

# StFX Continuing & Distance Education

## SPRING & SUMMER 2017

**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?

**BIOL 251 - Human Anatomy & Physiology I  
BIOL 252 - Human Anatomy & Physiology II  
BSAD 281 - Foundations of Business Information Technology  
BSAD 383 - Mobile Commerce  
ENGL 111 - Literature and Academic Writing I  
PSCI 353 - International Organizations  
SOC1 101 - Foundation of Sociology  
SOC1 102 - Contemporary Sociology  
SOC1/WMGS 221 - Sociology of Marriage and Family Life**



**1-877-867-3906**

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

Last Updated: July 4, 2017

**StFX Continuing & Distance Education  
2017 Spring & Summer Calendar**

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**IMPORTANT DATES**

See StFX Academic Calendar for other important dates ([http://sites.stfx.ca/registrars\\_office/academic\\_calendar](http://sites.stfx.ca/registrars_office/academic_calendar))

January 30	Registration opens for Spring & Summer undergraduate courses
March 4	Registration deadline for Spring Master of Education courses
April 3	Registration deadline for Post RN BScN Spring Session
April 4	Master of Education spring courses begins (unless otherwise indicated)
April 21	Registration deadline for undergraduate spring courses
May 1	First week of undergraduate spring classes (unless otherwise indicated)
May 22	Registration deadline for Post RN BScN Summer Session
June 1	Registration deadline for Master of Education summer courses
June 16	Registration deadline for undergraduate summer courses
June 26	Undergraduate online summer courses begin (unless otherwise indicated)
July 4	Master of Education summer courses begins (unless otherwise indicated)

## 2017 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: [www.sites.stfx.ca/continuingeducation/](http://www.sites.stfx.ca/continuingeducation/)

The regulations governing admission and degree requirements are as set forth in the current St. Francis Xavier *Academic Calendar* [http://sites.stfx.ca/registrars\\_office/academic\\_calendar](http://sites.stfx.ca/registrars_office/academic_calendar)

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

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

Continuing & Distance Education  
(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://sites.stfx.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://sites.stfx.ca/registrars\\_office/academic\\_calendar](http://sites.stfx.ca/registrars_office/academic_calendar)

## PART-TIME STUDY

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

## ADMISSION TO ST FRANCIS XAVIER UNIVERSITY

New students or students who have already graduated and wish to take additional courses, must apply, 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://sites.stfx.ca/registrars\\_office/academic\\_calendar](http://sites.stfx.ca/registrars_office/academic_calendar). 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: [http://sites.stfx.ca/continuingeducation/master/application\\_formsddf](http://sites.stfx.ca/continuingeducation/master/application_formsddf).

## 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:	Internet Explorer 11.0 or MS Edge, <b>Firefox or Google Chrome recommended</b>
Email:	Students must use their StFX email address (provided by TSG)
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:	Safari; <b>Firefox or Google Chrome recommended</b>
Email:	Students must use their StFX email address (provided by TSG)
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

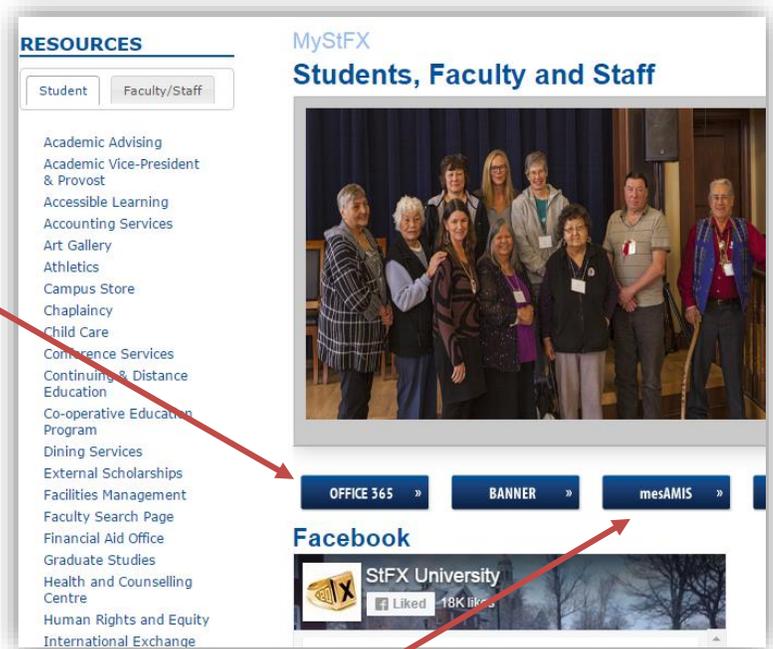
Your StFX student email account is used for all communication between you and StFX. All information coming from the Program Office, as well as other university offices will be sent to your StFX email account only.

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 the Information Technology 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 <http://sites.stfx.ca/welcome/>
2. Select the **Office 365** link and enter your user name (e.g., x2015abc) and your applicable password as outlined on your PIN letter.

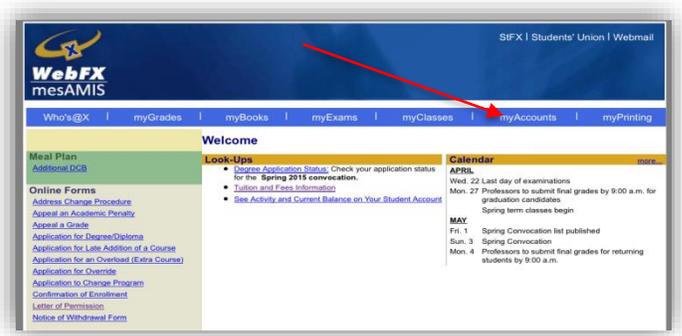


### To view and reset your original password:

1. Go to MyStFX homepage <http://sites.stfx.ca/welcome/>
2. Click on **mesAMIS**
3. Log into the system by using your Student ID as your user name and your 6-digit numeric password

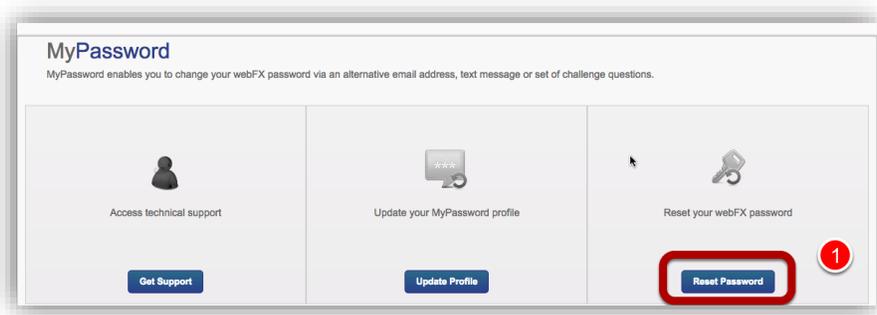
A screenshot of a login form titled 'Log in'. It contains two input fields: 'ID:' with the value '123456789' and 'PIN:' with a masked value '\*\*\*\*\*'. A 'Log in' button is located at the bottom right of the form.

4. Select 'myAccounts'
5. Select the 'Reset Original Password' at the bottom left side of the page



## Changing Your Password

StFX's myPassword service allows you to do real time password resets of your webFX account by authenticating via webFX credentials, alternative email, text, or by a personal questions and answers.



Navigate to <http://mypassword.stfx.ca> to update your profile or reset your webFX account. Guides and tutorials for assistance using this service can be found on the IT Services website at <http://sites.stfx.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 the Information Technology 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: [www.sites.stfx.ca/registrars\\_office/Course Timetable](http://www.sites.stfx.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://sites.stfx.ca/registrars\\_office/registration](http://sites.stfx.ca/registrars_office/registration)
2. Click on '**BANNER (Self-Service)**,' then enter your student ID and your 6-digit numeric PIN
3. Select the Registration link
4. Select 'Registration,' emphasized by the colour purple
5. Select the appropriate term, i.e., Full Academic Year 2016-2017, or Spring 2017 or Summer 2017
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 link

The screenshot shows the Registrar Office website with a navigation menu on the left and registration information on the right. A red arrow points from the 'BANNER (SELF-SERVICE)' link in the menu to the registration page content. Another red arrow points from the 'Web Registration Tutorial' link at the bottom of the page to the 'Note the web registration tutorial link' box.

**OFFICE OF THE REGISTRAR**  
Transcript Requests  
Banner Self-Service and mesAMIS  
Contact Academic Departments Services and Request Forms  
Course Drop and Refund Dates  
March Advising and Major Declaration  
Academic Calendars  
Course Timetable  
Course Registration  
Grades  
Examinations  
Graduation  
Academic Integrity  
Financial Aid  
Institutional Analysis  
For Faculty  
Resources

**mesAMIS**  
**BANNER (SELF-SERVICE)**

**CONTACT US**  
Monday-Friday  
8:30 a.m. to 4:30 p.m.  
Holidays excepted  
Building: Nicholson Tower  
Toll Free: (888) 734-7839  
Phone: (902) 867-2160  
Fax: (902) 867-5458  
Email Us: [registr@stfx.ca](mailto:registr@stfx.ca)  
Office: 3rd Floor

**Registration**  
**2016-2017 Registration**  
**New Students Registration**  
**Information for Returning Students**  
**Registration Help Centre** (opening June 13)  
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) 333-8656  
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 Corequisites**  
**About Duplicate and Equivalent Courses**

**How to Register in Courses**  
**Web Registration Tutorial**

When registering online, please ensure 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](http://sites.stfx.ca/registrar_office/bannermesamis).

**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.

## **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](#).

## **REGISTRATION DEADLINES**

March 1	Master of Education Spring Session
April 3	Post RN BScN Spring Session
April 21	Undergraduate Spring Session
June 1	Master of Education Summer Session
May 22	Post RN BScN Summer Session
June 16	Undergraduate Summer Session

## 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.

## TUITION FEES FOR PART-TIME STUDENTS

### Nova Scotia Students:

\$738.00\* per 3-credit course (\$866.28\* less applicable Tuition Bursary)

\$1,466.94\* per 6-credit course (\$1,723.50\* less applicable Tuition Bursary)

### Non-Nova Scotia Students:

\$866.28\* per 3-credit course

\$1,723.50\* per 6-credit course

### International Students:

\$1,671.45\* per 3-credit course

\$3,333.50\* per 6-credit course

\*Amounts include Tuition and fees and are subject to change by the StFX Board of Governors.

Students who audit courses (not for credit) are charged one-half of tuition and registration fees.

Seniors 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://sites.stfx.ca/registrar\\_office/academic\\_calendar](http://sites.stfx.ca/registrar_office/academic_calendar)

## 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

Please note: St. Francis Xavier University has **discontinued the mailing of paper statements effective December 1, 2012**. Notification will be sent to your **St. Francis Xavier University e-mail account** on a monthly basis. The message will include your balance and other important information such as payment deadline dates. Details of your student account can be viewed by visiting your mesAmis account online and selecting **Tuition and Fees Information**.

University policy recognizes that the financial account belongs to the student. Therefore, if your student account is being paid by someone other than yourself, it is your responsibility to ensure that the appropriate person is made aware of the contents of this message.

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

## RECEIPTS

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

## ACADEMIC REGULATIONS

For information on evaluation procedures and minimum grades consult the *StFX Academic Calendar* online at: [http://sites.stfx.ca/registrar\\_office/academic\\_calendar](http://sites.stfx.ca/registrar_office/academic_calendar)

## ACADEMIC COUNSELLING

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

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

## STUDENT ID CARDS

Student ID cards may be obtained by visiting our Safety and Security Office. The office is located at 5005 Chapel Square. For information call (902) 867-3981. 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.

## 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 13. 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 portal interface. At the top, there is a navigation bar with links for 'Who's@X', 'myGrades', 'myGPA', 'myExams', 'myClasses', 'myAccounts', 'myPrinting', and 'myCallingCard'. Below this, there are sections for 'Notices' (with a link to 'Correspondence'), 'DCB' (with a link to 'Additional DCB'), and 'Online Forms' (with links to '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'). A 'Welcome' message encourages users to visit often. A 'Register in Courses' button is prominently displayed. Below it, there are sections for 'Important Stuff to Check Out' (listing 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') and a 'Calendar' section (listing events for April and May, such as 'University Senate meeting 7:30 p.m.', 'Final examinations begin', and 'Spring Convocation').

## UNDERGRADUATE COURSES - SPRING SESSION

CRN = Course Reference Number

### ANTIGONISH (ON CAMPUS)

May 1 - June 27 (Unless otherwise indicated)

Room codes: AX (Annex), JBB (J. Bruce Brown), IM (Immaculata Hall), MA (Marguerite), NH (Nicholson Hall), OC (Oland Centre), SCHW (Schwartz School of Business).

ON-CAMPUS SPRING COURSES	DATES	DESCRIPTION
<b>ART 211.30</b> <b>Stained Glass Studio I</b>  CRN 10019  J. Fecteau	<b>May 1 - May 18</b>  <b>1:00 pm - 4:00pm</b>  <b>Monday - Thursday</b>  <b>Room IM 018</b>	This course introduces the copper foil method of stained glass. Students will create original designs and learn basic technical skills to complete a two-dimensional stained glass artwork using materials (including coloured, textured glass) and equipment in the studio. <b>Prerequisite ART 100, 115 or portfolio demonstrating drawing and design skills.</b> Three credits.
<b>ART 298.30</b> <b>Creative Printmaking</b>  CRN		An introduction to printmaking, this course presents intaglio and relief print through three printmaking techniques: line etching, 2-plate linocut and 4-colour reductive linocut. Each technique is explained through instructional demonstrations following examination of printmaker's works. While creating three original images, students will acquire design skills, learn to use safely etching and carving tools on metal and linoleum blocks, gain appreciation for materials such as specialty papers and inks, and learn how to print on a traditional intaglio press and by hand with a spoon. This course will foster artistic express while developing technical accuracy and precision. Three credits.
<b>BIOL 307.30</b> <b>Field Biology</b>  CRN		This course provides practical experience in the observation, collection, identification, and quantification of organisms in nature. Held for two weeks in the spring session, the course emphasizes field ecology, dealing with some or all of the following groups of organisms: birds, small mammals, fish, plants, marine algae, marine invertebrates, and insects. <b>Prerequisite: BIOL 203.</b> Three credits.
<b>HKIN 321.30</b> <b>Advanced Care and Prevention of Athletic Injuries</b>  CRN 10022  T. Sutherland	<b>May 1 - May 19</b>  <b>1:00 pm - 4:00pm</b>  <b>Monday - Thursday</b>  <b>Room OC 209A</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>  CRN 10023 CRN Lab 10024  C. Kane	<b>May 1 - May 19</b>  <b>8:00 am - 12noon</b> <b>Monday - Thursday</b>  <b>Room: OC 209A</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
	Labs: 11:00 am - 12 noon  Lab OC 205A	

## ONLINE

May 1 - June 27 (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 10025</b> <b>CRN Lab 10026</b>  <b>C. Rennie</b>	<b>May 1 - June 27</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 10027</b>  <b>V. Karunakaran</b>	<b>May 29 - August 8</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 10028</b> <b>CRN Lab 10029</b>  <b>M. Cardinal-Aucoin</b>	<b>May 1 - June 24</b>  <b>Online:</b> <b>May 1 - June 16</b>  <b>On Campus Lab:</b> <b>June 19 - 24</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 10030</b>  <b>J. Alex</b>	<b>May 1 - June 27</b>  <b>Online</b>	<p>This course is an introduction to basic concepts, principles, and procedures underlying financial accounting and financial statement preparation. Required for all BBA students; a prerequisite for all 300 and 400 level financial accounting and finance courses. <b>Prerequisite: BSAD 101, 102.</b> Three credits.</p>

ONLINE SPRING COURSES	DATES	DESCRIPTION
<b>BSAD 281.66</b> <b>Foundations of Business Information Technology</b>  CRN 10031  R. Palanisamy	<b>May 1 - June 27</b>  <b>Online</b>	This course provides an introduction to information technology and management in modern organizations. Key topics include innovation and competitive and 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>  CRN 10032  S. Litz	<b>May 1 - June 27</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>  CRN 10033 CRN Lab 10034  G. Marangoni	<b>May 8 - August 8</b>  <b>Online:</b> <b>May 8 - July 28</b>  <b>Online Tutorials:</b> <b>Thursdays</b> <b>6:30 pm - 8:30 pm</b> <b>AST</b>  <b>On Campus Labs:</b> <b>July 31 - August 4</b> <b>9:00 am - 11:30 am</b> <b>1:30 pm - 4:00 pm</b>  <b>LAB ROOM: PS</b> <b>2010</b>  <b>Final Exam: Aug. 8</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 31 - August 4.</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>  CRN 10035  J. Potts	<b>May 1 - June 27</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>  CRN 10036  C. Murphy	<b>May 1 - June 27</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

ONLINE SPRING COURSES	DATES	DESCRIPTION
		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 Since 1896</b>  <b>CRN 10081</b>  <b>B. MacKenzie</b>	<b>May 1 - June 27</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>HKIN 301.66</b> <b>Elementary Statistics</b>  <b>CRN 10038</b>  <b>T. Nadarajah</b>	<b>May 1 - June 27</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. <b>Cross-listed as STAT 101.</b> Three credits.
<b>HNU 215.66</b> <b>Nutrition for a Healthy Lifestyle</b>  <b>CRN 10037</b>  <b>P. Mazier</b>	<b>May 1 - June 27</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 10040</b> <b>CRN Lab 10041</b>  <b>P. Wang</b>	<b>May 1 - June 27</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 345.66</b> <b>Women and Politics</b>  <b>CRN 10042</b>  <b>L. Stan</b>	<b>May 1 - June 27</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>PSCI 353.66</b> <b>International Organizations</b>  <b>CRN 10044</b>  <b>Y. Cho</b>	<b>May 1 - June 27</b>  <b>Online</b>	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 behavior, and the extent to which international co-operation has been effective in resolving global problems. <b>Prerequisite: PSCI 250 recommended.</b> Three credits.

ONLINE SPRING COURSES	DATES	DESCRIPTION
<p><b>PSYC 100.66</b> <b>Introduction to Psychology</b></p> <p>CRN 10045</p> <p>Z. Hayes</p>	<p><b>May 1 - August 2</b></p> <p>Online</p>	<p>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.</p>
<p><b>PSYC 354.66 / .67</b> <b>Lifespan Developmental Psychology for the Health Sciences I: Childhood and Adolescence</b></p> <p>CRN 10046 CRN 10097</p> <p>P. Hauf</p>	<p><b>May 1 - June 13</b></p> <p>Online</p>	<p>The field of developmental psychology is the scientific study of age-related changes in our bodies, behaviours, thinking, emotions, social relationships, and personalities. The course will provide a basic understanding of human development from conception through adolescence in relation to environmental influences, cultural expectations, maturational processes, and individual development. Throughout the course, we will advance our knowledge of developmental changes in relation to the complex world wherein children are growing up. Credit will be granted for only one of PSYC 354 or 260. <b>Prerequisite: PSYC 100.</b> Three credits.</p>
<p><b>PSYC 363.66</b> <b>Applications of Psychology to Society: Psychology of Persuasion</b></p> <p>CRN 10047</p> <p>G. Haynes</p>	<p><b>May 1 - June 27</b></p> <p>Online</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>CRN 10048</p> <p>T. Callaghan</p>	<p><b>May 1 - June 13</b></p> <p>Online</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>CRN 10049</p> <p>K. Penner</p>	<p><b>May 1 - June 27</b></p> <p>Online</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>

ONLINE SPRING COURSES	DATES	DESCRIPTION
<b>SOCI 101.66</b> <b>Foundation of Sociology</b>  <b>CRN 10050</b>  <b>D. MacDonald</b>	<b>May 1 - June 27</b>  <b>Online</b>	This course introduces students to the origins and development of sociological thinking and research, beginning with the foundations of the discipline in the 19th century. Students are then introduced to the concepts and methods within sociology. The objective is to explore the extent and limits of our capacity to change the social world by reference to sociological research in both a Canadian and global context. This course is a prerequisite for Sociology 102. Three credits.
<b>SOCI 221.66</b> <b>Sociology of Marriage and Family Life</b>  <b>CRN 10051</b>  <b>N. Verberg</b>	<b>May 1 - June 27</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 WMGS 221.</b> Three credits.
<b>SOCI 313.66</b> <b>Conceptions of Disability</b>  <b>CRN 10052</b>  <b>C. Aubrecht</b>	<b>May 1 - June 27</b>  <b>Online</b>	An introduction to the field of disability studies, this course examines the ways in which disabled people and disability issues are defined and treated in contemporary society. Social and political conceptions of disability are contrasted with medical and individualistic definitions of disability with the aim of developing a critique of taken-for-granted conceptions of normal bodies, minds, and senses. Community-based contributions and responses to disability knowledge are emphasized and common ideas and assumptions about disability are situated historically to illustrate changing relations to disability over time, and to the role of disability knowledge in social change. The experience of disability will be stressed. <b>Prerequisite: twelve credits of Sociology or the permission of the instructor.</b> Three credits.
<b>STAT 101.66</b> <b>Elementary Statistics</b>  <b>CRN 10039</b>  <b>T. Nadarajah</b>	<b>May 1 - June 27</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. <b>Cross-listed as HKIN 301.</b> Three credits.
<b>WMGS 221.66</b> <b>Sociology of Marriage and Family</b>  <b>CRN 10053</b>  <b>N. Verberg</b>	<b>May 1 - June 27</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 10043</b>  <b>L. Stan</b>	<b>May 1 - June 27</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 26 - August 22 (Unless otherwise indicated)

### ONLINE

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>BIOL 252.66</b> <b>Human Anatomy &amp; Physiology II</b>  CRN 20092 CRN Lab 20093  M. Cardinal-Aucoin	<b>July 3 - August 26</b>  <b>Online:</b> <b>July 3 - August 18</b>  <b>On Campus Lab:</b> <b>August 21 - 26</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 231.66</b> <b>Foundations of Marketing</b>  CRN 20094  B. Mukerji	<b>June 26 - August 22</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.
<b>BSAD 241.66</b> <b>Introductory Financial Management</b>  CRN 20095  V. Vishwakarma	<b>June 26 - August 22</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>  CRN 20096  O. Leung	<b>June 26 - August 22</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>  CRN 20097  R. Palanisamy	<b>June 26 - August 22</b>  <b>Online</b>	This course focuses on concepts that will help business managers to take advantage of the evolving world of mobile commerce (m-commerce) and social media opportunities. The various concepts include e-business models, e-business technology infrastructure, building e-commerce mobile presence, social networks and mobile platforms for marketing and advertising, digital content and media online retail mobile commerce from various industries, supply chain management and collaborative commerce, m-commerce security and payments, and ethical issues in m-commerce. Credit will be granted for only one of the BSAD 383 or BSAD 415/INFO 446. <b>Prerequisite: BSAD 281.</b> Three credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>CATH 341.66</b> <b>Catholic Social Thought:  Social Justice</b>  <b>CRN 20098</b>  <b>W. Sweet</b>	<b>June 26 - August 22</b>  <b>Online</b>	Routed in scripture, philosophy, and theology, Catholic social thought proposes principles of justice that emphasize the dignity of the person, the value of economic and political institutions, and the importance of a common good. This course explores these principles and their application to contemporary social, political and economic issues with reference to official documents of the Catholic Church. Three credits.
<b>ENGL 233.66</b> <b>Children’s Literature: 1865  to the Present</b>  <b>CRN 20099</b>  <b>C. Rushton</b>	<b>June 26 - August 22</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>ESCI 374.66</b> <b>Geographic Information  Systems</b>  <b>CRN 20100</b> <b>CRN Lab 20101</b>  <b>M. Schumacher</b>	<b>June 26 - August 22</b>  <b>Online</b>	Students will learn how GIS tools can be used to analyze, represent and model geographic data derived from censuses, surveys, maps, aerial photographs, and satellite imagery. Topics include cartography and map projections; spatial and attribute data; data capture techniques; vector and raster structure; GIS analysis; data visualization; GIS modeling. Prerequisite: Permission of the instructor. Credit will be granted for only one ESCI 374 or ESCI 471. Three credits and lab.
<b>HKIN 301.66/.67</b> <b>Elementary Statistics</b>  <b>CRN 20102</b> <b>CRN 20173</b>  <b>T. Nadarajah</b>	<b>June 26 - August 22</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. <b>Cross-listed as STAT 101.</b> Three credits.
<b>HNU 161.66</b> <b>Food and Nutrition for  Health in Society</b>  <b>CRN 20104</b>  <b>T. Emrich</b>	<b>June 26 - August 22</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 20105</b> <b>Lab CRN 20106</b>  <b>P. Wang</b>	<b>June 26 - August 22</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 20107</b></p> <p><b>J. Hanlon</b></p>	<p><b>June 26 - August 22</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 20108</b></p> <p><b>L. Stan</b></p>	<p><b>June 26 - August 22</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>PSYC 355.66 / .67</b> <b>Lifespan Developmental Psychology for the Health Sciences II: Adulthood and Aging</b></p> <p><b>CRN 20110</b> <b>CRN 20163</b></p> <p><b>P. Hauf</b></p>	<p><b>June 19 - August 1</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 20111</b></p> <p><b>T. Callaghan</b></p>	<p><b>June 19 - August 1</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 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.</p>

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>RELS 120.66</b> <b>Religion, Spirituality, and Health</b>  <b>CRN 20112</b>  <b>R. Tekel</b>	<b>June 26 - August 22</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 20109</b>  <b>L. Stan</b>	<b>June 26 - August 22</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 20117</b>  <b>A. Sandness</b>	<b>August 1 - September 5</b>  <b>Online/On-site</b>  <b>Online:</b> <b>August 1 - 21</b>  <b>On-site:</b> <b>August 22 – 29</b> <b>Gampo Abbey, Cape Breton, NS</b>	This course provides a study of the historical development of the Buddhist tradition, with a focus on its Indian origins, followed by an examination of the ethical and philosophical underpinnings of Buddhist monastic tradition. A variety of contemplative techniques which form the basis of Buddhist practice in community will also be examined. This course culminates in a one week on-site experience of Buddhist monastic practice at Gampo Abbey in Cape Breton, Nova Scotia. Three credits.  Room & Board at Gampo Abbey is in addition to tuition. Students are responsible for their own transportation. <b>Instructor permission is required to register for this course.</b> For information/registration contact: <a href="mailto:continuinged@stfx.ca">continuinged@stfx.ca</a> or call 902-867-2372 or 1-877-867-3906.
<b>SOCI 102.66</b> <b>Contemporary Sociology</b>  <b>CRN 20113</b>  <b>D. MacDonald</b>	<b>June 26 - August 22</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.
<b>SOCI 230.66</b> <b>Sociology of Education</b>  <b>CRN 20114</b>  <b>D. Smythe</b>	<b>June 26 - August 22</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 250.66</b> <b>Deviance and Social Control</b>  <b>CRN 20118</b>  <b>D. MacDonald</b>	<b>June 26 - August 22</b>  <b>Online</b>	This course introduces students to the processes of deviance and social control by critically examining the social category of deviance and its use in social institutions and daily social practices. Topics include: mental illness, drug and alcohol use, alternative sexualities, social violence, business crime, the normalization of disability; and forms of social control such as the judicial system, law, medicine, education, and social interaction. <b>Prerequisite SOCI 100</b> . Six credits.

ONLINE SUMMER COURSES	DATES	DESCRIPTION
<b>SOCI 314.66</b> <b>Disability and Culture</b>  <b>CRN 20116</b>  <b>C. Aubrecht</b>	<b>June 26 - August 22</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 20103</b> <b>CRN 20174</b>  <b>T. Nadarajah</b>	<b>June 26 - August 22</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. <b>Cross-listed as HKIN 301.</b> 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)  
[http://sites.stfx.ca/continuingeducation/distance\\_nursing](http://sites.stfx.ca/continuingeducation/distance_nursing)

## DISTANCE NURSING SPRING/SUMMER SCHEDULE

COURSE	DATES	DESCRIPTION
<b>BIOL 105.77</b> <b>Introductory Cell and Molecular Biology</b>  CRN 20121 Lab CRN 20122  V. Karunakaran	<b>May 29 - August 4</b>  Online	This course will focus on the structure and function of cells, cell division, patterns of inheritance and the molecular basis of inheritance. Restricted to nursing students. Three credits.
<b>BIOL 115.77</b> <b>Microbes in Human Health</b>  CRN 20119 Lab CRN 20120  V. Karunakaran	<b>May 29 - August 4</b>  Online	An introduction to microorganisms from a human perspective, this course deals with viruses, bacteria and fungi. Topics include bacterial structure and function, bacterial genetics and antibiotic resistance, and viral structure and infection. Restricted to nursing students. <b>Prerequisites: BIOL 105</b> , completed or concurrent. Three credits.
<b>DNUR 202.77</b> <b>Community Mental Health Nursing II</b>  CRN 10059  TBA	<b>April 10 - June 16</b>  Online	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 10058  D. Vandewater	<b>April 10 - June 16</b>  Online	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 497.77</b> <b>Computers in Nursing</b>  CRN 10060  S. Bowman	<b>April 10 - June 16</b>  Online	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 <http://sites.stfx.ca/continuingeducation/master>.

### 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: <http://sites.stfx.ca/continuingeducation/master/overview>

### 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](http://sites.stfx.ca/registrars_office/academic_calendar).

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: [http://sites.stfx.ca/continuingeducation/master/application\\_forms](http://sites.stfx.ca/continuingeducation/master/application_forms).

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: <http://sites.stfx.ca/continuingeducation/master/international>.

## **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: <http://sites.stfx.ca/continuingeducation/master/overview> 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**

**\*Online (Collaborate) plus on-campus option\*** Online courses indicated with an asterisk (\*) will also be available from the Antigonish Campus. Students who wish to come to campus can participate in online courses with colleagues in a classroom environment. This option is meant to provide students the opportunity to engage with colleagues online and in the classroom as well as experiencing the StFX campus in the summer.

COURSE	DATES	DESCRIPTION
<b>EDUC 561.66 (SP)</b> <b>Leadership and Administrative Theories</b>  CRN 10001  L. Lamoureux	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2017</b> Plus 6 hours TBD	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 527.66 (SP)</b> <b>Principles of Learning</b>  CRN 10002  C. Boulter	<b>Mondays, 7:00pm – 10:00pm</b>  <b>April 3 – June 5, 2017</b> Plus 6 hours TBD	This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviorist theories, the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners.

COURSE	DATES	DESCRIPTION
<b>EDUC 510.66 (SP)</b> <b>Restorative Approaches in Schools</b>  <b>CRN 10057</b>  <b>L. Burke</b>	<b>Thursdays, 7:00pm – 10:00pm</b>  <b>April 6 – June 8, 2017</b> <b>Plus 6 hours TBD</b>	This course will allow teachers and administrators to understand the principles of Restorative Approach and how they can transform their school climate into one of a restorative nature. This approach is relationship focused as it starts from an understanding of how people connect with each other and it is inclusive. As much as possible, decisions being made will involve those parties affected by the decisions. It is participatory in that each party will be invited and enabled to participate fully in a process. It is comprehensive and takes into account the contexts and causes of situations and does not focus solely on the incident. Finally, it is a forward focused approach to dealing with situations where we think of remedial actions that could be taken to foster a positive outcome for a situation.
<b>EDUC 545.66 (SP)</b> <b>English as a Second Language</b>  <b>CRN 10004</b>  <b>E. Kukner</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2017</b> <b>Plus 6 hours TBD</b>	The course will cover theoretical and methodological aspects of learning and teaching a second language, focusing on the learning and teaching of English. Students will become familiar with the relevant research and examine the prevalent theories in different ESL areas.
<b>EDUC 507.66 (SU)</b> <b>Qualitative Research in Education</b>  <b>CRN 20123</b>  <b>J. Mitton-Kukner</b>	<b>June 3, July 3, 5, 7, 10</b>  <b>9:00am – 3:00pm</b>  <b>June 3-July 10</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. Normally EDUC 507 is for students pursuing a thesis or project. Students will develop a qualitative research proposal. <b>Prerequisite: EDUC 505.</b>
<b>EDUC 508.66 (SU)</b> <b>Critical Research Literacy in Education</b>  <b>CRN 20124</b>  <b>B. Rowe</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</b>	This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505.
<b>EDUC 569.67 (SU)</b> <b>Selected Topics in Education: Enhancing School Climate and Culture</b>  <b>CRN 20128</b>  <b>L. Lamoureux</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</b>	Student engagement and success is strongly linked in research to school climate and community involvement. In this blended (online and asynchronous) course we will explore the impact of positive school culture and climate, and practical ways to enhance learning environments and experiences for all. This course offers much choice to students to ensure learning is relevant to their current context.
<b>EDUC 509.66 (SU)</b> <b>Trauma Informed Practices</b>  <b>CRN 20126</b>  <b>R. Ryan</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</b>	In this course students will recognize and respond to the impact of traumatic stress on children and youth, caregivers, service providers, and one another. Participants will learn to infuse and sustain trauma awareness, knowledge, and skills into their classrooms and school cultures, practices, and policies. At the same time, students will explore Resiliency theory and practices

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 569.66 (SU)</b> <b>Selected Topics in Education: Education for LGBTQ students</b>  <b>CRN 20127</b>  <b>R. Muller</b>	<b>July 17, 18, 19, 20, 24, 25, 26, 27</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.
<b>EDUC 515.66 (SU)</b> <b>Culturally Relevant Pedagogy</b>  <b>CRN 20143</b>  <b>W. Mackey</b>	<b>July 17, 18, 19, 20, 24, 25, 26, 27</b>  <b>(9:30am – 2:30pm)</b>	In this course participants will gain an understanding of culturally responsive pedagogy. Topics to be examined include: critically analyzing the root of academic failure among marginalized groups across North America; exploring how educator belief systems impact student achievement and connect to systemic racism; understanding the central role cultural plays in classroom instruction, and enacting culturally responsive instructional and assessment strategies.

- **NON COHORT - ANTIGONISH CAMPUS**

Room Codes: JBB (J. Bruce Brown), CO (Coady), XH (Xavier Hall), NH (Nicholson 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 4, 2017.**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.40/.46 (SU)</b> <b>Foundations of Education</b>  <b>CRN 20129/20180</b>  <b>D. Graham</b> <b>R. Upshaw</b>	<b>July 4 - 13</b>  <b>Tuesday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 4, 5, 7, 10, 11, 13)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: SCHW 290/SCHW 289</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/.43 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 20130/20178</b>  <b>J. Mitton</b> <b>D. Young</b>	<b>July 17 - 27</b>  <b>Monday / Wednesday / Friday first week;</b> <b>Monday / Tuesday / Thursday second week</b> <b>(July 17, 19, 21, 24, 27)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: Coady 242/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.

- **COHORT SCHEDULES**

### CULTURALLY RESPONSIVE PEDAGOGY (CCRSB)

Online/Truro

COURSE	DATES	DESCRIPTION
<b>EDUC 569.68 (SP)</b> <b>Selected Topics in Education: Education for African Nova Scotian/African Canadian Learners 1</b>  CRN 10006  R. Upshaw	<b>April 8 – June 7</b>  <b>Face-to-face</b> <b>Saturday April 8, 2017</b> <b>9:00am – 3:00pm</b>  <b>Online</b> <b>Wednesdays, 6:00pm – 9:00pm</b> <b>April 12 – June 7, 2017</b> <b>Plus 3 hours TBD</b>	This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students.
<b>EDUC 520D.66 (SU)</b> <b>Current Research in Curriculum: Diverse Cultures – Treaty Education</b>  CRN 20131  J. Orr	<b>July 4-14</b>  <b>Face-to-face</b> <b>July 4, 6, 10, 12, 14</b>  <b>8:30am – 4:00pm</b>  <b>CCRSB Board Office – PD Room</b>	Building on the recommendations of the Truth and Reconciliation Commission (2015) this course uses an education as reconciliation framework from which to challenge Eurocentrism in schooling. Teachers will engage in unlearning Eurocentric assumptions and knowledge and relearn Indigenous knowledge, skills and attitudes that will allow them successfully educate all students about their treaty responsibilities, in support of this provincial initiative.
<b>EDUC 569.68 (SU)</b> <b>Selected Topics in Education: Education of African Nova Scotian/African Canadian Learners II</b>  CRN 20132  R. Upshaw	<b>July 17 - 27</b>  <b>Face-to-face</b> <b>July 17, 19, 21, 25, 27</b>  <b>8:30am – 4:00pm</b>  <b>CCRSB Board Office – PD Room</b>	This course builds upon the work begun in Education of African Nova Scotian/African Canadian Learners 1 and further explores Afrocentricity as a major construct in organizing teaching and learning. Examples of Afrocentricity in schooling within Nova Scotia and other Canadian jurisdictions will be explored and developed.

### EARLY ELEMENTARY PEDAGOGY COHORT 2

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 527.67 (SP)</b> <b>Principles of Learning</b>  CRN 10007  D. Graham	<b>Tuesdays, 6:00pm – 9:00pm</b>  <b>April 4 – June 6, 2017</b> <b>Plus 6 hours TBD</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 classroom settings.

<b>EDUC 532.66 (SU)</b> <b>Curriculum Theory</b>  <b>CRN 20133</b>  <b>L. Martin</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</b>	In this course the main ideas of major curriculum theorists will be examined and the implications of each position for program development in early elementary grades will be discussed. Notions of emergent curriculum and experiential curriculum will be explored.
<b>EDUC 593.66 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 10061</b>  <b>A. Murray-Orr</b>	<b>April 3 – July 18</b>  <b>Room: SCHW 215</b>	This capping experience allows graduate students to work in small groups 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.

**EARLY ELEMENTARY PEDAGOGY COHORT 3**  
**Online/Halifax**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 518.66 (SP)</b> <b>Assessment For/Of/As Learning</b>  <b>CRN 10065</b>  <b>E. Throop-Robinson</b>	<b>April 8 – June 6</b>  <b>Face-to-face</b> <b>Saturdays April 8 &amp; 20, 2017</b> <b>9:00am – 4:00pm</b>  <b>Online</b> <b>Tuesdays, 6:00pm – 9:00pm</b> <b>April 18 – June 6, 2017</b> <b>(no class May 16)</b>	This course will examine selected contemporary educational controversies and explore their implications for curriculum decision-making. Students will examine current issues and problems. Participants will gain skills necessary to evaluate 21st century competencies in non-traditional instances, such as during play, inquiry, or outdoor settings.
<b>EDUC 520A.66 (SU)</b> <b>Current Research in Curriculum: Literacy for Early Elementary Learners</b>  <b>CRN 20134</b>  <b>K. Stockman</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</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.66 (SU)</b> <b>Current Research in Curriculum: Mathematics for Early Elementary Learners</b>  <b>CRN 20135</b>  <b>E. Carter</b>	<b>July 17 – 27</b>  <b>Face-to-face</b> <b>July 17, 18, 26, 2017</b> <b>8:30am – 3:30pm</b>  <b>Online</b> <b>July 19, 20, 24 (9:30am – 2:30pm)</b> <b>July 25 (9:30am – 12:30pm)</b>	This course will enhance graduate students' abilities to plan, teach and assess all aspects of early mathematics development in complex, possibly multi-aged, multi-ability early elementary classrooms

**EARLY ELEMENTARY PEDAGOGY COHORT 4**

**Halifax Regional School Board Offices, 33 Spectacle Lake Drive, Dartmouth, NS**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.43 (SU)</b> <b>Foundations of Education</b>  <b>CRN 20167</b>  <b>W. Webber-Cook</b>	<b>July 4 - 13</b>  <b>Tuesday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 4, 5, 7, 10, 11, 13)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: 310</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 512.40 (SU)</b> <b>Play-Based Curriculum</b>  <b>CRN 20168</b>  <b>E. Munroe</b>	<b>July 17 - 27</b>  <b>Monday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 17, 19, 21, 24, 25, 27)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: 301</b>	This course provides graduate students with a deep understanding of the research and practice of incorporating play into early elementary grades in public schools.

**MENTAL HEALTH COHORT 2 (CCRSB)**

**Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 533.66 (SP)</b> <b>Dynamics of Change</b>  <b>CRN 10009</b>  <b>R. White</b>	<b>Tuesdays, 6:00pm – 9:00pm</b>  <b>April 4 – June 6, 2017</b> <b>Plus 6 hours TBD</b>	This course provides graduate students with a deep understanding of the personal, social, political, emotional, and historical complexities of educational change and assists them in examining their place as a change leader in relation to mental health education.
<b>EDUC 593.67 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 10062</b>  <b>C. Gilham</b>	<b>April 3 – July 19</b>  <b>2 online dates TBD</b>  <b>Room: SCHW 215</b>	This capping experience allows graduate students to work in small groups to develop a deepened understanding of an area of professional interest that has relevance to the advancement of mental health education in their school or school board.

## MENTAL HEALTH COHORT 3

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 573.66 (SP)</b> <b>Professional Development and Supervision</b>  CRN 10010  A. McNeil-Wilson	<b>Thursdays, 6:00pm – 9:00pm</b>  <b>April 6 – June 8, 2017</b> <b>Plus 6 hours TBD</b>	This course will provide participants with an understanding of the role of instructional leadership in promoting personal and staff professional development and learning around issues of Mental Health Education within a professional learning community culture.
<b>EDUC 533.66 (SU)</b> <b>Dynamics of Change</b>  CRN 20136  W. MacAskill	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</b>	This course provides graduate students with a deep understanding of the personal, social, political, emotional, and historical complexities of educational change and assists them in examining their place as a change leader in relation to Mental Health Education
<b>EDUC 593.68 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  CRN 10063  C. Gilham	<b>April 3 – July 17</b>  <b>2 online dates TBD</b>  <b>Room: SCHW 215</b>	This capping experience allows graduate students to work in small groups to develop a deepened understanding of an area of professional interest that has relevance to the advancement of Mental Health Education in their school or school board.

## MENTAL HEALTH COHORT 4 (Ottawa Area)

Ottawa/Online

COURSE	DATES	DESCRIPTION
<b>EDUC 508.67 (SP)</b> <b>Critical Research Literacy</b>  CRN 10011  C. Gilham	<b>Tuesdays, 6:00pm – 9:00pm</b> <b>(ET)</b>  <b>April 4 – June 6, 2017</b> <b>Plus 6 hours TBD</b>	This course examines how to critically read, interpret, and evaluate educational research. Graduate students will also have the opportunity to explore and understand the research literature in relation to Mental Health Education. The questions raised in this course will form the basis of the final capping experience in the program
<b>EDUC 573.66 (SU)</b> <b>Professional Development and Supervision</b>  CRN 20137  A. McNeil-Wilson	<b>July 5, 6, 7, 10, 11, 12, 13</b> <b>(9:30am – 2:30pm) (ET)</b>  <b>July 14 (9:30am – 12:00pm)</b> <b>(ET)</b>  <b>Plus 2 hours asynchronous</b>	This course will provide participants with an understanding of the role of instructional leadership in promoting personal and staff professional development and learning around issues of Mental Health Education within a professional learning community culture.

<b>EDUC 509.67 (SU)</b> <b>Trauma Informed Practices</b>  <b>CRN 20137</b>  <b>R. Ryan</b>	<b>Online</b> <b>July 17, 18, 19, 20</b> <b>8:30am – 1:00pm (ET)</b>  <b>Face-to-Face</b> <b>July 24, 25, 26</b> <b>9:30am – 4:00pm (ET)</b>	<p>In this course participants will recognize and respond to the impact of traumatic stress on children and youth, caregivers, service providers, and one another. Participants will learn to infuse and sustain trauma awareness, knowledge, and skills into their classrooms and school cultures, practices, and policies. 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 Trauma Informed Practices.</p>
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**MENTAL HEALTH COHORT 5**  
**Antigonish**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.41 (SU)</b> <b>Foundations of Education</b>  <b>CRN 20164</b>  <b>L. Burke</b>	<b>July 4 - 13</b>  <b>Tuesday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 4, 5, 7, 10, 11, 13)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: Coady 150</b>	<p>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.</p>
<b>EDUC 511.40 (SU)</b> <b>Mindfulness and Social Learning</b>  <b>CRN 20169</b>  <b>K. Berezowski</b>	<b>July 17 - 27</b>  <b>Monday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 17, 19, 21, 25, 27)</b>  <b>8:30 am - 3:30 pm</b>  <b>July 24 asynchronous tasks</b>  <b>Room: OC 207</b>	<p>In this course students will explore and engage with practices and research related to mindfulness in education. Mindfulness has been interpreted as the ongoing practice of being awake and aware to what is inside and around us in the present moment. At the same time, students will explore readings that demand our careful attention to what is also culturally and sociologically produced in current efforts to engage in mindfulness in education</p>

## OUTDOOR EDUCATION COHORT

### Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 534.42 (SU)</b> <b>Foundations of Education</b>  <b>CRN 20165</b>  <b>K. Redmond</b>	<b>July 4 - 13</b>  <b>Tuesday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 4, 5, 7, 10, 11, 13)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: XH 126</b>	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. Educators will (re)think their pivotal role as teachers in outdoor education, alongside larger issues of equity and social justice.
<b>EDUC 505.42 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 20166</b>  <b>K. Redmond</b>	<b>July 17 - 27</b>  <b>Monday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 17, 19, 21, 24, 27)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: SCHW 290</b>	This course introduces approaches to educational research, particularly as it relates to outdoor education. It also includes a basic introduction to graduate student writing and literature review methodology.

## PHYSICAL EDUCATION AND HEALTH LEADERSHIP COHORT

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 521I.66 (SP)</b> <b>Current Research in Instruction: Health Education</b>  <b>CRN 10012</b>  <b>L. Sigfridson</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2017</b> <b>Plus 6 hours TBD</b>	A critical exploration of recent theories and research related to current issues in instruction with a concentration in Health. Topic: Comprehensive School Health as a Model for School Wellness
<b>EDUC 573.67 (SU)</b> <b>Professional Development and Supervision</b>  <b>CRN 20139</b>  <b>E. Cormier</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b> <b>(9:30am – 2:30pm)</b>	The course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff.

<b>EDUC 543.66</b> <b>Internship: Educational and Community Programming in International Contexts</b>  <b>CRN 20175</b>  <b>D. Robinson</b>	<b>July 15 – October 15</b>	This is an immersion service-learning course that enables in-service teachers to work with children and youth within a developing nation. Students will plan and lead various educational/community programs related to a number of concepts, including physical literacy, wellness, and play.  This course is for students going to Belize.
<b>EDUC 569.66 (SU)</b> <b>Selected Topics in Education: Education for LGBTQ students</b>  <b>CRN 20127</b>  <b>R. Muller</b>	<b>July 17, 18, 19, 20, 24, 25, 26, 27</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.  This course is for students not going to Belize.

## SECONDARY SCIENCE EDUCATION COHORT

### Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 534.44 (SU)</b> <b>Foundations of Education</b>  <b>CRN 20170</b>  <b>G. Hadley</b>	<b>July 4 - 13</b>  <b>Tuesday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 4, 5, 7, 10, 11, 13)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: Coady 242</b>	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. Educators will (re)think their pivotal role as teachers in science education, alongside larger issues of equity and social justice, connecting to the notion of “ways of knowing” and the role of Western Science within a global context.
<b>EDUC 520E.41 (SU)</b> <b>Current Research in Curriculum: Science Education</b>  <b>CRN 20171</b>  <b>L. MacDonald</b> <b>K. MacLeod</b>	<b>July 17 - 27</b>  <b>Monday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 17, 19, 21, 24, 25, 27)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: XH 126</b>	This course critically examines key strands in science education (biology, environmental, chemistry, physics, geology, and astronomy) and current and emerging issues such as global warming, STEM/STEAM, and coding. Students will explore in detail the theoretical underpinnings of science education and practical implications of how this research informs current educational practices. This is a field-based course with the majority of the course not held in a traditional classroom or laboratory setting.

## TEACHING INDIGENOUS STUDENTS COHORT 2

### Online/Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 520I.67 (SP)</b> <b>Current Research in Curriculum: Language and Community Wellness</b>  <b>CRN 10015</b>  <b>J. Meader</b>	<b>Tuesdays, 7:00pm – 10:00pm</b>  <b>April 4 – June 6, 2017</b> <b>Plus 6 hours TBD</b>	A critical exploration of recent theories and research related to current issues in curriculum with a concentration in health: language and community wellness. Given the legacy of colonialism that lingers in many First Nation/Metis/Inuit communities, this course uses the lens of community wellness to both address and redress issues of mental health and trauma in communities. Indigenous language revitalization projects are a key component of decolonization and community wellness. Examples of successful Indigenous language projects will be shared in this course.
<b>EDUC 520D.67 (SU)</b> <b>Current Research in Curriculum: Infusing Indigenous Perspectives in Math and Science Education</b>  <b>CRN 20140</b>  <b>L. Lunney Borden</b>	<b>July 4, 5</b> <b>8:30am – 3:30pm</b> <b>Room: XH 228B</b>  <b>July 7 – Trip to Goat Island</b>  <b>July 10, 11, 12, 13</b> <b>9:30am – 2:30pm</b> <b>Online</b>	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 593.69 (SP/SU)</b> <b>Directed Study: Capping Experience</b>  <b>CRN 10064</b>  <b>L. Kearns</b>	<b>April 3 – July 19</b>	This capping course will enable graduate students to engage in an individual or group research activity to deepen their understanding of a particular aspect of Indigenous learning, significant to them in their own particular context.

## TEACHING INDIGENOUS STUDENTS COHORT 3

### Antigonish

COURSE	DATES	DESCRIPTION
<b>EDUC 534.45 (SU)</b> <b>Foundations of Education</b>  <b>CRN 20176</b>  <b>L. Kearns</b>	<b>July 4 - 13</b>  <b>Tuesday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 4, 5, 7, 10, 11, 13)</b>  <b>8:30 am - 3:30 pm</b> <b>Room: XH 228A</b>	This course provides graduate students with an opportunity to examine and expand their own personal perspectives and to situate themselves with relation to social justice teaching aimed at enhancing the success of Indigenous learners. A decolonizing framework will challenge Eurocentric thinking that has for so long influenced schooling in First Nations/Metis/Inuit communities.

COURSE	DATES	DESCRIPTION
<b>EDUC 505.41 (SU)</b> <b>Introduction to Educational Research</b>  <b>CRN 20177</b>  <b>L. Kearns</b>	<b>July 17 - 27</b>  <b>Monday / Wednesday / Friday</b> <b>first week;</b> <b>Monday / Tuesday / Thursday</b> <b>second week</b> <b>(July 17, 19, 21, 24, 27)</b>  <b>8:30 am - 3:30 pm</b>  <b>Room: XH 228A</b>	This course builds on the conversations about decolonization and introduces students to approaches to educational research that can lead to school improvement. Research paradigms and methods that challenge Eurocentrism will be examined.

## TRANSFORMING LEARNING WITH TECHNOLOGY & DIGITAL RESOURCES COHORT

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 508.66 (SP)</b> <b>Critical Research Literacy</b>  <b>CRN 10014</b>  <b>K. MacLeod</b>	<b>April 3 – June 9, 2017</b>  <b>Asynchronous</b>  <b>Plus 2 synchronous sessions</b> <b>TBD</b>	This course examines how to critically read, interpret, and evaluate educational research related to the implementation of technology in teaching and learning spaces. Students will have the opportunity to explore and understand the research literature in relation to their particular interest with regards to learning. The questions raised in this course will form the basis of the final capping experience in the program.
<b>EDUC 532.67 (SU)</b> <b>Curriculum Theory</b>  <b>CRN 20142</b>  <b>R. Carreau</b>	<b>July 4, 5, 6, 7, 10, 11, 12, 13</b>  <b>(9:30am – 2:30pm)</b>	In this course, the main ideas of major curriculum theorists will be examined and the implications of each position for program development in as it relates to digital literacy and technology. Notions of emergent curriculum and experiential curriculum will be explored.
<b>EDUC 569.69 (SU)</b> <b>Selected Topics in Education: Social Media</b>  <b>CRN 20141</b>  <b>C. Cocek</b>	<b>July 17, 18, 19, 20, 24, 25, 26, 27</b>  <b>(9:30am – 2:30pm)</b>	This course will focus on social media for pedagogical practice. Students will develop a sense of the pedagogical value of various social media in K–12 classrooms. With a focus on social media processes, the course will help students see the values in a wide variety of online resources to support teaching and learning. Having an interest in "playing with technology to engage students" is far more important than having any prior technology experience.

## 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 LUNCHESES for Adults 55+</b>	<b>Wednesdays</b> <b>12:00pm - 1:00pm</b> <b>February 15, March 15,</b> <b>April 19, May 17</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, February to 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 4, 11, &amp; 18</b>  <b>May 2, 9 &amp; 16</b>  <b>For a list of topics and presenters, call below. Pre-registration required 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. Two themes of three lectures each 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; however, registration is requested. A nutrition break, including coffee and tea is provided.

### MIND, SELF & SOCIETY IN TIBETAN BUDDHISM

COURSE	DATES	DESCRIPTION
<b>Mind, Self &amp; Society in Tibetan Buddhism</b>  <b>A. Sandness</b>	<b>August 1 - September 5</b> <b>Online/On-site</b>  <b>Online:</b> <b>August 1 - 21</b>  <b>On-site:</b> <b>August 22 - 29</b> <b>Gampo Abbey, Cape Breton, NS</b>  <b>Non-Credit Option</b>	This course provides a study of the historical development of the Buddhist tradition, with a focus on its Indian origins, followed by an examination of the ethical and philosophical underpinnings of Buddhist monastic tradition. A variety of contemplative techniques which form the basis of Buddhist practice in community will also be examined. This course culminates in a one-week on-site experience of Buddhist monastic practice at Gampo Abbey in Cape Breton, Nova Scotia.  Room & Board at Gampo Abbey is in addition to tuition. Students are responsible for their own transportation.  <b>Instructor permission is required to register for this course.</b>  <b>Information/Registration:</b> Phone: 902-867-2372 or 1-877-867-3906 or e-mail: <a href="mailto:continuinged@stfx.ca">continuinged@stfx.ca</a>

## UNIVERSITY MATH PREPARATION (Online)

COURSE	DATES	DESCRIPTION
<b>UNIVERSITY MATH PREPARATION</b>  D. MacFarlane	<b>July 17 - August 25</b>  Tuition: \$373.75 (includes HST)  Registration deadline: July 13, 2017	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>

## 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)

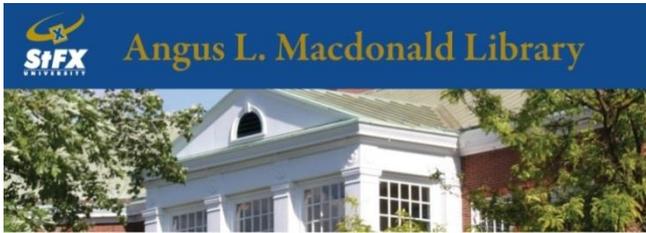
### CAMPUS STORE (StFX Bookstore)

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): [Library Services for Distance and Continuing Education Students](#)**



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

<b>Main Building</b>	Monday - Friday	8:00am to 5:00pm
<b>Reference Services</b>	<b>E-mail:</b>	<a href="mailto:reference@stfx.ca">reference@stfx.ca</a>
	<b>Telephone:</b>	902-867-2242
	<b>By Appointment</b>	<a href="mailto:reference@stfx.ca">reference@stfx.ca</a>

**Website:** Visit the Library's Distance and Continuing Education website @ [http://sites.stfx.ca/library/distance\\_education](http://sites.stfx.ca/library/distance_education) for assistance with:

- Library procedures
- Support for literature searches
- Assistance in locating specific materials
- Solutions to problems with library cards
- Document delivery of books and journal articles

**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 inquires 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 Centre for Accessible Learning welcomes students with documented permanent disabilities and offers them a student-centred program of support. The Tramble Rooms are both a work place and a drop-in centre for the Program for Students with Disabilities / Accessible Learning at StFX. Located on the 4th floor of the Students' Union Building, 424 Bloomfield Centre, 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.

Bloomfield Centre 424

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 Millennium Centre)  
Writing Centre (The Student Success Centre)  
IT Services  
(Networks, phone, email, system passwords)  
Tramble Rooms - 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) 867-2123  
(902) 867-2450  
(902) 867-2855  
(902) 867-2228  
(902) 867-2181  
(902) 867-5221  
(888) 860-2356  
(902) 867-2356  
(902) 867-5349  
(902) 863-3300  
(877) 867-7839

### Email

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

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

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

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

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

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