>  <b>Online</b>	An introduction to integral calculus for functions of one variable. Topics include: definite and indefinite integrals, the fundamental theorem of calculus, methods of integration, numerical approximation of definite integrals, applications to area and volume, probability density functions and distributions, differential equations, and Taylor polynomials. Credit will be granted for only one of MATH 112 or ENGR 122. <b>Prerequisite: MATH 106.</b> Three credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<p><b>MUSI 118.66</b> <b>World Music</b></p> <p><b>CRN 21013</b></p> <p><b>J. Hanlon</b></p>	<p><b>June 25 - August 21</b></p> <p><b>Online</b></p>	<p>This survey course is an introduction to various popular music traditions from around the world. Although the course focuses on popular music, the course also explores how the folkloric and indigenous musical traditions helped shape the contemporary musical sound of that region or country. The goal of the course is to introduce the learner to the musical characteristics as well as the social and spiritual implications that make each region's music distinct and interesting. The historical development of the music, melodic/ rhythmic/ harmonic/formal structures, indigenous instruments, the role of singing, significant musical occasions, recent changes in musical traditions, and current popular music styles (possibly derived from folkloric styles) will be presented. The course will focus on the music of the Caribbean region, Latin America, Brazil, Europe, Sub-Saharan Africa, South Asia (India), the Middle East, and Southeast Asia (Japan, China, Thailand and Indonesia). There are no prerequisites for this course and its delivery should be easily understood by all students, regardless of previous musical experience. Three credits.</p>
<p><b>PSCI 295.66</b> <b>Religion and Politics</b></p> <p><b>CRN 21014</b></p> <p><b>L. Stan</b></p>	<p><b>June 25 - August 21</b></p> <p><b>Online</b></p>	<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. <b>Cross-listed RELS 295</b>. Three credits.</p>
<p><b>PSCI 353.66</b> <b>International Organizations</b></p> <p><b>CRN 21016</b></p> <p><b>Y. Cho</b></p>	<p><b>June 25 - August 21</b></p> <p><b>Online</b></p>	<p>A study of the development and role of international organizations in world politics. Topics include the history and evolution of the United Nations, the effects of international law on state behaviour, and the extent to which international co-operation has been effective in resolving global problems. <b>Prerequisite: PSCI 250 recommended</b>. Three credits.</p>
<p><b>PSYC 355.66</b> <b>Lifespan Developmental Psychology for the Health Sciences II: Adulthood and Aging</b></p> <p><b>CRN 21017</b></p> <p><b>P. Hauf</b></p>	<p><b>June 18 - July 31</b></p> <p><b>Online</b></p>	<p>Lifespan development is an exploration of the biological, cognitive, and psychosocial changes that occur across different periods of life. Whereas the course <i>Lifespan Developmental Psychology for the Health Sciences I</i> focuses on developmental changes during childhood and adolescence, this course will provide a basic understanding of human development from early adulthood until death. Age-related changes in behaviour, thinking, emotions, personalities, and social relationships will be explored in relation to maturational processes, individual differences, and cultural expectations. <b>Prerequisites: PSYC 260 or PSYC 354</b>. Three credits.</p>
<p><b>PSYC 374.66</b> <b>Human Development Across Cultures</b></p> <p><b>CRN 21018</b></p> <p><b>T. Callaghan</b></p>	<p><b>June 18 - July 31</b></p> <p><b>Online</b></p>	<p>The main focus in this course will be to consider how cultural context has an impact on the course of human development. Human organisms develop within cultural groups. Human development is best considered within the framework that sees the developing child, their parents or other agents of socialization, and the culture as bundled together within a system of mutual influence and co-construction. The biological predispositions for personality, cognition, and social development will provide a blueprint for the</p>

ONLINE SUMMER COURSES	DATES	DESCRIPTION
		possible paths that the development of these processes could take, but only as these predispositions unfold within a particular cultural ecology will the developmental path be determined. Cultural studies of human development help us to understand how diversity in cultural environments impacts the nature of parenting beliefs and practices, and through these agents of socialization, the course of children's development. <b>Prerequisite: 6 credits of PSYC at the 200 level.</b> Three credits.
<b>RELS 120.66</b> <b>Religion, Spirituality, and Health</b>  <b>CRN 21019</b>  <b>R. Tekel</b>	<b>June 25 - August 21</b>  <b>Online</b>	This introductory course provides a thematic focus on spirituality, healing and well-being in selected Eastern and Western religious traditions. Each unit of study includes an introduction to the tradition; explores spiritual paths pursued by its practitioners; examines characteristics of illness, healing, and well-being in the tradition; and explores one or more specific contemporary health concerns and healing practices which arise from within each religious tradition. Credit will be granted for only one RELS 120, 100 or 110. Six credits.
<b>RELS 295.66</b> <b>Religion and Politics</b>  <b>CRN 21015</b>  <b>L. Stan</b>	<b>June 25 - August 21</b>  <b>Online</b>	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. <b>Cross-listed PSCI 295.</b> Three credits.
<b>RELS 328.66</b> <b>Mind, Self &amp; Society: Tibetan Monastic Buddhism</b>  <b>CRN 21026</b>  <b>A. Sandness</b>	<b>July 30 - September 5</b>  <b>Online/On-site</b>  <b>Online:</b> <b>July 30 - August 20</b>  <b>On-site:</b> <b>August 21 - 28</b> <b>Gampo Abbey, Cape Breton, NS</b>	A "Mindfulness Immersion" experience, this summer course offers three weeks of intensive online learning in preparation for a culminating, one-week experience of Buddhist monastic practice to take place at Gampo Abbey in Cape Breton, Nova Scotia. Study will include the historical development of Buddhism, and in particular of Tibetan Buddhism, along with the examination of ethical and philosophic underpinnings of Buddhist monastic practice. A variety of mindfulness/contemplative techniques will be experienced during our time as part of the Buddhist monastic community. Enrolment is limited, <b>Instructor permission is required to register for this course.</b> The 3-week theory component of the course is offered online only.  Room & Board at Gampo Abbey (\$500, payable to the Gampo Abbey) is in addition to tuition. Students are responsible for their own transportation. Three credits. (Offered Summer 2018 and Summer 2019). For information/registration contact: <a href="mailto:continuinged@stfx.ca">continuinged@stfx.ca</a> or call 902-867-2372 or 1-877-867-3906.
<b>SOCI 102.66</b> <b>Introduction to Sociology II</b>  <b>CRN 21020</b>  <b>D. MacDonald</b>	<b>June 25 - August 21</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. <b>Prerequisite: SOCI 101.</b> Three credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>SOCI 230.66</b> <b>Sociology of Education</b>  <b>CRN 21021</b>  <b>D. Smythe</b>	<b>June 25 - August 21</b>  <b>Online</b>	This course provides students with a social interpretation of education in Canada, emphasizing contemporary structures. Students will investigate the relationship between education opportunity and conditions of inequality arising from socioeconomic status, the economy, family and religion. <b>Prerequisite: SOCI 100.</b> Six credits.
<b>SOCI 252.66</b> <b>Topics in Deviance and Social Control</b>  <b>CRN 21022</b>  <b>D. MacDonald</b>	<b>June 25 - August 21</b>  <b>Online</b>	This course draws upon the theoretical preparation provided in Sociology 251 to critically assess various topics in deviance and social control, and their power relations. Students will for instance, consider the complex relations of power and control associated with sex and sexuality, contemporary notions of fitness and health, white versus blue collar crime, as well as “natural” disasters. Credit will be granted for only one of the SOCI 252 or SOCI 250. <b>Prerequisite: SOCI 251.</b> Three credits.
<b>SOCI 314.66</b> <b>Disability and Culture</b>  <b>CRN 21023</b>  <b>C. Aubrecht</b>	<b>June 25 - August 21</b>  <b>Online</b>	Beginning with the understanding that disability is a social phenomenon, this course provides students with the tools to analyze such cultural conceptions as normalcy-abnormalcy, ability-inability, independence-dependence. Students will examine cultural representations of disability that marginalize and oppress disabled people, and explore the ways in which cultural representations of disability differ from experiential accounts. These representations are analyzed from an international perspective, with a focus on how disability has been represented in Canadian social policy, the media, helping professions, and the education system. Three credits.
<b>STAT 101.66/.67</b> <b>Elementary Statistics</b>  <b>CRN 21024/21064</b>  <b>T. Nadarajah</b>	<b>June 25 - August 21</b>  <b>Online</b>	This course teaches statistics for students in business and arts. Topics include: descriptive statistics; data collection, tabulation, and presentation; measures of central tendency and variability; binomial, normal, and chi-square distribution; estimation of parameters and tests of hypothesis; simple linear regression and correlation; and an introduction to a statistical computer package. Credit will be granted for only one of STAT 101, 224, 231, PSYC (290) 292. Three credits.

## **POST RN PROGRAMS BY DISTANCE**

### **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. Explore the learning experience through computer technologies and online resources. The 63-credit curriculum is designed around core nursing competencies, and has flexibility that enables students to select courses meeting professional interests and practices. **A current RN Registration is required for all distance nursing programs.**

### **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 NURSING**

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

- N115: Health Teaching and Learning
- N135: Contemporary Issues in Nursing
- N205: Community Health Nursing
- N425: Comprehensive Health Assessment

### **CERTIFICATE IN GERONTOLOGICAL NURSING**

This program is designed to prepare registered nurses to deliver holistic, effective care to older adults. Developing knowledge and practical skills enables nurses to address comprehensive needs of 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:**

Distance Nursing Programs  
Continuing & Distance Education  
St. Francis Xavier University, PO Box 5000  
Antigonish, NS B2G 2W5  
Toll free: 1-800-565-4371  
Email: [distance.nursing@stfx.ca](mailto:distance.nursing@stfx.ca)  
[https://sites.stfx.ca/continuingeducation/distance\\_nursing.html](https://sites.stfx.ca/continuingeducation/distance_nursing.html)

## DISTANCE NURSING SPRING/SUMMER SCHEDULE

COURSE	DATES	DESCRIPTION
<b>BIOL 105.77</b> <b>Introductory Cell and Molecular Biology</b>  CRN 21029 Lab CRN 21030  V. Karunakaran	<b>May 28 - August 3</b>  <b>Online</b>	This course will focus on the structure and function of cells, cell division, patterns of inheritance and the molecular basis of inheritance. Restricted to nursing students. Three credits.
<b>BIOL 115.77</b> <b>Microbes in Human Health</b>  CRN 21027 Lab CRN 21028  V. Karunakaran	<b>May 28 - August 3</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. Restricted to nursing students. <b>Prerequisites: BIOL 105</b> , completed or concurrent. Three credits.
<b>DNUR 202.77</b> <b>Community Mental Health Nursing II</b>  CRN 11066  M. Thompson	<b>April 9 - June 15</b>  <b>Online</b>	This course examines the theory of and concepts in mental health nursing principles to specific clinical disorders. As a subsequent elective course DNUR 202 builds on the foundations explored in DNUR 201. Practice components. Three credits.
<b>DNUR 245.77</b> <b>Aging of the Older Adult</b>  CRN 11063  D. Vandewater	<b>April 9 - June 15</b>  <b>Online</b>	This course addresses issues of health and wellness important to an increasingly aging population. Many psychological, social and physical factors affect one's health potential. Students will examine the impact these factors have in making the older adult who he or she is today. Through interaction with a senior in the community students will learn how the older adult defines and promotes his or her own health. Three credits.
<b>DNUR 405.77</b> <b>Nursing of Adults I</b>  CRN 11064  D. Vandewater	<b>April 9 - June 15</b>  <b>Online</b>	Nursing 405 is a nursing practice and theoretical course designed to provide the Part-time Post RN, BScN student with opportunities to render comprehensive nursing care, and explore concepts related to adults who are experiencing, or at risk for complex health problems. Students will be involved in learning experiences by using Moodle, which will enable them to apply the nursing process during interactions with fellow students and sharing practice experiences from diverse settings (acute, chronic, rehabilitative, community and/or ambulatory care, long term-care etc.). Cultural diversity, competency and safety, the consequence of an altered immune system, infection, symptom management, women's health, and palliative care will be studied from a nursing perspective in this course. Three credits.
<b>DNUR 497.77</b> <b>Computers in Nursing</b>  CRN 11065  S. Bowman	<b>April 10 - June 16</b>  <b>Online</b>	This course is designed to provide an introduction to the field of Nursing Informatics and to enhance the use of the computer as a tool of effective information management in the practice of nursing. No previous computer skills are assumed. Three credits.

## GRADUATE STUDIES IN EDUCATION: MASTER OF EDUCATION PROGRAM

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

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

### PROGRAM OVERVIEW

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

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

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

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

### EDUCATIONAL LEADERSHIP AND ADMINISTRATION STREAM

#### First Summer:

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

#### Educational Leadership and Administration Core classes to be taken prior to final research course:

561	Leadership and Administrative Theories	3 credits
533	Dynamics of Change	3 credits
573	Professional Development and Supervision	3 credits

#### Final Research Course:

506	Quantitative Research Methods in Education	3 credits
	or	
507	Qualitative Research Methods in Education	3 credits
	or	
508	Critical Research Literacy in Education	3 credits

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

## EDUCATIONAL CURRICULUM AND INSTRUCTION STREAM

### First Summer:

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

### Curriculum and Instruction Core classes to be taken prior to final research course:

527	Principles of Learning	3 credits
532	Curriculum Theory	3 credits
536	Program Development	3 credits

### Final Research Course:

506	Quantitative Research Methods in Education	3 credits
	or	
507	Qualitative Research Methods in Education	3 credits
	or	
508	Critical Research Literacy in Education	3 credits

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

## COURSE-BASED, PROJECT OR THESIS

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

### Course Based Route

Core Courses	18 credits
Electives	18 credits

or

### Project Based Route

Core Courses	18 credits
Electives	12 credits
590: Project	6 credits

or

### Thesis Route

Core Courses	18 credits
Electives	6 credits
599: Thesis	12 credits

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

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

[http://sites.stfx.ca/registrars\\_office/academic\\_calendar.html](http://sites.stfx.ca/registrars_office/academic_calendar.html).

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

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

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

## **INTERNATIONAL STUDENTS**

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

## **COHORTS**

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

## **PART-TIME STUDY**

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

## **FULL-TIME STUDY**

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

## MASTER OF EDUCATION – SPRING & SUMMER SESSION SCHEDULE

**ADVANCE REGISTRATION REQUIRED.** Enrollment is limited. Students must register by March 1, 2017 for Spring Session and June 1, 2017 for Summer Session. As of March 1 and June 1 any course that does not have the minimum enrollment of 8 students will be cancelled. Students will be informed of any cancellations through their StFX email account after the registration deadline. An additional administration fee of \$100.00 will be applied to students dropping courses within the 2 weeks prior to the course start date.

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

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

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

**SP = Spring Session      SU = Summer Session**

### NON-COHORT - ONLINE

COURSE	DATES	DESCRIPTION
<b>EDUC 508.66 (SP)</b> <b>Critical Research Literacy</b>  CRN 11001  A. Francis	<b>Wednesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2018</b>  <b>Plus 6 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. <b>Prerequisite: EDUC 505.</b>
<b>EDUC 533.66 (SP)</b> <b>Dynamics of Change</b>  CRN 11002  W. MacAskill	<b>Mondays, 7:00pm – 10:00pm</b>  <b>April 2 – June 4, 2018</b>  <b>Plus 6 hours 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.
<b>EDUC 536.66 (SP)</b> <b>Program Development</b>  CRN 11003  M. Olson	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 3 – June 5, 2018</b>  <b>Plus 6 hours TBD</b>	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.

COURSE	DATES	DESCRIPTION
<b>EDUC 561.66 (SP)</b> <b>Leadership and Administrative Theories</b>  <b>CRN</b>		This course is an introduction to theory, research, and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems.
<b>EDUC 518.66 (SP)</b> <b>Assessment for/of/as Learning</b>  <b>CRN 11005</b>  <b>E. Kukner</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 3 – June 5, 2018</b>  <b>Plus 6 hours TBD</b>	The course explores research that informs how appropriate assessment impacts student motivation, engagement and achievement. Formative assessment will be presented as a process that directly involves both students and teacher in generating quality information that informs the decisions teachers and students make before, during, and after instruction. Practical classroom examples and/or case studies will be explored. The course will also explore summative assessment and critically analyze a variety of tools used to evaluating learning with the aim of finding those that align with current research in assessment. Credit will be granted for only one of EDUC 518 and EDUC 569 offered with a similar focus.
<b>EDUC 507.66 (SU)</b> <b>Qualitative Research Methods in Education</b>  <b>CRN 21056</b>  <b>J. Mitton-Kukner</b>	<b>June 2, July 2, 4, 6, 9</b>  <b>9:00am – 3:00pm</b>  <b>Plus 6 hours asynchronous tasks</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. <b>Prerequisite: EDUC 505</b>
<b>EDUC 567.66 (SU)</b> <b>School Law</b>  <b>CRN 21042</b>  <b>D. Young</b>	<b>July 3 – July 26, 2018</b>  <b>Asynchronous</b>	An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia
<b>EDUC 529.66</b> <b>School and Teaching Effectiveness</b>  <b>CRN 21043</b>  <b>A. Francis</b>	<b>July 3, 4, 5, 6, 9, 10, 11, 12</b>  <b>(9:30am – 2:30pm)</b>	An examination of research on school and teaching effectiveness and the implications of this research for school improvement.
<b>EDUC 569.66</b> <b>Selected Topics in Education: Education for LGBTQ students</b>  <b>CRN 21044</b>  <b>R. Muller</b>	<b>July 16, 17, 18, 19, 23, 24, 25, 26</b>  <b>(9:30am – 2:30pm)</b>	This course examines gender identity and sexual orientation and explores how heteronormativity and sexism shape schooling. Issues, challenges and successful educative practices will be explored in this course

## NON-COHORT - ANTIGONISH CAMPUS

Room Codes: JBB (J. Bruce Brown), CO (Coady), XH (Xavier Hall), SCHW (Schwartz), PSC (Physical Sciences Complex).

**A Program Orientation for all students attending classes on the Antigonish campus will be held in Schwartz Auditorium at 8:30 am on July 3, 2018.**

COURSE	DATES	DESCRIPTION
<b>EDUC 534.40 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21059</b>  <b>G. Hadley</b>	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: SCHW 205</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.40 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21060</b>  <b>A. Francis</b>	<b>July 16-26</b>  <b>Monday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 16, 18, 20, 23, 24, 26)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: SCHW 290</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

## COHORT SCHEDULES

### CULTURALLY RESPONSIVE PEDAGOGY (CCRSB)

Online/Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 536.67 (SP)</b> <b>Program Development</b>  <b>CRN 11012</b>  <b>E. Cormier</b>	<b>Mondays, 6:00pm – 9:00pm</b>  <b>April 2 – June 4, 2018</b>  <b>Plus 6 hours TBD</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>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 593.67 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 11070</b>  <b>L. Kearns</b>	<b>April 2 – July 17, 2018</b>	This capping experience allows graduate students to work in an individual or with a partner executing action research activity to develop a deepened understanding of an area of professional interest that has relevance to the advancement of culturally responsive teaching in their school or school board.
<b>EDUC 521D.66</b> <b>Current Research in Instruction: Diverse Cultures - Indigenous Education Pedagogy</b>  <b>CRN 21063</b>  <b>J. Meader</b>	<b>July 3, 4, 5, 6, 9, 10, 11, 12</b>  <b>(9:30am – 2:30pm)</b>	This course focuses on the schooling of Mi'kmaw and other First Nations learners and explores issues, challenges and successes in educating these students. A decolonization lens will be used, through which to examine and enact Indigenous curriculum, teaching, and assessment.

## **CULTURALLY RESPONSIVE PEDAGOGY COHORT 2**

### **Antigonish**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.46 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21074</b>  <b>J. Tompkins</b>	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: PSC 3046</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.44 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21075</b>  <b>G. Hadley</b>	<b>July 16-26</b>  <b>Monday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 16, 18, 20, 23, 24, 26)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: SCHW 205</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

### EARLY ELEMENTARY PEDAGOGY COHORT 3

Online/Halifax

COURSE	DATES	DESCRIPTION
<b>EDUC 512.66 (SP)</b> <b>Play-Based Curriculum for Lifelong Learning</b>  CRN 11013  E. Munroe	<b>Saturdays, April 7, May 26, 2018 – 9:00am-4:00pm</b>  <b>Mondays, 6:00pm – 9:00pm</b> <b>April 9, 16, 23, 30, May 7, 14, May 28, 2018</b>  <b>Asynchronous tasks May 21</b>	This course provides graduate students with a deep understanding of the research and practice of incorporating play in early elementary grades in public schools. Planning, assessing and enacting a play-based curriculum are key course outcomes.
<b>EDUC 593.66 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  CRN 11015  E. Munroe	<b>April 2 – July 17, 2018</b>	Using teacher inquiry, this capping experience allows graduate students to develop a deepened understanding of an area of professional interest that has relevance to the advancement of early elementary pedagogy in their school or school board.
<b>EDUC 527.66 (SU)</b> <b>Principles of Learning</b>  CRN 21045  C. Boulter	<b>July 3, 4, 5, 6, 9, 10, 11, 12</b>  <b>(9:30am – 2:30pm)</b>	This course examines theories of learning and development and their implication for instruction in the early elementary years of public school. In addition to the general cognitive and behavioral theories, the course will focus on the way that learning theory supports integrated inquiry projects, the development of 21st century competencies, and multi-aged, multi-ability classroom settings.

### EARLY ELEMENTARY PEDAGOGY COHORT 4

Online/Halifax

COURSE	DATES	DESCRIPTION
<b>EDUC 520A.66 (SP)</b> <b>Current Research in Curriculum: Literacy for Early Elementary Learners</b>  CRN 11006  K. Stockman	<b>Thursdays, 6:00pm – 9:00pm</b>  <b>April 5 – June 7, 2018</b>  <b>Plus 6 hours TBD</b>	This course will enhance graduate students' abilities to plan, teach and assess early literacy development in complex, possibly multi-aged, multi-ability early elementary classrooms.
<b>EDUC 520C.67 (SU)</b> <b>Current Research in Curriculum: Mathematics for Early Elementary Learners</b>  CRN 21062  L. Murray	<b>July 3 – 12</b>  <b>Face-to-face</b> <b>July 3, 12</b> <b>(8:30am – 3:30pm)</b>  <b>Online</b> <b>July 4, 5, 6, 9, 10, 11</b> <b>(9:30am – 2:00pm)</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.

COURSE	DATES	DESCRIPTION
<b>EDUC 527.68 (SU)</b> <b>Principles of Learning</b>  <b>CRN 21061</b>  <b>D. Graham</b>	<b>July 16, 17, 18, 19, 23, 24, 25, 26</b>  <b>(9:30am – 2:30pm)</b>	This course examines theories of learning and development and their implication for instruction in the early elementary years of public school. In addition to the general cognitive and behavioral theories, the course will focus on the way that learning theory supports integrated inquiry projects, the development of 21st century competencies, and multi-aged, multi-ability classroom settings.

**EARLY ELEMENTARY PEDAGOGY COHORT 5**  
**Antigonish**

COURSE	DATES	DESCRIPTION
<b>EDUC 534.41 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21065</b>  <b>M. Webber-Cook</b>	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: XH 126</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.45 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21077</b>  <b>M. Williams</b>	<b>July 16-26</b>  <b>Monday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 16, 18, 20, 23, 24, 26)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: SCHW 215</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

**INDIGENOUS EDUCATION COHORT 3**

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 520D.66 (SP)</b> <b>Current Research in Curriculum: Diverse Cultures – Infusing Indigenous Perspectives in Math and Science Education</b>  CRN 11011  L. Lunney Borden	<b>Wednesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2018</b>  Plus 6 hours TBD	This course explores ways that Eurocentricism in math and science education is being decolonized. Case studies, curriculum initiatives and examples of creating spaces for Elder knowledge(s) in schools from a variety of different Indigenous contexts will be celebrated in this course.
<b>EDUC 532.66 (SU)</b> <b>Curriculum Theory</b>  CRN 21048  L. Martin	<b>July 3, 4, 5, 6, 9, 10, 11, 12</b>  <b>(9:30am – 2:30pm)</b>	Indigenous focused curricula and theory will be the focus of exploration in this course. Indigenous perspectives will be brought to education and schools. Decolonizing mainstream curricula as well as honoring Indigenous voices and texts will help us imagine how we may affirm Indigenous people, historically, in the present and in the future.
<b>EDUC 509.66 (SU)</b> <b>Trauma Informed Practice</b>  CRN 21049  R. Ryan	<b>July 16, 17, 18, 19, 23, 24, 25, 26</b>  <b>(9:30am – 2:30pm)</b>	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.

**LITERACY**

Digby

COURSE	DATES	DESCRIPTION
<b>EDUC 534.42 (SU)</b> <b>Introduction to the Foundations of Education</b>  CRN 21066  J. Connor	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.

COURSE	DATES	DESCRIPTION
<b>EDUC 505.42 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21067</b>  <b>E. Kukner</b>	<b>July 16-26</b>  <b>Monday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 16, 18, 20, 23, 24, 26)</b>  <b>8:30 am - 3:30 pm</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

**MENTAL HEALTH COHORT 5**  
**Online**

COURSE	DATES	DESCRIPTION
<b>EDUC 509.66 (SP)</b> <b>Trauma Informed Practice</b>  <b>CRN 11014</b>  <b>R. Ryan</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 3 – June 5, 2018</b>  <b>Plus 6 hours TBD</b>	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
<b>EDUC 510.66 (SU)</b> <b>Restorative Approaches</b>  <b>CRN 21050</b>  <b>A. McNeil-Wilson</b>	<b>July 3, 4, 5, 6, 9, 10, 11, 12</b>  <b>(9:30am – 2:30pm)</b>	The course will allow teachers and administrators to understand the principles of restorative approaches. This forward focused approach takes into account the context and causes of situations rather than focusing solely on specific incidents. This approach can foster a positive school climate.
<b>EDUC 561.66 (SU)</b> <b>Leadership &amp; Administrative Theory</b>  <b>CRN 21051</b>  <b>M. Smith</b>	<b>July 16, 17, 18, 19, 23, 24, 25, 26</b>  <b>(9:30am – 2:30pm)</b>	This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role on the operation of the public school system. This course will have as a focus on how to provide graduate students with theory and practice that can advance the inclusion of Mental Health Education in public schools.

**MENTAL HEALTH COHORT 6**

**Antigonish**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.43 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21068</b>  <b>L. Burke</b>	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: SCHW 215</b>	This course provides graduate students with an opportunity to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their students' lives. Educators will (re)think their pivotal role as leaders promoting Mental Health Education alongside larger issues of equity and social justice.
<b>EDUC 511.40 (SU)</b> <b>Mindfulness and Social Learning</b>  <b>CRN 21069</b>  <b>K. Berezowski</b>	<b>July 16-26</b>  <b>Monday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 16, 18, 20, 23, 24, 26)</b> <b>8:30 am - 3:30 pm</b>  <b>Room: PSC 3046</b>	In this course students will explore and engage with practices and research related to mindfulness in education. Mindfulness has been interpreted as the ongoing practice of being awake and aware to what is inside and around us in the present moment. At the same time, students will explore readings that demand our careful attention to what is also culturally and sociologically produced in current efforts to engage in mindfulness in education.

**MENTAL HEALTH COHORT 7**

**Antigonish**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.44 (SU)</b> <b>Introduction to the Foundations of Education</b>  <b>CRN 21070</b>  <b>A. Beaton</b>	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: XH 228A</b>	This course provides graduate students with an opportunity to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their students' lives. Educators will (re)think their pivotal role as leaders promoting Mental Health Education alongside larger issues of equity and social justice.
<b>EDUC 505.41 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 21071</b>  <b>R. White</b>	<b>July 16-26</b>  <b>Monday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 16, 18, 20, 23, 24, 26)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: SCHW 289</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

**OUTDOOR EDUCATION COHORT**

Online/Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 567.66 (SP)</b> <b>School Law</b>  <b>CRN 11008</b>  <b>D. Young</b>	<b>Wednesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2018</b>  <b>Plus 6 hours TBD</b>	This course provides an examination of legal issues in the field of outdoor education, experiential practices, including field trips and specialized activities, as they relate to school boards, administrators, teachers, and curricular expectations. Consideration will be given to recent legislation and court decisions related to the organization, policy and administration of school districts in Nova Scotia.
<b>EDUC 536.66 (SU)</b> <b>Program Development</b>  <b>CRN 21055</b>  <b>G. MacDuff</b>	<b>July 3, 4, 5 (7:00pm – 10:00pm)</b> <b>Online</b>  <b>July 9, 10, 11, 12(9:00am – 3:00pm)</b> <b>Online</b>  <b>July 13 (9:00am – 2:30pm)</b> <b>Online</b>	This course investigates educational programs from the practitioner’s perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. The second aim for this course is to draw on curricular positions to design and implement experiential-based programs.
<b>EDUC 521J.66 (SU)</b> <b>Current Research in Instruction: Philosophical Issues and Challenges in Outdoor Education</b>  <b>CRN 21058</b>  <b>A. Foran</b>	<b>Monday June 18, 2018</b> <b>7:00pm – 10:00pm</b> <b>Online</b>  <b>July 23 – July 27</b> <b>In Field</b>	This course will examine the field of outdoor education through critical exploration of contemporary practices and the evolution of programs P-12. Learning theories will be aligned to current practices in experiential instruction with major concepts that challenge successful implementation and creation of outdoor-based programs in schools. Various philosophical issues will be explored to inform best practices in outdoor education

**PHYSICAL EDUCATION AND HEALTH LEADERSHIP COHORT 4**

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 533.67 (SP)</b> <b>Dynamics of Change</b>  <b>CRN 11009</b>  <b>S. Berg</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 3 – June 5, 2018</b>  <b>Plus 6 hours 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.
<b>EDUC 593.68 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 11071</b>  <b>D. Robinson</b>	<b>April 2 – July 13, 2018</b>	All students enrolled in EDUC 593 are expected to engage in practitioner inquiry and complete a capping experience and to share their work with their peer group, as part of a designated celebration day. This work should focus on an area of professional and personal interest.

<b>EDUC 520G.66 (SU)</b> <b>Current Research in Curriculum: Physical Education</b>	<b>July 3, 4, 5, 6, 9, 10</b>  <b>(9:00am – 2:40pm)</b>	Topic: Conceptualizing the Field of Physical Education: Enduring and Contemporary Issues A critical exploration of recent theories and research related to current issues in instruction with a concentration in Physical Education.
<b>CRN 21052</b>		
<b>W. Walters</b>		

## PHYSICAL EDUCATION AND HEALTH LEADERSHIP COHORT 5

### Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 534.45 (SU)</b> <b>Introduction to the Foundations of Education</b>	<b>July 3-12</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 3, 4, 6, 9, 10, 12)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: Coady 150</b>	This course provides graduate students with an opportunity to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their students' lives. Educators will (re)think their pivotal role as leaders promoting Mental Health Education alongside larger issues of equity and social justice.
<b>CRN 21072</b>		
<b>D. Robinson</b>		
<b>EDUC 505.43 (SU)</b> <b>Introduction to Educational Research</b>	<b>July 13, 16, 17, 18, 19, 20</b>  <b>8:30 am - 3:30 pm</b>  <b>Friday July 13 Room SCHW 289</b> <b>July 16-20 Room Coady 150</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.
<b>CRN 21073</b>		
<b>S. Berg</b>		

## SECONDARY SCIENCE EDUCATION COHORT

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 527.66 (SP)</b> <b>Principles of Learning</b>	<b>Wednesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2018</b>  <b>Plus 6 hours TBD</b>	This course examines theories of learning and development and their implication for instruction. Special attention to examples in science education such as inquiry-based, experiential learning and contextualization will be explored.
<b>CRN 11010</b>		
<b>C. West</b>		

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 578.66 (SU)</b> <b>Computers in Science Education</b>  <b>CRN 21053</b>  <b>M. Wilson</b>	<b>July 3, 4, 5, 6, 9, 10, 11, 12</b>  <b>(9:30am – 2:30pm)</b>	This course examines approaches for using technology to teach science. Examples of how technology, for example Makerspaces, robotics, coding, and simulations can impact science learning and teaching.
<b>EDUC 518.66 (SU)</b> <b>Assessment for/of/as Learning</b>  <b>CRN 21054</b>  <b>L. MacDonald</b>	<b>July 16, 17, 18, 19, 23, 24, 25, 26</b>  <b>(9:30am – 2:30pm)</b>	This course explores issues surrounding the assessment for and of learning in science classrooms. Participants will gain skills necessary to implement a growth mindset perspective in their own teaching and add to their toolbox of formative and summative assessment tasks.

## **EDUCATIONAL RESEARCH FORUM**

<b>Presenters for the 2018 Educational Research Forum include graduate students (MEd and PhD) from the Faculty of Education at St. Francis Xavier University.</b>	<b>July 23</b>	Educational research by educators in the context of their practice is the best way to ensure that what we do in classrooms and education systems is in the best interests of advancing the learning and personal-social development of our students. StFX is proud to support this.  All presentations are based upon original research.
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## PHD IN EDUCATIONAL STUDIES

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

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

### ADMISSION REQUIREMENTS

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

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

## SPECIAL INTEREST COURSES & WORKSHOPS

### 55+ PROGRAMMING

COURSE	DATES	DESCRIPTION
<b>LEARNING LUNCHES for ADULTS 55+</b>	<b>Wednesdays</b> <b>12:00pm - 1:00pm</b> <b>January 17, February 14,</b> <b>April 18, May 16</b>  <b>For a list of topics and presenters, call 902-867-3319 or email: <a href="mailto:cmaceach@stfx.ca">cmaceach@stfx.ca</a></b>	StFX Continuing & Distance Education is offering a series of Learning Lunches in partnership with East Coast Credit Union (Bergengren Branch) and the People's Place Library, Antigonish. Talks are presented once a month in January, February, April, and May, in People's Place Library. Content is geared toward adults 55+ but talks are open to the general public and are free of charge. Bring your lunch and enjoy an hour of interesting and informative discussion.
<b>MINI-LECTURE SERIES for ADULTS 55+</b>	<b>Tuesdays</b> <b>10:00am - 12:00noon</b>  <b>April 3, 10, &amp; 17</b>  <b>May 1 &amp; 8</b>  <b>For a list of topics and presenters, call 902-867-3319 or email: <a href="mailto:cmaceach@stfx.ca">cmaceach@stfx.ca</a></b>	StFX Continuing and Distance Education is offering a series of Mini-Lectures in partnership with the East Coast Credit Union (Bergengren Branch) and the People's Place Library, Antigonish. Consecutive lectures are generally presented in themes, and are presented each spring, in April and May. Content is geared toward adults 55+, but are open to the general public. Lectures are free of charge. A nutrition break, including coffee and tea is provided.

### UNIVERSITY MATH PREPARATION (Online)

COURSE	DATES	DESCRIPTION
<b>UNIVERSITY MATH PREPARATION</b>  <b>D. MacFarlane</b>	<b>July 16 - August 24</b>  <b>Tuition: \$373.75 (includes HST)</b>  <b>Registration deadline: July 13, 2018</b>	This interactive non-credit course is intended to prepare students for university level math courses. Some of the main topics studied in this course are mathematical functions, trigonometry, and an introduction to limits. This online course uses Moodle and Blackboard Collaborate™ (a microphone and speakers or headset is required) and features 12 lessons, video lectures, supplementary materials as well as guidance and feedback from the instructor. This is a great opportunity to prepare for successful participation in university math courses, from the convenience of your home, and with flexibility for your schedule.  <b>Information / Registration:</b> Phone: 902-867-3959 / 3319 or 1-877-867-5562 or email: <a href="mailto:hgoldie@stfx.ca">hgoldie@stfx.ca</a>

## WRITING FOR ACADEMIC PURPOSES (ONLINE)

COURSE	DATES	DESCRIPTION
<b>WRITING FOR ACADEMIC PURPOSES</b>  <b>L. Arnold</b>	July 16 - August 24, 2018  Tuition: \$373.75 (includes HST)  Registration deadline: July 13, 2018	This non-credit interactive online course offers practical strategies for improving skills in academic essay writing. Lessons cover topics such as writing annotated notes and avoiding plagiarism, formulating a thesis statement and constructing a solid outline, as well as proofreading and revising drafts. Students will learn how to correct common errors in grammar, spelling and vocabulary, and how to compose effective introductory and concluding paragraphs. This online course uses Moodle and features 12 lessons, supplementary materials as well as guidance and feedback from the instructor. This is a great opportunity to improve your writing skills from the convenience of your home, and with flexibility for your schedule.  <b>Information / Registration:</b> Phone: 902-867-3959 / 3319 or 1-877-867-5562 or email: <a href="mailto:hgoldie@stfx.ca">hgoldie@stfx.ca</a>

## UNIVERSITY SERVICES / INFORMATION

### ACCOMMODATIONS

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

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

### Conference Services

St. Francis Xavier University

PO Box 5000

Antigonish, Nova Scotia B2G 2W5

Phone: 902-867-2855

Toll Free: 877 782-9289

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

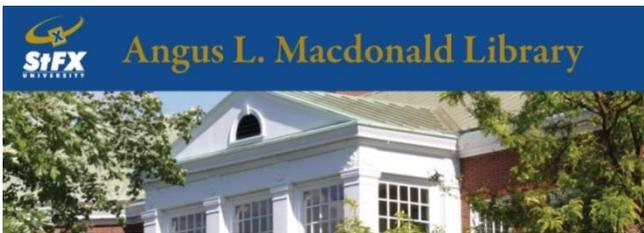
### THE STFX STORE

For Bookstore information, check their website at: <http://www.sites.stfx.ca/campusstore>

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

<http://www.sites.stfx.ca/campusstore>. Click on *Off Campus and Online Course Texts*

**LIBRARY (Angus L. Macdonald Library)** <https://sites.stfx.ca/library/index.html>



**Library Services for Distance and Continuing Education Students:** [https://sites.stfx.ca/library/distance\\_education.html](https://sites.stfx.ca/library/distance_education.html)

- This site provides information, guidance and contact information.

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

**Main Building**                      Monday - Friday                      8:00am to 5:00pm

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

### What support is offered?

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

**Library Cards:** Register online to apply, update or renew your StFX library account. In order to access StFX's online library resources, check out books or use our document delivery services, you must first register as a library patron and then update your account each year of your program. You can register in person or simply go to the library homepage at

<http://sites.stfx.ca/library>, choose “**Get a StFX Library Card**” from the main menu, select the Distance Student option, then complete and submit the form electronically.

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

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

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

The library will provide registered students who have not been issued an official StFX ID with a library card and, if required, a CAUL card for use at libraries outside Nova Scotia. Most Canadian academic libraries now allow in-person borrowing upon presentation of a CAUL card. Your StFX library card can be used to borrow books from StFX or any university or college library in Nova Scotia. For inquiries about library cards, contact the Access Services Desk [circdesk@stfx.ca](mailto:circdesk@stfx.ca) or [kmacswee@stfx.ca](mailto:kmacswee@stfx.ca).

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

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

To view a list of the most useful databases and library resources for your subject area, visit the Library’s [Subject Guides](#). Select “**Find Articles**” to locate the best databases for your subject area, for example:

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

### **To access these and other databases:**

1. Go to library homepage: <http://sites.stfx.ca/library>
2. Select the Subject Guide specific to your area of study
3. Select the “Find Articles” tab to view suggested databases
4. Respond to the Proxy Server when prompted by using your WebFX user name and password

### **TRAMBLE ROOMS - CENTRE FOR ACCESSIBLE LEARNING**

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

Room 108, Angus L. MacDonald Library

Phone: 902-867-5349

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

## **SPORTS COMPLEX**

<http://sites.stfx.ca/keatingcentre/>

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

The Charles V Keating Centre, which opened in 2001, is a multi-purpose arena and conference centre. It houses two regulation ice surfaces that can be converted into a large open area for concerts and special events such as Convocation and X-Ring ceremonies. It also houses 7 fully modular conference rooms, a 4,000-square foot Wellness and Fitness Centre, Creative Dance Studio, and indoor walking track.

### ***Oland Centre***

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

## **FESTIVAL ANTIGONISH**

[festivalantigonish.com/](http://festivalantigonish.com/)

*One of the Top 5 Summer Theatres In Canada!* - OTTAWA Citizen. Housed in the intimate, air-conditioned Bauer Theatre, Festival Antigonish offers top-quality professional live theatre for all ages through July and August.

## UNIVERSITY DIRECTORY

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

### Office

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

Distance Nursing (Post RN) Programs

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

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

### Academic Offices / Departments

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

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

### Other Offices

Business Office (account inquiries / receipts)  
Campus Store (Bookstore)  
Conference Services  
Library Services  
Recreation (Keating Centre)  
Student Success Centre  
IT Services  
(Networks, phone, email, system passwords)  
Centre for Accessible Learning  
University Switchboard

### Numbers

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

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

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

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

### Email

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

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

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

[aservice@stfx.ca](mailto:aservice@stfx.ca)  
[CampusStore@stfx.ca](mailto:CampusStore@stfx.ca)  
[conference@stfx.ca](mailto:conference@stfx.ca)  
[circdesk@stfx.ca](mailto:circdesk@stfx.ca)

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

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

## CAMPUS MAP

[https://sites.stfx.ca/facilities\\_management/sites/sites.stfx.ca/facilities\\_management/files/StFX%20Parking%20Plan%2025Aug2017.pdf](https://sites.stfx.ca/facilities_management/sites/sites.stfx.ca/facilities_management/files/StFX%20Parking%20Plan%2025Aug2017.pdf)