

# StFX Continuing & Distance Education

## SPRING & SUMMER 2021

**Undergraduate Courses \*Graduate Studies in Education**

**Post RN Bachelor of Science in Nursing**

**Certificate in Continuing Care (Post RN)**

**Certificate in Gerontological Nursing (Post RN)**

**Bachelor of Science in Nursing for LPN's Online**

**University Math Preparation: Pre-Calculus**

**University Math Preparation: Professional Programs**

**Writing for Academic Purposes**

### What's New Online?

**ART 259 - Introductory Filmmaking**

**ECON 102 - Introductory Macroeconomics**

**DEVS 392 - Selected Topics: Agricultural Systems & Development**

**HNU 298 - Selected Topics: Sport Nutrition**

**HNU 497 - Selected Topics: Human Nutrition Policy**

**NURS 306 - Advanced Nursing Leadership Management & Evidence-Informed Practice**

**NURS 309 - Integrating Nursing Roles & Practices III**

**SPAN 102 - Spanish for Beginners II**



1-877-867-3906

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

**StFX Continuing & Distance Education  
2021 Spring & Summer Calendar**

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## IMPORTANT DATES

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

|             |   |
|-------------|---|
| February 8  | Registration opens for Spring and Summer Post RN BScN courses           |
| February 17 | Registration opens for Spring and Summer undergraduate courses          |
| March 1     | Registration deadline for Spring Master of Education courses            |
| March 5     | Registration deadline for Post RN BScN Spring Session                   |
| April 5     | Master of Education spring courses begins (unless otherwise indicated)  |
| April 5     | Post RN BScN Spring courses begin                                       |
| April 16    | Registration deadline for undergraduate spring courses                  |
| April 23    | Registration deadline for Post RN BScN Summer Session                   |
| April 26    | First week of undergraduate spring classes (unless otherwise indicated) |
| May 24      | Post RN BScN Summer courses begin                                       |
| June 1      | Registration deadline for Master of Education summer courses            |
| June 11     | Registration deadline for undergraduate summer courses                  |
| June 21     | Undergraduate online summer courses begin (unless otherwise indicated)  |
| July 5      | Master of Education summer courses begin (unless otherwise indicated)   |

## 2021 SPRING AND SUMMER PROGRAMS

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

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

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

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

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

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

## PART-TIME STUDY

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

## ADMISSION TO ST FRANCIS XAVIER UNIVERSITY

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

## INTERNATIONAL GRADUATE STUDENTS

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

## ONLINE LEARNING

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

All of our online courses and programs use Moodle as the learning management system, providing students with the flexibility of choosing the time of day or night they wish to participate in their course. Moodle is often used for discussions and document sharing throughout the term.

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

To ensure that you are prepared to be an online learner and to help you prepare for 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 this is your 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 to the discussion form.
- Moodle and Collaborate help materials/links are posted on your course page in Moodle.
- Ensure you meet the **Computer Requirements for Participating in Online Courses** found here: [bit.ly/computer-requirements-stfx](http://bit.ly/computer-requirements-stfx)
- If you have any questions about Moodle, Collaborate, or technology requirements, please contact CDE Support ([cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)).
- Information on getting started with various IT-related services is found here: [bit.ly/stfx-new](http://bit.ly/stfx-new)

## Moodle or Collaborate Support

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

Phone: 902-867-2162 or 902-867-5605

## Technical Support and Resources for Blackboard Collaborate:

[bit.ly/behind-the-blackboard](http://bit.ly/behind-the-blackboard)

## STUDENT EMAIL ACCOUNTS

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

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

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

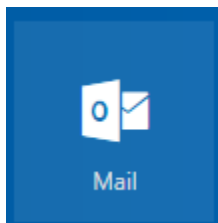
If you are unable to access your StFX email account, please contact IT Services at [itservices@stfx.ca](mailto:itservices@stfx.ca) or phone (902) 867-2356 or toll free at 1-888-860-2356.

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

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

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

3. Click on the **Mail** icon



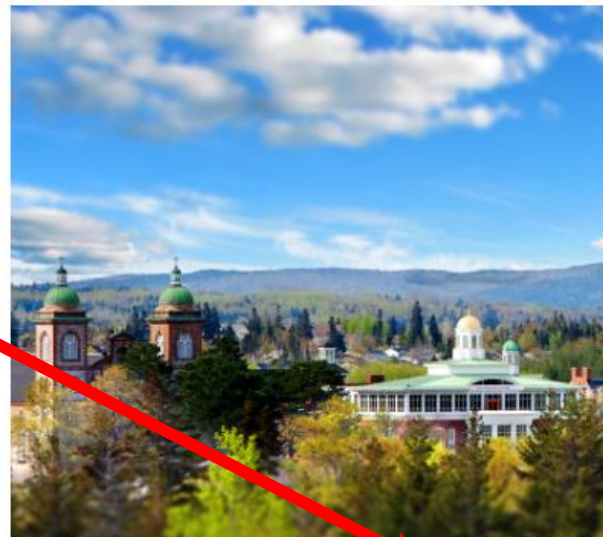
### RESOURCES

Student

Faculty/Staff

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

### Students, Faculty and Staff



BANNER »

OFFICE 365 »

mesAMIS »

THEU.CA »

### To view and reset your original password:

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

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



## COURSE REGISTRATION INFORMATION

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

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

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

### Check your registration times /dates

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

### HOW TO REGISTER FOR A COURSE

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

Please note the link below that will bring you to the registration tutorial.

1. Select the following link:  
<http://www2.mystfx.ca/registrars-office/registration>
2. Click on '**BANNER (SELF-SERVE)**,' then enter your student ID and your 6-digit numeric PIN
3. Select '**Registration**'
4. Select '**Registration**' again
5. Select the appropriate term, i.e., Full Academic Year 2020-2021, or Spring 2021 or Summer 2021
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**

## REGISTRATION

### 2020-2021 REGISTRATION

New Student Registration

Information for Returning Students

Registration Help Centre

Submit your registration inquiry to [nsr@stfx.ca](mailto:nsr@stfx.ca)  
Please include student ID number and name with all inquiries.

Hours of Operation  
Monday to Friday  
8:30 AM - 4:00 PM  
(Holidays excepted; Times are Atlantic Daylight Time)

### READY TO REGISTER?

How to Register in Courses in Banner Self-Service

### REGISTRATION ERRORS AND DUPLICATE AND EQUIVALENT COURSE INFORMATION

Common Registration Error Messages

View Course Section Prerequisites

View Course Section Restrictions

View Course Section Corequisites

About Duplicate and Equivalent Courses

### AFTER INITIAL REGISTRATION

Adding and Dropping Courses

### STUDENT SUCCESS CENTRE

Learn About APEX

HOME

Academic Advising and Major Declaration

Academic Calendars

Academic Integrity

Banner Self-Service and mesAMIS

Contact Academic Departments

Convocation

Course Drop and Refund Dates

Course Timetable

Course Registration

Examinations

Financial Aid

Grades

Services and Request Forms

Transcript Requests

Institutional Analysis

For Faculty

MESAMIS

BANNER (SELF-SERVICE)

New way to access mesAMIS and Banner.  
Having trouble?

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

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

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

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

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

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

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

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

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

## **REGISTRATION DEADLINES**

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

## **COURSE DROP AND REFUND**

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

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

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

## **TUITION FEES FOR PART-TIME STUDENTS**

Please refer to the Student Accounts Fee Schedule:

<https://www2.mystfx.ca/financial-services/student-accounts>

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

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

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

<http://www2.mystfx.ca/registrars-office/academic-calendars>

## **PAYMENT OPTIONS**

All tuition fee payments are due the day before the course begins. All payment or receipt inquiries are to be addressed to the Student Accounts Office at (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 making a payment on your account:**

1. Go to the StFX student home page ([www.sites.stfx.ca/welcome/](http://www.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 or [aservice@stfx.ca](mailto:aservice@stfx.ca).

## **COURSE CANCELLATION**

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

## **RECEIPTS**

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

## **ACADEMIC REGULATIONS**

For information on evaluation procedures and minimum grades consult the *StFX Academic Calendar* online at: <https://www2.mystfx.ca/registrars-office/academic-calendars>



## EXAMS

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

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

## ACADEMIC COUNSELLING

- Undergraduate students requiring academic counseling are asked to contact our Academic Advising office at (902) 863-3300 or email [advising@stfx.ca](mailto:advising@stfx.ca).
- **Distance Nursing students** - 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 go to <http://www2.mystfx.ca/security/> or call (902) 867-3981.

## X-RING

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

## GRADUATION: APPLICATION FOR DEGREES AND DIPLOMAS

Students in their graduation year **MUST** apply in order to be considered a candidate for the applicable convocation ceremony. The deadline to apply for Fall convocation is July 3 and the deadline to apply for Spring convocation is October 29. Applications to apply for convocation can be located through Banner ([www.sites.stfx.ca/welcome/](http://www.sites.stfx.ca/welcome/)). There are no fees associated with this application.

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

## UNDERGRADUATE COURSES - SPRING SESSION

CRN = Course Reference Number

### ANTIGONISH (ON CAMPUS)

April 26 - June 22 (unless otherwise indicated)

Room codes: JBB (J. Bruce Brown), PSC (Physical Sciences Centre), ESC (Exercise Sciences Centre)

| ON-CAMPUS<br>SPRING COURSES   | DATES  | DESCRIPTION   |
|---|--|---|
| <b>BIOL 307.30</b><br><b>Field Biology</b><br><br><b>CRN CANCELLED</b>  |  | Provides practical experience in the observation, collection, identification and quantification of organisms in nature. Held for two weeks in the spring session, the course emphasizes field ecology, dealing with some or all of the following groups of organisms: birds, small mammals, fish, plants, marine algae, marine invertebrates and insects. <b>Prerequisite: BIOL 203.</b> Three credits and lab.   |
| <b>HKIN 141.30</b><br><b>Outdoor Education: Core Camping</b><br><br><b>CRN 12545</b><br><br><b>A. Foran</b>                                       | <b>April 27 - May 7</b><br><br><b>Monday - Friday</b><br><b>1:00pm - 5pm</b><br><br><b>Room: Saputo 207</b>  | Core Camping is a multi-disciplinary program for HK students interested in Outdoor Education and the course is designed to enhance both skill development and knowledge associated with the transferability of core camping skills. This course is designed to provide students with the skills and knowledge base for planning a progression of core camping skills connected to Physical Education. The focus of the course is to prepare students in trip planning, living in the outdoors for extended periods, introducing woods skills and bush-craft techniques, and being attuned to risk by balancing their awareness of actual and perceived threats. Embedded in all the units taught in this course are Leave-no-Trace techniques, which aim to assist students to practice an ethic that fosters behaviors of sustainability and environmental preservation. The entire course is taught in an outdoor setting focused on practices leading Day Hikes and Backpacking. The course offers an immersion in strategies and activities that could be offered from a base-camp set up or at a more remote location, which may include overnight. Techniques for extending skills into wilderness locations are provided. 1.5 credits. |
| <b>HKIN 265.66</b><br><b>Exercise Physiology</b><br><br><b>CRN 12447</b><br><b>CRN Lab 12448</b><br><b>CRN LAB 12516</b><br><br><b>C. O'Neill</b> | <b>April 26 - May 14</b><br><br><b>Course Online:</b><br><b>April 26 - 30</b><br><b>8am - 9:15am</b><br><b>Monday - Friday</b><br><br><b>May 3 - 14</b><br><b>8:30am - 11:30am</b><br><b>Monday - Friday</b><br><br><b>Labs on campus:</b><br><b>April 26 - 30</b><br><b>9:45am - 12:15pm</b><br><b>(1pm - 3:30pm if additional lab space required, based on COVID restrictions)</b> | An introduction to the responses and adaptations (acute and chronic) of the musculoskeletal, cardiovascular, and respiratory systems to disruptions to homeostasis due to muscular activity. Credit will be granted for only one of HKIN 265 or HKIN 365 or HKIN 398. <b>Prerequisites: HKIN 151/152 or BIOL 251/BIOL 252.</b> Three credits and a lab.   |

| ON-CAMPUS<br>SPRING COURSES  | DATES  | DESCRIPTION  |
|--|--|--|
|  | Lab Exercise Science<br>Building 42 West St.<br>120 Metabolic Room   |  |
| <b>HKIN 321.30</b><br><b>Advanced Care and Prevention of Athletic Injuries</b><br><br>CRN 12449<br><br>T. Sutherland | <b>April 26 - May 13</b><br><br><b>1:00 pm - 4:00pm</b><br><br><b>Monday - Thursday</b><br><br><b>Room Saputo A209</b> | An in-depth study of the assessment and management of athletic injuries. Students will learn proper assessment protocol, advanced assessment techniques, and specialized taping techniques.<br><b>Prerequisite: HKIN 151 or BIOL 251; HKIN 222.</b> Three credits. |

## ONLINE

April 26 - June 22 (unless otherwise indicated)

| ONLINE SPRING COURSES   | DATES  | DESCRIPTION  |
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| <b>AQUA 100.66</b><br><b>Introduction to Aquatic Resources: Natural Science Applications</b><br><br>CRN 12450<br>CRN Lab 12451<br><br>C. Rennie | <b>April 26 - June 22</b><br><br><b>Online</b> | 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.<br><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> |
| <b>BIOL 220.66</b><br><b>Biological Perspective of Health &amp; Environmental Issues</b><br><br>CRN 12452<br><br>V. Karunakaran                 | <b>May 25 - August 3</b><br><br><b>Online</b>  | This course is for non-science students. The course deals with how scientific principles are established. Topics include evolution and diversity, ecology and food, human evolution and population, diabetes, homeostasis, HIV and vaccines, antibiotic resistance, and cancer. Offered through distance education. Acceptable for credit only in the Faculties of Arts and Business and as an open elective in the B.Sc. Nursing. Six credits.  |
| <b>BIOL 251.66.67</b><br><b>Human Anatomy &amp; Physiology I</b><br><br>CRN 12453/12552<br>CRN Lab 12454<br><br>M. Cardinal-Aucoin              | <b>April 26 - June 22</b><br><br><b>Online</b> | An integrated approach to the study of the anatomy and physiology of the following: the integumentary, skeletal, muscular, nervous, and endocrine systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of BIOL 251, BIOL 151, HKIN 151. <b>Required for students in human kinetics and human nutrition.</b> Three credits. <b>Includes mandatory integrated online lab component.</b>  |
| <b>BSAD 221.66</b><br><b>Introductory Financial Accounting</b><br><br>CRN 12455<br><br>J. Huang   | <b>April 26 - June 22</b><br><br><b>Online</b> | This course is an introduction to basic concepts, principles, and procedures underlying financial accounting and financial statement preparation and interpretation. 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.  |

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| <b>BSAD 231.66</b><br><b>Foundations of Marketing</b><br><br><b>CRN 12456</b><br><br><b>B. Mukerji</b>  | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>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 provides an introduction to core marketing concepts, employs exercises and cases to develop students' analytical skills, and provides an opportunity to demonstrate these skills through development of a comprehensive marketing plan. <b>Prerequisites: BSAD 101, 102.</b> Three credits.</p>  |
| <b>BSAD 345.66</b><br><b>Personal Financial Management</b><br><br><b>CRN 12457</b><br><br><b>J. Huang</b>   | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>This course draws on the principles of finance and applies them to decisions faced by individuals in the management of their personal finances. The course explores the planning process using readings, cases and problems. <b>Prerequisite: BSAD 241.</b> Three credits.</p>  |
| <b>BSAD 363.66</b><br><b>Human Resource Management</b><br><br><b>CRN 12458</b><br><br><b>S. Litz</b>  | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>A review of the many functions of human resource management, including but not limited to employee selection, development, appraisal and compensation, in addition to the broader social and legal context which influences the HR practice. This course makes a case for the strategic role that proper management of human resources plays in successful organizations while providing an important critique of the practice. Credit will be granted for only one of BSAD 363 or SMGT 322. <b>Prerequisite: BSAD 261.</b> Three credits.</p>  |
| <b>CHEM 101.66</b><br><b>General Chemistry I</b><br><br><b>CRN 12459</b><br><b>CRN Lab 12460</b><br><br><b>G. Marangoni</b>                               | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>Fundamental principles of chemistry, including the nature of atoms, ions and molecules, stoichiometry, and thermochemistry. Chemistry of aqueous solutions including oxidation-reduction reactions, equilibrium and acid/base chemistry with a focus on buffer solutions. The application of chemical principles in areas of interest to students in the life sciences, human nutrition and human kinetics are emphasized. Credit will be granted for only one of CHEM 101, CHEM 100, CHEM 120 or CHEM 121. Three credits. <b>Includes tutorials and mandatory integrated online lab component.</b></p> |
| <b>ECON 102.66</b><br><b>Introductory Macroeconomics</b><br><br><b>CRN 12461</b><br><br><b>G. Tkacz</b>   | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>The second half of introductory economics provides an introduction to macroeconomic concepts. The course examines pressing problems and issues in the Canadian economy and the world. Students will learn about alternate economic systems, national income accounting and the components of the national economy; the role of money in the economy; inflation; unemployment; international trade and trade policy; and the role of government in managing the economy. Three credits.</p>  |
| <b>ENGL 111.66/.67</b><br><b>Literature and Academic Writing I</b><br><br><b>CRN 12462</b><br><b>CRN 12507</b><br><br><b>M. D'Arcy</b><br><b>L. Young</b> | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>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.</p>  |
| <b>ESCI 171.66</b><br><b>Understanding the Earth</b><br><br><b>CRN 12463</b><br><b>CRN Lab 12464</b><br><br><b>C. Murphy</b>                              | <b>April 26 - June 22</b><br><br><b>Online</b> | <p>An introduction to the study of rocks and minerals and the materials that make up planet Earth; the Earth's origin and internal structure and composition; the plate tectonic and continental drift theory, crustal processes (the early history of the Earth and its atmosphere, evolution and extinction of life forms; composition and structure of the Earth, origin of continents, oceans, volcanoes, earthquakes, mountains), crustal deformation and mountain building; resources from Earth. Three credits.</p>   |

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| <b>HIST 323.66</b><br><b>Canadian Immigration, Race and Ethnicity from 1896</b><br><br><b>CRN 12465</b><br><br><b>B. MacKenzie</b> | <b>April 26 - June 22</b><br><br><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 323 or HIST 310. Three credits.   |
| <b>HNU 142.66</b><br><b>Introduction to Food &amp; Health</b><br><br><b>CRN 12466</b><br><br><b>T. Emrich</b>                      | <b>April 26 - June 22</b><br><br><b>Online</b> | This introductory course exposes students to the range of subject matter covered in the degree program and provides an introduction to the field of nutrition. The role of nutrients in a healthy diet is featured along with identifying the behavioural, social and political factors that impact food choice. Students will discuss nutrition in the media and will begin to work with food guidance tools to explore nutrition and health promotion. Credit will be granted for only one of HNU 142, HNU 135, HNU 161, HNU 185 or HNU 215. Three credits.  |
| <b>HNU 242.66</b><br><b>Foundations of Nutrition Science</b><br><br><b>CRN 12467</b><br><br><b>L. Murphy</b>                       | <b>April 26 - June 22</b><br><br><b>Online</b> | Students will learn the fundamentals of the science of nutrition with emphasis on energy, macronutrients, vitamins and minerals required by humans. The functions of these nutrients, their food sources and how the body handles them will be discussed within the framework of nutrition in the promotion of health and the prevention of chronic disease. Credit will be granted for only one of HNU 242, HNU 215 or HNU 261. <b>Prerequisites: HNU 135, 142, 161; CHEM 101/102; BIOL 111.</b> Three credits.   |
| <b>HNU 298.66</b><br><b>Selected Topics: Sport Nutrition</b><br><br><b>CRN 12468</b><br><br><b>H. Mawhinney</b>                    | <b>April 26 - June 22</b><br><br><b>Online</b> | Students will learn the fundamentals of the science of nutrition with an emphasis on sport application. This course will cover the fundamentals of macronutrient digestion, absorption, function within the body and the role of macronutrients in fueling athletic performance. The classification, function and potential ergogenic effects of micronutrients and minerals will be discussed, including the role of fluids and electrolytes to support athletic performance. Students will apply foundational knowledge of nutrition science in relation to real food examples and diet planning exercises and become familiar with nutrition guidelines to promote a balanced diet. This course will equip students with the knowledge to pursue further course work in nutrient metabolism and sport nutrition. <b>Please note: This course cannot be used as the sport nutrition degree or for the HKIN minor.</b> Three credits. |
| <b>MATH 105.66</b><br><b>Business Mathematics</b><br><br><b>CRN 12469</b><br><b>Lab CRN 12470</b><br><br><b>K. De'Bell</b>         | <b>April 26 - June 22</b><br><br><b>Online</b> | This course will give an introduction to some of the quantitative methods used in the fields of business. A presentation of mathematics applicable to business, including functions, modelling, finance, regression, forecasting, simulation, and linear programming. Use of spreadsheets will be a fundamental part of this course. Acceptable for credit in all programs. May only be used as an open or an approved elective in mathematics or computer science programs. Credit will be granted for only one of MATH 105 and MATH 205. Three credits.  |
| <b>MATH 106.66</b><br><b>Calculus I</b><br><br><b>CRN 12471</b><br><b>CRN Lab 12472</b><br><br><b>P. Wang</b>                      | <b>April 26 - June 22</b><br><br><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. The format of MATH 106 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of  |

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|  |  | MATH 106 or ENGR 121 or MATH 126. <b>Prerequisite: Grade 12 pre-calculus or equivalent.</b> Six credits of calculus is required in the B.SC. major, advanced major or honours program. Three credits.   |
| <b>PSCI 345.66</b><br><b>Women and Politics</b><br><br><b>CRN 12473</b><br><br><b>L. Stan</b>  | <b>April 26 - June 22</b><br><br><b>Online</b> | 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. Cross-listed as WMGS 345. <b>Prerequisite: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (211/212 recommended).</b> Three credits.  |
| <b>PSCI 353.66</b><br><b>International Organizations</b><br><br><b>CRN 12475</b><br><br><b>Y. Cho</b>  | <b>April 26 - June 22</b><br><br><b>Online</b> | A study of the development and role of international organizations in global politics examining the achievements and limits of institutionalized multilateral cooperation among states. Institutions examined include the UN, NATO, the WTO, the IMF, and the World Bank. <b>Prerequisite: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (251/252 recommended).</b> Three credits.   |
| <b>PSYC 220.66</b><br><b>Cognitive Psychology</b><br><br><b>CRN 12476 Lab 12477</b><br><b>CRN 12558 Lab 12559</b><br><br><b>P. McCormick</b> | <b>April 26 - July 20</b><br><br><b>Online</b> | This course deals with the basic cognitive processes: perception, attention, memory, language, thinking, and problem-solving. <b>Prerequisite: PSYC 100.</b> Lab component. Six credits.  |
| <b>PSYC 363.66</b><br><b>Applications of Psychology to Society</b><br><br><b>CRN 12478</b><br><br><b>G. Haynes</b>                           | <b>April 26 - June 22</b><br><br><b>Online</b> | This is a lecture course in which applications of psychology to society will be considered. This course provides students with an in-depth understanding of the tools of persuasion (e.g., consistency, reciprocity, liking, social proof, persuasive language, non-verbal cues), how to use these tools in an ethical manner, and apply them to solving everyday life and real-world problems. Credit will be granted for only one of PSYC 363 or PSYC 375. <b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits.   |
| <b>PSYC 372.66</b><br><b>Cultural Psychology</b><br><br><b>CRN 12479</b><br><br><b>J. Corbit</b>   | <b>April 26 - June 8</b><br><br><b>Online</b>  | The focus of this course is on how culture influences human behaviour and mind. The evolution of culture is considered as we dissect the debate surrounding claims that culture exists outside of the human species. Contemporary research and theory in human development and socialization, self-identity and cultural constructs of collectivism and individualism, acculturation and multi-culturalism, building relationships with others, conceptions of health and healing, and the impact of culture on the basic psychological processes will be covered. <b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits. |
| <b>RELS 225.66</b><br><b>Cults and Alternative Religions</b><br><br><b>CRN 12480</b><br><b>K. Penner</b>                                     | <b>April 26 - June 22</b><br><br><b>Online</b> | A study of cults in the context of 20 <sup>th</sup> century North American society, beginning with defining cults in relation to sects and churches. Topics include neo-paganism, Hare Krishna, the theosophical tradition, the Unification Church, tragic endings to cults such as the Branch Davidians and Heaven's Gate, why people join cults; and the religio-cultural significance of cults today. Three credits.   |
| <b>SOCI 101.66</b><br><b>Introduction to Sociology I</b><br><br><b>CRN 12481</b><br><br><b>D. MacDonald</b>                                  | <b>April 26 - June 22</b><br><br><b>Online</b> | This course introduces students to the origins and development of sociological thinking and research, beginning with the foundations of the discipline in the 19th century. Students are then introduced to the concepts and methods within sociology. The objective is to explore the extent and limits of our capacity to change the social world by reference to sociological research in both a Canadian and global context. Credit will be granted for only one of the SOCI 101 and SOCI 100. Three credits.   |



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| <p><b>SOCI 221.66</b><br/><b>Marriage and Family Life</b></p> <p><b>CRN 12482</b></p> <p><b>M. Annett</b></p>           | <p><b>April 26 - June 22</b></p> <p><b>Online</b></p> | <p>This course analyzes the institution of the family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence and how technology is influencing parenting. Credit will be granted for only one of SOCI 221, SOCI 210 or WMGS 210. Cross-listed WMGS 221. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p>  |
| <p><b>SOCI 297.66</b><br/><b>Selected Topics: Social Justice</b></p> <p><b>CRN 12484</b></p> <p><b>D. MacDonald</b></p> | <p><b>April 26 - June 22</b></p> <p><b>Online</b></p> | <p>This course provides students with a foundation of social justice literacy from a critical sociological perspective. The class will begin with a broad question “what is critical social justice?” and a broad definition of social justice as “fairness and equality for all”. From there the course will move to more in-depth discussions about how human rights are defined, the difference between equity and equality, and understanding the invisibility of oppression. Emphasis will be placed on developing critical thinking skills and critical theory as students examine contemporary social justice practices. Students will learn what it means to practice social justice by linking theories of social justice to practice. <b>Prerequisites SOCI 101 &amp; 102.</b> Three credits.</p>  |
| <p><b>SOCI 313.66</b><br/><b>Conceptions of Disability</b></p> <p><b>CRN 12485</b></p> <p><b>T. Edelist</b></p>         | <p><b>April 26 - June 22</b></p> <p><b>Online</b></p> | <p>An introduction to the field of disability studies, this course examines the ways in which disabled people and disability issues are defined and treated in contemporary society. Social and political conceptions of disability are contrasted with medical and individualistic definitions of disability with the aim of developing a critique of taken-for-granted conceptions of normal bodies, minds, and senses. Community-based contributions and responses to disability knowledge are emphasized and common ideas and assumptions about disability are situated historically to illustrate changing relations to disability over time, and to the role of disability knowledge in social change. The experience of disability will be stressed. <b>Prerequisite: SOCI 101, 102.</b> Three credits.</p>   |
| <p><b>SOCI 315.66</b><br/><b>Addictions</b></p> <p><b>CRN 12486</b></p> <p><b>D. Smythe</b></p>                         | <p><b>April 26 - June 22</b></p> <p><b>Online</b></p> | <p>This course explores drug and alcohol addiction as a widespread social problem, from several central perspectives: 1) the basic theories of addiction to the present day, including addiction as having a genetic basis; 2) the historical sociology of drug and alcohol addiction and the emergence of addiction as an idea; 3) the subcultures of addiction which include the influence of drinking and drugs on the arts, popular culture, and street culture; 4) the correlation between addiction, ‘race’ and racism; and finally, 5) the impact of addiction on women, the family, and society. Throughout the course, students will realize the complex nature of addiction as an explanatory mechanism for human behaviour. On finishing the course, students should gain an awareness of the most salient debates that dominate arguments on the link between addiction and social life. <b>Prerequisites: SOCI 101, 102.</b> Three credits.</p> |
| <p><b>SPAN 102.66</b><br/><b>Spanish for Beginners II</b></p> <p><b>CRN 12487</b></p> <p><b>W. Tokarz</b></p>           | <p><b>April 26 - June 22</b></p> <p><b>Online</b></p> | <p>This language course, in which communicative objectives are centred on personal life, and range from talking about family to narrating past events, focuses on past tenses, the use of indirect and direct object pronouns, and grammatical constructions with the present tense. This course continues to develop students’ writing, speaking, and comprehension skills through a variety of written, oral, and audio-visual activities that integrate cultural elements. Credit will be granted for only one of SPAN 102 or SPAN 100.</p>   |

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|   |  | <b>Prerequisite: SPAN 101 or permission of the department chair.</b><br>Three credits.   |
| <b>STAT 101.66</b><br><b>Introductory Statistics</b><br><br><b>CRN 12488</b><br><br><b>D. DeWolf</b>  | <b>April 26 - June 22</b><br><br><b>Online</b> | This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics, graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. Credit will be granted for only one of STAT 101, STAT 201, STAT 224, STAT 231, PSYC 290 (292), HKIN 301. Three credits. |
| <b>WMGS 221.66</b><br><b>Marriage and Family Life</b><br><br><b>CRN 12483</b><br><br><b>M. Annett</b> | <b>April 26 - June 22</b><br><br><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 SOCI 221, SOCI 210 or WMGS 210. Cross-listed SOCI 221. <b>Prerequisites: SOCI 101, 102.</b> Three credits.   |
| <b>WMGS 345.66</b><br><b>Women and Politics</b><br><br><b>CRN 12474</b><br><br><b>L. Stan</b>         | <b>April 26 - June 22</b><br><br><b>Online</b> | 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. Cross-listed as PSCI 345. <b>Prerequisite: PSCI 101/102 (100) or WMGS 100 and 6 credits of PSCI at the 200-level (211/212 recommended).</b> Three credits.  |

## UNDERGRADUATE COURSES - SUMMER SESSION

### ONLINE

June 21 - August 17 (unless otherwise indicated)

| ONLINE SUMMER COURSES   | DATES   | DESCRIPTION  |
|---|---|--|
| <b>ART 259.66</b><br><b>Introductory Filmmaking</b><br><br><b>CRN 21532</b><br><br><b>A. Karuna</b> | <b>June 21 - August 20</b><br><br><b>Online</b> | Students will learn elements of cinematic language, focusing on documentary film: the basic principles of storytelling, cinematography, editing, sound recording, and producing; how to operate as a one-person crew using their own equipment; and how to analyze films to understand cinematic vocabulary. Students must have access to a mobile device or camera that can shoot video and a computer that can run basic editing software. Credit will be granted for only one of ART 259 or ART 295 ST: Introductory Filmmaking<br>Three credits. |
| <b>BIOL 252.66/.67</b><br><b>Human Anatomy &amp; Physiology II</b><br><br><b>CRN 21502/21601</b>    | <b>June 21 - August 17</b><br><br><b>Online</b> | An integrated approach to the study of the anatomy and physiology of the following: cardiovascular, respiratory, immune, digestive, urinary and reproductive systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of the BIOL 252, BIOL 152, HKIN 152. <b>Required for students in</b>   |

| ONLINE SUMMER COURSES   | DATES   | DESCRIPTION   |
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| <b>CRN Lab 21503</b><br><br><b>M. Cardinal-Aucoin</b>   |   | <b>human kinetics and human nutrition. Prerequisite: BIOL 251.</b> Three credits. <b>Includes mandatory integrated online lab component.</b>  |
| <b>BSAD 223.66</b><br><b>Introductory Managerial Accounting</b><br><br><b>CRN 21504</b><br><br><b>R. McIver</b>                     | <b>June 21 - August 17</b><br><br><b>Online</b> | An introduction to the basic concepts of management accounting and the use of accounting information for managerial decisions. <b>Prerequisite: BSAD 221, completed or concurrent.</b> Three credits.   |
| <b>BSAD 241.66</b><br><b>Financial Management I</b><br><br><b>CRN 21505</b><br><br><b>V. Vishwakarma</b>                            | <b>June 21 - August 17</b><br><br><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; MATH 105 completed or concurrent.</b> Three credits  |
| <b>BSAD 261.66</b><br><b>Organizational Behaviour</b><br><br><b>CRN 21506</b><br><b>LAB CRN 21587</b><br><br><b>S. Price</b>        | <b>June 21 - August 17</b><br><br><b>Online</b> | Organizational behaviour introduces students to the context, concepts, principles and theories of human behaviour in organizations. The topics explored range from motivation to teamwork to communication. The objective is twofold: to understand how an organizational member might experience, interpret, and manage human relations as an individual and a group member; and to understand how the influences on human behaviour in turn contributes to organizational effectiveness. <b>Prerequisites: BSAD 101, 102.</b> Three credits.  |
| <b>BSAD 374.66</b><br><b>Geographic Information Systems</b><br><br><b>CRN 21507</b><br><b>LAB CRN 21585</b><br><b>M. Schumacher</b> | <b>June 21 - August 17</b><br><br><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 modelling. Credit will be granted for only one of BSAD 374, ESCI 471. Cross-listed as ESCI 374. Three credits and lab.   |
| <b>BSAD 383.66</b><br><b>Mobile Commerce</b><br><br><b>CRN 21509</b><br><br><b>R. Palanisamy</b>                                    | <b>June 21 - August 17</b><br><br><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 BSAD 383 or BSAD 415/INFO 446. <b>Prerequisite: BSAD 281.</b> Three credits. |
| <b>CHEM 102.66</b><br><b>General Chemistry II</b><br><br><b>CRN 21510</b><br><b>CRN Lab 21511</b><br><br><b>G. Marangoni</b>        | <b>June 28 - August 24</b><br><br><b>Online</b> | Chemical kinetics, thermochemistry and the electronic structure and properties of atoms and ions and bonding models used to determine molecular geometry. Basic concepts of organic chemistry, materials and environmental chemistry. Intended for students in the life sciences, human nutrition and human kinetics. Credit will be given for only one of CHEM 102, CHEM 100, CHEM 120 or CHEM 122. <b>Prerequisite: CHEM 101.</b> Three credits. <b>Includes tutorials and mandatory integrated online lab component.</b>   |

| ONLINE SUMMER COURSES   | DATES   | DESCRIPTION   |
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| <b>DEVS 392.66</b><br><b>Agricultural Systems and Development</b><br><br><b>CRN 21533</b><br><br><b>K. Burnett</b>                      | <b>June 21 - August 17</b><br><br><b>Online</b> | This course explores the social, economic and environmental relationships underpinning global food and agricultural systems, who benefits and who is harmed in these relationships, the ecosystem necessary to supply the human population with food essential to its survival, and the actors pursuing the global food security and agricultural equality. The course is interdisciplinary, with an emphasis on sustainable and equitable global development, focusing on food insecurity, exploitative economic relationships, and the poverty in the Global South that results from these global systems. <b>Prerequisite: DEVS 201 or DEVS 202.</b> Three credits.  |
| <b>ENGL 111.66</b><br><b>Literature and Academic Writing I</b><br><br><b>CRN 21512</b><br><br><b>L. Young</b>                           | <b>June 21 - August 17</b><br><br><b>Online</b> | This course will give students key skills such as: how to write literary-critical essays; how to build a question or problem from a close-reading of a literary work; how to frame an argument in a way that gives it purpose; how to develop that argument by presenting and analyzing evidence; how to engage in scholarly debate; how to do literary-critical research. Credit will be granted for only one of ENGL 111, 100 or 110. Three credits.  |
| <b>ENGL 233.66</b><br><b>Children’s Literature: 1865 to the Present</b><br><br><b>CRN 21513</b><br><br><b>A. Daignault</b>              | <b>June 21 - August 17</b><br><br><b>Online</b> | Using the landmark publication of Lewis Carroll’s Alice’s Adventures in Wonderland as a starting point, this course provides a critical survey of children’s literature in Britain, America and Canada. Authors to be studied include Carroll, L. M. Montgomery, Maurice Sendak, Roald Dahl, R.L. Stevenson, E.B. White and various picture books. Credit will be granted for only one of the ENGL 233 or ENGL 234. <b>Prerequisite: ENGL 100 or 111/112 or equivalent.</b> Three credits.  |
| <b>ESCI 374.66</b><br><b>Geographic Information Systems</b><br><br><b>CRN 21508</b><br><b>LAB CRN 21586</b><br><br><b>M. Schumacher</b> | <b>June 21 - August 17</b><br><br><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 modelling. Credit will be granted for only one of BSAD 374, ESCI 471. Cross-listed as BSAD 374. Three credits and lab.   |
| <b>FREN 112.66</b><br><b>Basic University French II</b><br><br><b>CRN 21514</b><br><b>Lab CRN 21515</b><br><br><b>I. Baugé</b>          | <b>June 21 - August 17</b><br><br><b>Online</b> | This intensive course is a continuation of FREN 111 and corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR). Students will learn to understand and communicate during easy or habitual tasks and will understand isolated phrases and common expressions that relate to areas of high personal relevance (like personal or family information, shopping, immediate environment, studies, work, and hobbies). This course is recommended for students with some background in French or who have completed grade 12 Core French. Credit will be granted for only one of the FREN 112 or FREN 110. Three credits.                  |
| <b>HIST 227.66</b><br><b>Canadian Business History</b><br><br><b>CRN 21516</b><br><br><b>G. French</b>                                  | <b>June 21 - August 17</b><br><br><b>Online</b> | This course begins with the 1880s to investigate how Canada became one of the world’s wealthiest nations. It explores the emergence of its financial markets, its entrepreneurial tradition, innovations in finance, management, and technology, the origins and growth of its regional, national and multinational corporations, its international trade relations and globalization. The course also examines the evolving relationship between commerce and society, and reviews economic shocks and disruptions generated by wars, depression, stock market bubbles and credit crashes. It concludes with an overall assessment of Canada’s business development by |

| ONLINE SUMMER COURSES   | DATES   | DESCRIPTION  |
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|   |   | considering the central arguments of the proponents and critics of capitalism in its Canadian form. Three credits.   |
| <b>HNU 262.66</b><br><b>Principles of Nutrition in Human Metabolism</b><br><br><b>CRN CANCELLED</b>                 |   | Building on HNU 261, students will apply the principles of nutrition with an emphasis on nutrient functions and metabolism while drawing on foundational knowledge in biology and chemistry. Topics will include energy metabolism, weight management, nutritional concerns across the life course and the emerging role of nutritional genomics. Credit will be granted for only one of HNU 262 or HNU 263. <b>Prerequisites: HNU 242 or 261; BIOL 251, 252, CHEM 225, 255 completed or concurrent.</b> Three credits.  |
| <b>HNU 497.66</b><br><b>Selected Topics: Human Nutrition Policy</b><br><br><b>CRN 21518</b><br><br><b>T. Emrich</b> | <b>June 21 - August 17</b><br><br><b>Online</b> | Human Nutrition Policy is designed to acquaint students with the Canadian human nutrition policy landscape. Students will become familiar with how policy can be used as a tool to address nutrition problems and issues at the population level. Key nutrition policy concepts will be introduced, and the roles and interests of federal, provincial and local governments will be explored. The five stages of the public policy process (agenda setting, policy formulation, adoption, implementation and evaluation) will be used to explore illustrative examples of federal and provincial nutrition policies shaping population health in Canada. Canadian nutrition policy examples to be covered include Canada's Food Guide; nutrition labelling; the mandatory fortification of select foods with folic acid; the Food and Nutrition Policy for Nova Scotia Public Schools; the Nova Scotia Standards for Food and Nutrition in Regulated Child Care Setting; and Canadian food security policy. Opportunities to act or intervene in the policy process, using tools such as advocacy, activism, and research, will be identified. <b>Prerequisite: 6 credits of any 200-level course or permission of instructor.</b> Three credits. |
| <b>MATH 107.66</b><br><b>Calculus II</b><br><br><b>CRN 21519</b><br><b>Lab CRN 21520</b><br><br><b>K. De'Bell</b>   | <b>June 28 - August 24</b><br><br><b>Online</b> | An introduction to integral calculus for functions of one variable. Topics include definite and indefinite integrals; the fundamental theorem of calculus; methods of integration; numerical approximation of definite integrals; applications to area and volume; probability density functions and distributions; differential equations; and Taylor polynomials. The format of MATH 107 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of MATH 107, ENGR 122 or MATH 127. <b>Prerequisite: MATH 106 or 111 or 126.</b> Six credits of calculus is required in the B.Sc. major, advanced major or honours program. Three credits.  |
| <b>MUSI 118.66</b><br><b>World Music</b><br><br><b>CRN 21521</b><br><br><b>J. Hanlon</b>                            | <b>June 21 - August 17</b><br><br><b>Online</b> | A survey course covering folkloric and ethnic musical traditions from around the world: Africa, Asia, North and South America, the Caribbean, and Europe. Three credits.   |
| <b>PSCI 336.66</b><br><b>Religion and Politics</b><br><br><b>CRN 21522</b><br><br><b>L. Stan</b>                    | <b>June 21 - August 17</b><br><br><b>Online</b> | An examination of the impact of religion on politics and politics on religion. Students will consider the relationship between religion and politics in the Middle East, Northern Ireland, India and Pakistan, Eastern Europe and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, and Judaism, as well as the influence of religion on citizenship, education, the party system, and social issues. Credit will be granted for only one of PSCI 336, PSCI 295, RELS 295. Cross-listed RELS 336. <b>Prerequisites: PSCI 101, 102 (100) and 6 credits of PSCI at the 200-level (211/212 recommended).</b> Three credits.  |



| ONLINE SUMMER COURSES  | DATES   | DESCRIPTION  |
|--|---|--|
| <b>PSCI 352.66</b><br><b>American Foreign Policy</b><br><br><b>CRN 21524</b><br><br><b>Y. Cho</b>              | <b>June 21 - August 17</b><br><br><b>Online</b> | This course introduces students to the study of US foreign policy, examining major political, economic, and social forces that shape and constrain the making of American foreign policy. Among the issues examined are the historical and doctrinal context of US foreign policy, actors and institutions in the American foreign policymaking process, and contemporary external security and foreign economic policies of the US. <b>Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (251/252 recommended).</b> Three credits.   |
| <b>PSYC 317.66</b><br><b>LGBTQ+ Psychology</b><br><br><b>CRN 21525</b><br><br><b>R. Hoskin</b>                 | <b>June 21 - August 17</b><br><br><b>Online</b> | LGBTQ Psychology is a new area of psychological research and clinical practice that focuses on the psychological experiences of individuals who identify as sexual and/or gender minorities. The course offers the opportunity to touch on a variety of existing psychological areas, such as developmental, social, clinical, history, and human sexuality from the unique perspective of LGBTQ experiences and provides an overview of psychological research and practice as it pertains to the lives and wellbeing of LGBTQ individuals and communities. Topics include historical treatment of LGBTQ individuals within the field of psychology, LGBTQ-inclusive research methods within Psychology, identity development and coming out, LGBTQ relationships, families and parenting, transgender and non-binary identities, conversion therapy and other controversies in the field, prejudice, stigma and discrimination, minority stress theory, and LGBTQ health. <b>Prerequisites: 6 credits of PSYC at the 200 level or permission of the Instructor.</b> Three credits. |
| <b>PSYC 374.66</b><br><b>Human Development Across Cultures</b><br><br><b>CRN 21526</b><br><br><b>J. Corbit</b> | <b>June 14 - July 27</b><br><br><b>Online</b>   | This course examines the development of the individual from a cultural perspective. Development is considered to involve a process of co-construction of the individual and culture. The impact of cultural practices, traditions, and parental beliefs on the developing child are considered, along with the interplay between those cultural forces and the biological foundations that influence the course of development. Cognitive, social, emotional development will be studied, along with a consideration of applied issues that emerge from investigations of the impact of cultural environments on child development. <b>Prerequisites: 6 credits of PSYC at the 200 level.</b> Three credits.   |
| <b>RELS 336.66</b><br><b>Religion and Politics</b><br><br><b>CRN 21523</b><br><br><b>L. Stan</b>               | <b>June 21 - August 17</b><br><br><b>Online</b> | An examination of the impact of religion on politics and politics on religion. Students will consider the relationship between religion and politics in the Middle East, Northern Ireland, India and Pakistan, Eastern Europe and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, and Judaism, as well as the influence of religion on citizenship, education, the party system, and social issues. Credit will be granted for only one of PSCI/RELS 336, PSCI/RELS 295. Cross-listed PSCI 336. <b>Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (211/212 recommended).</b> Three credits.   |
| <b>SOCI 102.66</b><br><b>Introduction to Sociology II</b><br><br><b>CRN 21527</b><br><br><b>D. MacDonald</b>   | <b>June 21 - August 17</b><br><br><b>Online</b> | This course builds on the foundations of sociological theory, methods and historic considerations established in SOCI 101. Students will explore a range of topics dealing with various aspects of social inequality, culture, integration, and ideological conflict in both a Canadian and global context. Together with SOCI 101, this course provides the prerequisite for all other sociology courses. Credit will be granted for only one of the SOCI 102 and SOCI 100. <b>Prerequisite: SOCI 101.</b> Three credits.   |
| <b>SOCI 231.66</b>   | <b>June 21 - August 17</b>                      | This course provides students with a sociological interpretation of education in Canada. Students will investigate the relationship  |



| ONLINE SUMMER COURSES   | DATES   | DESCRIPTION  |
|---|---|--|
| <b>Education in Canadian Society</b><br><br><b>CRN 21528</b><br><br><b>D. Smythe</b>                                  | <b>Online</b>                                   | between education opportunity and conditions of inequality, socialization, social participation in education, and the relationship between schooling and work. This will be contextualized within the historical development of Canadian educational institutions.<br><b>Prerequisites: SOCI 101, 102.</b> Three credits.  |
| <b>SOCI 251.66 Theories of Deviance &amp; Social Control</b><br><br><b>CRN 21529</b><br><br><b>D. MacDonald</b>       | <b>June 21 - August 17</b><br><br><b>Online</b> | This course offers students a theoretical foundation for understanding social processes of deviance and social control. Using various theoretical devices students will critically examine the social category of deviance and its use in social institutions and daily social practices. Topics could include mental illness, drug and alcohol use, alternative sexualities, social violence and disability. Credit will be granted for only one of SOCI 251, SOCI 250 or SOCI 298 completed in 2016-2017. <b>Prerequisites: SOCI 101, 102.</b> Three credits.  |
| <b>SOCI 314.66 Disability and Culture</b><br><br><b>CRN 21530</b><br><br><b>T. Edelist</b>                            | <b>June 21 - August 17</b><br><br><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. <b>Prerequisite: SOCI 101, 102</b> Three credits.                                |
| <b>STAT 101.66/.67 Introductory Statistics</b><br><br><b>CRN 21531</b><br><b>CRN 21638</b><br><br><b>T. Nadarajah</b> | <b>June 21 - August 17</b><br><br><b>Online</b> | This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics; graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. Credit will be granted for only one of STAT 101, STAT 224, STAT 231, PSYC 292 (290), HKIN 301. Three credits. |

## POST RN PROGRAMS ONLINE (PART-TIME)

### POST RN, BACHELOR OF SCIENCE IN NURSING

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

### POST RN CERTIFICATE PROGRAMS

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

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

- **CERTIFICATE IN CONTINUING CARE NURSING**

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

N115: Health Teaching and Learning

N135: Contemporary Issues in Nursing

N205: Community Health Nursing

N425: Comprehensive Health Assessment

- **CERTIFICATE IN GERONTOLOGICAL NURSING**

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

N115: Health Teaching and Learning

N245: Aging and the Older Adult

N425: Comprehensive Health Assessment

N488: Challenges in Aging:

**Information / Registration:**

Distance Nursing Programs

Continuing & Distance Education

St. Francis Xavier University, PO Box 5000

Antigonish, NS B2G 2W5

Toll free: 1-800-565-4371

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

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

## DISTANCE NURSING SPRING/SUMMER SCHEDULE

| COURSE   | DATES   | DESCRIPTION   |
|--|---|---|
| <b>BIOL 105.77</b><br><b>Introductory Cell and Molecular Biology</b><br><br>CRN 21537<br>Lab CRN 21538<br><br>V. Karunakaran | <b>June 14 - August 20</b><br><br>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 distance nursing students. Three credits.   |
| <b>BIOL 115.77</b><br><b>Microbes in Human Biology</b><br><br>CRN 21539<br>Lab CRN 21540<br><br>V. Karunakaran               | <b>June 14 - August 20</b><br><br>Online  | An introduction to microorganisms from a human perspective, this course deals with viruses, bacteria and fungi. Topics include bacterial structure and function, bacterial genetics and antibiotic resistance, and viral structure and infection. Restricted to nursing students. Three credits.  |
| <b>NURS 135.77</b><br><b>Contemporary Issues in Nursing</b><br><br>CRN 21535<br><br>D. Vandewater                            | <b>June 14 - August 20</b><br><br>Online<br><br><b>**SPECIAL OFFERING FOR THIS TERM</b> | The foundation for all subsequent nursing courses, this class explores the evolution of nursing as a profession, including its theoretical and philosophical bases. Topics include Orem's self-care theory; legal and ethical issues; health care reform; the image of professional nursing; changing health care priorities. Three credits.  |
| <b>NURS 202.77</b><br><b>Community Mental Health Nursing II</b><br><br>CRN 12492<br><br>M. Thompson                          | <b>April 5 - June 11</b><br><br>Online  | Examines the theory of and concepts in mental illness, treatment regimens, and nursing interventions in a community setting. Students will apply mental health nursing principles to specific clinical disorders, building on the foundations of practice explored in NURS 201. Three credits.  |
| <b>NURS 205.77</b><br><b>Community Health Nursing</b><br><br>CRN 21534<br><br>S. Bowman                                      | <b>June 14 - August 20</b><br><br>Online<br><br><b>**SPECIAL OFFERING FOR THIS TERM</b> | This course explores the role of the community health nurse in the context of a changing health care system. Topics include population health, primary health care, community assessment, epidemiology and demography, environment and ecology, cultural competence, ethics, and community-as-partner. Three credits.   |
| <b>NURS 245.77</b><br><b>Aging of the Older Adult</b><br><br>CRN 12493<br><br>D. Vandewater                                  | <b>April 5 - June 11</b><br><br>Online  | This course covers the process of growing older with reference to theories on universal aging. Students will learn to improve the function, quality of life, and self-care abilities of the elderly well, to assist them in maintaining independence. Topics include aging-related changes; the role of the family and other aggregates; how elderly adults define and promote their health; the use of community resources. Three credits. |
| <b>NURS 330.77</b><br><b>Legal and Ethical Issues in Nursing</b><br><br>CRN 12494<br><br>A. Belardo                          | <b>April 5 - August 20</b><br><br>Online<br><br><b>**SPECIAL OFFERING FOR THIS TERM</b> | This course examines the moral and ethical implications of various practices in the field of health care as they affect human life and the basic dignity of the person. This course also explores the moral, ethical, legal, and theological issues raised by recent developments in the life sciences. Six credits.  |

| COURSE  | DATES  | DESCRIPTION   |
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| <b>NURS 405.77</b><br><b>Nursing of Adults I</b><br><br><b>CRN 12495</b><br><br><b>C. Gregory</b>             | <b>April 5 - June 11</b><br><br><b>Online</b>  | A theory- and practice-based course exploring chronic health issues related to violence, immune system dysfunction, cancer, and other selected conditions. Cultural diversity, competency and safety, the consequence of an altered immune system, infection, symptom management, women's health, and palliative care will be studied from a nursing perspective in this course. Three credits. |
| <b>NURS 494.77</b><br><b>Leadership &amp; Management in Nursing</b><br><br><b>CRN 21536</b><br><br><b>TBA</b> | <b>June 14 - August 20</b><br><br><b>Online</b><br><br><b>**SPECIAL OFFERING FOR THIS TERM</b> | Examines nursing leadership theories and management models, and their relationship to client care. The course explores the changing roles and expectations for registered nurses as leaders in the health care system. Three credits.   |

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

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

**Deadline:** All applications and supporting documents must be received by **February 22, 2021**.

### Requirements:

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

For information, **contact Admissions:**

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

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

## BSCN ONLINE FOR LPNS (D = Distance)

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| <b>NURS 233.72N</b><br><b>Care of Families in Transition: Childbearing &amp; Childrearing Years</b><br><br><b>CRN 12489</b><br><br><b>J. Whitty-Rogers/<br/>C. MacDonald</b> | <b>May 3 - July 30</b><br><br><b>Online</b><br><br><b>LPN BSCN D students only</b> | Students are introduced to the care of families in transition during the childbearing and childrearing years. Emphasis is on theories, concepts, and relational practice related to family, maternity, and pediatric nursing practice. Understanding ethical dilemmas and legal issues and the application of cultural competence and safety, and evidence-informed based practice for care of families at various points of transition is a focus. The course is divided into three modules: family nursing and family-centered care, maternal-newborn nursing of children and adolescents. <b>Prerequisites: Successful completion of all Pathway courses (BIOL 115, STAT 101, ENGL 111, NURS 297 and NURS 265).</b> Six Credits. |
| <b>NURS 306.72N</b><br><b>Advanced Nursing Leadership Management and Evidence-Informed Practice</b><br><br><b>CRN 12490</b>  | <b>May 3 - July 30</b><br><br><b>Online</b><br><br><b>LPN BSCN D students only</b> | Students learn the leadership and management roles of the nurse within collaborative teams. Concepts of power dynamics, management, human resource management, principles of assignment and delegation, conflict resolution, and program planning and evaluation are emphasized. Leadership is explored within the complexities of today's public policy systems and profession-based systems and organizations. Strategies to critique and facilitate the use of evidence including research and practice  |

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| <b>L. Secco</b>  |  | guidelines for evidence-informed nursing and collaborative practice are examined. Prerequisites: Successful completion of all semester four courses. Three credits.  |
| <b>NURS 309.72N<br/>Integrating Nursing Roles &amp; Practices III: care of Persons Experiencing Acute, Episodic, and Life Threatening Physical and Mental Health Challenges</b><br><br><b>CRN 12491</b><br><br><b>C. MacDonald</b> | <b>May 3 - July 30</b><br><br><b>Online</b><br><br><b>LPN BSCN D students only</b> | This integrated practice experience focuses on the care of stable and unstable persons experiencing acute, episodic, and life-threatening physical health challenges or injuries and mental health issues. Principles of primary health care and the nursing process are applied. Students have opportunities to strengthen previous skills as well as integrate new psychomotor skills and techniques including professional and ethical practice, communication, evidence-based practice and best practice guidelines, and critical thinking and judgment. Includes clinical applications. Prerequisites: Successful completion of all semester four courses. Three credits. |

### PATHWAY COURSES to BScN for LPNs

Please note: NURS 297 is also required and is offered through Cape Breton University. Please contact the StFX Distance Nursing Program Office for information.

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| <b>ENGL 111.66<br/>Literature and Academic Writing I</b><br><br><b>CRN 12462</b><br><br><b>M. D'Arcy</b>                | <b>April 26 - June 22</b><br><br><b>Online</b>  | This course will give students key skills such as: how to write literary-critical essays; how to build a question or problem from a close-reading of a literary work; how to frame an argument in a way that gives it purpose; how to develop that argument by presenting and analyzing evidence; how to engage in scholarly debate; how to do literary-critical research. Credit will be granted for only one of ENGL 111, 100 or 110. Three credits. |
| <b>ENGL 111.66<br/>Literature and Academic Writing I</b><br><br><b>CRN 12462</b><br><br><b>L. Young</b>                 | <b>June 21 - August 17</b><br><br><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>BIOL 115.77<br/>Microbes in Human Biology</b><br><br><b>CRN 21539<br/>Lab CRN 21540</b><br><br><b>V. Karunakaran</b> | <b>June 14 - August 20</b><br><br><b>Online</b> | An introduction to microorganisms from a human perspective, this course deals with viruses, bacteria and fungi. Topics include bacterial structure and function, bacterial genetics and antibiotic resistance, and viral structure and infection. Restricted to nursing students. <b>Prerequisites: BIOL 105</b> , completed or concurrent. Three credits.   |

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| <p><b>STAT 101.66</b><br/><b>Introductory Statistics</b></p> <p><b>CRN 12488</b></p> <p><b>D. DeWolf</b></p>                             | <p><b>April 26 - June 22</b></p> <p><b>Online</b></p>  | <p>This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics, graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. STAT 101.H will focus on applications to health sciences and STAT 101.B will focus on applications to business and economics. Credit will be granted for only one of STAT 101, STAT 224, STAT 231, PSYC 292(290), HKIN 301. Three credits.</p> |
| <p><b>STAT 101.66/.67</b><br/><b>Introductory Statistics</b></p> <p><b>CRN 21531</b><br/><b>CRN 21638</b></p> <p><b>T. Nadarajah</b></p> | <p><b>June 21 - August 17</b></p> <p><b>Online</b></p> | <p>This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics; graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. Credit will be granted for only one of STAT 101, STAT 224, STAT 231, PSYC 292(290), HKIN 301. Three credits.</p>   |



## GRADUATE STUDIES IN EDUCATION: MASTER OF EDUCATION PROGRAM

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

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

### PROGRAM OVERVIEW

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

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

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

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

### EDUCATIONAL ADMINISTRATION AND POLICY STREAM

#### First Summer:

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

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

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

#### Final Research Course:

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

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

## EDUCATIONAL CURRICULUM AND INSTRUCTION STREAM

### First Summer:

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

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

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

### Final Research Course:

|     |  |           |
|-----|--|-----------|
| 506 | Quantitative Research Methods in Education<br>or | 3 credits |
| 507 | Qualitative Research Methods in Education<br>or  | 3 credits |
| 508 | Critical Research Literacy in Education          | 3 credits |

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

### COURSE-BASED, PROJECT OR THESIS

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

#### Course Based Route

|              |            |
|--------------|------------|
| Core Courses | 18 credits |
| Electives    | 18 credits |

or

#### Project Based Route

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

or

#### Thesis Route

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

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

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

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

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

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

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

## **INTERNATIONAL STUDENTS**

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

## **COHORTS**

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

## **PART-TIME STUDY**

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

## **FULL-TIME STUDY**

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

## MASTER OF EDUCATION - SPRING & SUMMER SESSION SCHEDULE

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

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

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

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

SP = Spring Session      SU = Summer Session

### NON-COHORT – ONLINE

| COURSE   | DATES   | DESCRIPTION   |
|--|---|---|
| <b>EDUC 533.66 (Sp) – Dynamics of Change</b><br><br><b>CRN: 12403</b><br><br><b>W. Gartland</b>                                  | <b>Mondays, 7 – 10 pm</b><br><br><b>April 5 – June 7, 2021</b><br><b>(No class May 24)</b><br><b>Plus 9 hours TBD</b>     | This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education  |
| <b>EDUC 536.66 (Sp) – Program Development</b><br><br><b>CRN: 12404</b><br><br><b>M. Olson</b>                                    | <b>Wednesdays, 6 – 9 pm</b><br><br><b>April 7 – June 9, 2021</b><br><br><b>Plus 6 hours TBD</b>                           | Program development is investigated from the practitioner’s perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu.   |
| <b>EDUC 510.66 (Sp) - Restorative Approaches in Educational Settings</b><br><br><b>CRN: 12407</b><br><br><b>A. McNeil-Wilson</b> | <b>Mondays, 7 – 10 pm</b><br><br><b>April 5 – June 7, 2021</b><br><b>(No class May 24)</b><br><br><b>Plus 6 hours TBD</b> | This course helps educators understand the principles of restorative approaches and the wider peace building movement in education. Educators will critically consider restorative approaches as a way to create safe, engaging and inclusive educational settings. Educators will learn how to create a school climate that is relational and restorative and takes into account the contexts and causes of situations surrounding interpersonal interactions. |

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 571.66 (Sp) – Specific Issues in School Administration</b><br><br><b>CRN: 12406</b><br><br><b>C. McCann-Kyte</b>  | <b>Wednesdays, 6:30 – 9:30 pm</b><br><br><b>April 7 – June 9, 2021</b><br><br><b>Plus 6 hours TBD</b> | This course examines recurring and emerging issues in educational administration from the perspective of their theoretical roots. Students will address problems identified in the literature and in their own practice, develop an understanding of the issues involved, examine the theoretical assumptions influencing these problems, and create alternative solution strategies.  |
| <b>EDUC 507.66 (SU) Qualitative Research Methods in Education</b><br><b>**Reserved for Thesis and Qualifying Research Paper Students only** Contact the MEd Program Office (med@stfx.ca)</b><br><br><b>CRN: 21659</b><br><br><b>J. Mitton</b> | <b>June 5 &amp; July 2, 5, 6, 9</b><br><br><b>Plus 6 hrs. of asynchronous (9:00 am – 3:00 pm AST)</b> | This course explores current qualitative methodologies used in educational contexts. Students will explore the components of a research proposal, and develop an understanding of methodologies such as phenomenology, ethnography, critical theory, narrative, and action research. Prerequisite: EDUC 505.   |
| <b>EDUC 508.67 (SU) - Critical Research Literacy in Education</b><br><br><b>CRN: 21652</b><br><br><b>R. White</b>   | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 am AST)</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 511.66 (SU) - Mindfulness and Social Learning</b><br><br><b>CRN: 21588</b><br><br><b>D. Jewers</b>  | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                                | In this course students will explore and engage with practices and research related to mindfulness in education. Mindfulness has been interpreted as the ongoing practice of being awake and aware to what is inside and around us in the present moment. At the same time, students will explore readings that demand our careful attention to what is also culturally and sociologically produced in current efforts to engage in mindfulness in education.  |
| <b>EDUC 569.66 (SU) - Universal Design for Learning in the Virtual Classroom: Including All Learners</b><br><br><b>CRN: 21656</b><br><br><b>B. Welsford</b>   | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 am AST)</b>                                  | This course will examine the framework of Universal Design for Learning in the context of the virtual classroom. Students will address diversity; research and review the importance of flexible curriculum design; learn, use, and share a wide array of technologies and strategies to ensure all students are able to access curriculum; and engage in and be motivated to learn and demonstrate their knowledge in creative and meaningful ways. Tier 1 Accessible Technologies and more specific Tier 2 and Tier 3 Assistive Technologies will be reviewed, discussed, and utilized to ensure engagement and success of all learners in classrooms. |
| <b>EDUC 541.66 (SU) - Administration of First Nations Education</b><br><br><b>CRN: CANCELLED</b>  |   | An introduction to the historical, legal, and philosophical bases of First Nations education. The course will explore issues related to the roles, responsibilities, and duties of administrators in band-controlled schools. Three credits.   |

| <b>COURSE</b>  | <b>DATES</b>   | <b>DESCRIPTION</b>   |
|--|--|--|
| <b>EDUC 581.66 (SU) - The Role of the Principal</b><br><br>CRN: 21655<br><br>C. Kyte | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b> | An examination of perspectives on educational leadership, delegation of functionally categorized responsibilities, administration of instructional programs, effective enhancement of staff, and the development of productive and satisfying learning environments for students. Three credits. |

## FIRST YEAR NON-COHORT

### Online

| <b>COURSE</b>   | <b>DATES</b>   | <b>DESCRIPTION</b>  |
|---|--|---|
| <b>EDUC 534.66 (SU)</b><br><b>Introduction to the Foundations of Education</b><br><br>CRN: 21545<br><br>G. Hadley | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.66 (SU)</b><br><b>Introduction to Educational Research</b><br><br>CRN: 21546<br><br>L. MacDonald      | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |

| <b>COURSE</b>  | <b>DATES</b>   | <b>DESCRIPTION</b>  |
|--|--|---|
| <b>EDUC 534.67 (SU)</b><br><b>Introduction to the Foundations of Education</b><br><br>CRN: 21547<br><br>A. Nardozi | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.67 (SU)</b><br><b>Introduction to Educational Research</b><br><br>CRN: 21548<br><br>L. Stiles-Clarke   | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |



## COHORT SCHEDULES

### ADULT EDUCATION & HEALTH 1

#### Online

| COURSE   | DATES  | DESCRIPTION   |
|--|--|---|
| <b>EDUC 573.66 (Sp) – Professional Development and Supervision</b><br><br><b>CRN: 12408</b><br><br><b>M. Coady</b> | <b>Tuesdays, 6 – 9 pm (AST)</b><br><br><b>April 6, 13, 20, 27, and May 4 and 11</b><br><br><b>Plus 18 hours asynchronous</b> | This course addresses the role of continuing professional education (CPE) for lifelong professional development. This course will help students develop a stronger understanding of the links between informal learning, formal professional learning and continuing professional education. The focus is on purposes, strategies and implications of lifelong learning in the health professions.  |
| <b>EDUC 511.66 (Sp) – Mindfulness and Social Learning</b><br><br><b>CRN: 12435</b><br><br><b>J. Dawson</b>         | <b>Tuesdays 6-9 p.m. (AST)</b><br><br><b>May 25, June 1, 8, 15, 22, 29</b><br><br><b>Plus 18 hours asynchronous</b>          | Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in professional practice. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in health practice and education. |
| <b>EDUC 536.67 (SU) – Program Development</b><br><br><b>CRN: 21589</b><br><br><b>S. Mason</b>                      | <b>Tuesdays 6-9 p.m. (AST)</b><br><br><b>July 13, 20, 27 and August 3, 10, 17</b><br><br><b>Plus 18 hours asynchronous</b>   | Program development is investigated from the practitioner’s perspective using experiential inquiry to explore relationships between program development theories in adult education and the program development demands of practice within health care.   |

### ADULT EDUCATION & HEALTH 2

#### Online

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>EDUC 515.66 (Sp) – Culturally Responsive and Relevant Pedagogy</b><br><br><b>CRN: 12410</b><br><br><b>R. Neustaeter</b> | <b>Tuesdays 7pm-10pm (Atlantic Time)</b><br><br><b>April 6, 13, 20, 27, &amp; May 4, 11, 2021</b><br><br><b>Plus 18 hours asynchronous</b> | This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences. Students will gain an understanding of systemic racism, recognize the central role culture plays in many settings, and identify culturally responsive and relevant strategies appropriate for their own contexts in order to strengthen cultural competence.                          |
| <b>EDUC 573.68 (Sp) – Professional Development and Supervision</b><br><br><b>CRN: 12436</b><br><br><b>M. Coady</b>         | <b>Tuesdays, 7 – 10 pm (AST)</b><br><br><b>May 25, June 1, 8, 15, 22, and 29, 2021</b><br><br><b>Plus 18 hours asynchronous</b>            | This course addresses the role of continuing professional education (CPE) for lifelong professional development. This course will help students develop a stronger understanding of the links between informal learning, formal professional learning and continuing professional education. The focus is on purposes, strategies and implications of lifelong learning in the health professions.   |
| <b>EDUC 511.67 (SU) – Mindfulness and Social Learning</b><br><br><b>CRN: 21590</b><br><br><b>J. Dawson</b>                 | <b>Tuesdays 7-10 p.m. (AST)</b><br><br><b>July 13, 20, 27 and August 3, 10, 17</b><br><br><b>Plus 18 hours asynchronous</b>                | Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in professional practice. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in health practice and education |

### ADULT EDUCATION & HEALTH 3

#### Online

| COURSE   | DATES   | DESCRIPTION   |
|--|---|---|
| <b>EDUC 531.66 (Sp) – Critical Issues in Health &amp; Adult Learning</b><br><br>CRN: 12514<br><br>B. Hermosura | <b>Tuesdays, 7 – 10 pm (AST)</b><br><br><b>April 6, 13, 20, 27, and May 4 and 11</b><br><br><b>Plus 18 hours asynchronous</b> | This course provides graduate students with an interest in health and wellness with an opportunity to acquire the knowledge/skills/attitudes needed for supporting health education issues in relation to the needs of individuals in communities and the health care system. An overview of models of health education and associated pedagogical practices and system-wide approaches will be explored.                           |
| <b>EDUC 505.67 (Sp) - Introduction to Educational Research</b><br><br>CRN: 12437<br><br>E. Cohen               | <b>Tuesdays 7-10 p.m. (AST)</b><br><br><b>May 25, June 1, 8, 15, 22, 29</b><br><br><b>Plus 18 hours asynchronous</b>          | This introductory research course serves as an invitation to educational research. Students will explore research issues and be exposed to the main types of research, including descriptive research, qualitative research, policy research, case studies and quantitative research methodologies. The course also includes a basic introduction to graduate student writing. The focus will be on the professional as researcher. |
| <b>EDUC 508.68 (SU) – Critical Research Literacy in Education</b><br><br>CRN: 21591<br><br>A. Perry            | <b>Tuesdays 7-10 p.m. (AST)</b><br><br><b>July 13, 20, 27 and August 3, 10, 17</b><br><br><b>Plus 18 hours asynchronous</b>   | This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505.   |

### CULTURALLY RESPONSIVE PEDAGOGY 3

#### Online

| COURSE  | DATES  | DESCRIPTION   |
|---|--|---|
| <b>EDUC 536.67 (Sp) - Program Development</b><br><br>CRN: 12414<br><br>D. Moore                               | <b>Mondays, 6 – 9 pm</b><br><br><b>April 5 – June 7, 2021</b><br><b>(No class May 24)</b><br><br><b>Plus 6 hours TBD</b> | In this course the main ideas of major curriculum theorists will be examined and the implications of each position for program development related to culturally responsive pedagogy will be discussed.   |
| <b>EDUC 593.66 (Sp/Su) – Directed Study: Capping Experience</b><br><br>CRN: 12429<br><br>L. Kearns            | <b>April 7 – July 20, 2021</b>   | This capping experience allows graduate students to work in an individual or with a partner executing action research activity to develop a deepened understanding of an area of professional interest that has relevance to the advancement of culturally responsive teaching in their school or school board. |
| <b>EDUC 521D.66 (SU) – Diverse Cultures: Indigenous Education Pedagogy</b><br><br>CRN: 21549<br><br>J. Meader | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</b>   | This course focuses on the schooling of Mi'kmaw and other First Nations learners and explores issues, challenges and successes in educating these students. A decolonization lens will be used, through which to examine and enact Indigenous curriculum, teaching, and assessment                              |

## CULTURALLY RESPONSIVE PEDAGOGY 4

Online

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 502.66 (Sp) - Education of African Nova Scotian/African Canadian Learners I</b><br><br>CRN: 12416<br><br>R. Upshaw  | <b>Thursdays, 6 – 9 pm</b><br><br><b>April 8 to June 10, 2021</b><br><br>Plus 6 hours TBD | This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students.   |
| <b>EDUC 525.66 (SU) - Treaty Education</b><br><br>CRN: 21550<br><br>S. Sylliboy/T. Francis/J. Orr                           | <b>July 5, 7, 9, 12, 14, and 16</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                 | Building on the recommendations of the Truth and Reconciliation Commission (2015) this course uses an education as reconciliation framework from which to challenge Eurocentrism in schooling. Teachers will engage in unlearning Eurocentric assumptions and knowledge and relearn Indigenous knowledge, skills and attitudes that will allow them successfully educate all students about their treaty responsibilities, in support of this provincial initiative. |
| <b>EDUC 504.66 (SU) - Education of African Nova Scotian/African Canadian Learners II</b><br><br>CRN: 21551<br><br>R. Upshaw | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</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.  |

## CULTURALLY RESPONSIVE PEDAGOGY 5 (C&I)

Online

| COURSE  | DATES  | DESCRIPTION   |
|---|--|---|
| <b>EDUC 534.68 (SU) Introduction to the Foundations of Education</b><br><br>CRN: 21552<br><br>R. Upshaw | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.68 (SU) Introduction to Educational Research</b><br><br>CRN: 21553<br><br>W. Mackey         | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</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.  |

## CULTURALLY RESPONSIVE PEDAGOGY 6 (A&P)

Online

| COURSE  | DATES   | DESCRIPTION   |
|---|---|---|
| <b>EDUC 534.68B (SU) Introduction to the Foundations of Education</b> | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 |

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>CRN: 21657</b><br><br><b>D. Moore</b>   |  | ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.  |
| <b>EDUC 505.68B (SU)</b><br><b>Introduction to Educational Research</b><br><br><b>CRN: 21658</b><br><br><b>F. Hurley</b> | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies. |

## EARLY ELEMENTARY PEDAGOGY COHORT 6

### Online

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 508.66 (Sp) - Critical Research Literacy</b><br><br><b>CRN: 12417</b><br><br><b>E. Munroe</b>             | <b>Thursdays, 6 – 9 pm</b><br><br><b>April 8 – June 10, 2021</b><br><br><b>Plus 6 hours TBD</b> | This course examines how to critically read, interpret, and evaluate educational research. Graduate students will have the opportunity to consider how teachers act as researchers within their own classrooms, posing questions, gathering data, drawing conclusions, and acting on their findings. |
| <b>EDUC 518.67 (SU) - Assessment for/of/as Learning</b><br><br><b>CRN: 21647</b><br><br><b>E. Throop-Robinson</b> | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                            | This course explores issues surrounding the assessment for and of learning in early elementary classrooms. Participants will gain skills necessary to evaluate 21st century competencies in non-traditional instances, such as during play, inquiry, or outdoor settings.                            |
| <b>EDUC 522.67 (SU) - Inclusion in Early Elementary Contexts</b><br><br><b>CRN: 21648</b><br><br><b>C. Viva</b>   | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                          | Graduate students will explore research and practice in inclusive early elementary classrooms and relate these understandings to planning, instruction, and assessment in multi-ability, multi-aged classroom settings.  |

## EARLY ELEMENTARY PEDAGOGY COHORT 7

### Online

| COURSE   | DATES   | DESCRIPTION   |
|--|---|---|
| <b>EDUC 520A.66 (Sp) - Literacy for Early Elementary Learners</b><br><br><b>CRN: 12418</b><br><br><b>A. Murray-Orr</b> | <b>Mondays, 7 – 10 pm</b><br><b>April 5 – June 7, 2021</b><br><b>(No class May 24)</b><br><br><b>Plus 6 hours TBD</b> | This course will enhance graduate students' abilities to plan, teach and assess early literacy development in complex, possibly multi-aged, multi-ability early elementary classrooms.  |
| <b>EDUC 527.66 (SU) - Principles of Learning</b><br><br><b>CRN: 21556</b><br><br><b>C. Boulter</b>                     | <b>July 5-8 and July 12-15</b><br><br><b>(11:00 am – 2:30 pm AST)</b><br><br><b>Plus 8 hours asynchronous</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 21 <sup>st</sup> century competencies, and multi-aged, multi-ability classroom settings. |

| COURSE   | DATES   | DESCRIPTION  |
|--|---|--|
| <b>EDUC 520C.66 (SU) - Mathematics for Early Elementary Learners</b><br><br>CRN: 21557<br><br>S. MacDonald | <b>July 19-22 and July 26-29</b><br><br><b>(11:00 am – 2:30 pm AST)</b><br><br><b>Plus 8 hours asynchronous</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 8

Online

| COURSE   | DATES  | DESCRIPTION   |
|--|--|---|
| <b>EDUC 534.69 (SU) Introduction to the Foundations of Education</b><br><br>CRN: 21558<br><br>M. Olson | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(9:00 am – 3:30 pm AST)</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 505.69 (SU) Introduction to Educational Research</b><br><br>CRN: 21559<br><br>M. Ott           | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |

## INCLUSIVE EDUCATION (A&P) COHORT 1

Online

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>EDUC 543.66 - Internship</b><br><br>CRN: 55944<br><br>S. MacCuspig  | <b>September 15, 2020 – June 10, 2021</b>                              | Under faculty supervision, participants will engage in job-embedded learning in school contexts and apply the leadership knowledge and skills that they have acquired through coursework. Students will also research topics in inclusive education connected to their own professional practice and apply the research findings in their work. Three credits.   |
| <b>EDUC 567.66 (SU) - School Law</b><br><br>CRN: 21560<br><br>D. Young   | <b>July 5-8 and July 12-15</b><br><br><b>Asynchronous</b>              | In this course, participants will examine pertinent legislation, policies and court decisions in special education/inclusive education and how they impact their daily practice. Emphasis will be placed on the legal and policy frameworks of inclusive education and educational leaders' roles and responsibilities in developing and implementing these frameworks. Three credits.   |
| <b>EDUC 513.66 (SU) - Contemporary Theories and Trends in Inclusive Education</b><br><br>CRN: 21561<br><br>R. Franklin | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b> | This course will examine contemporary issues in inclusive education, including changing student needs and student-centered strategies for addressing them. Using an MTSS framework, the course will explore prevalent academic, behavioral, and social emotional challenges and evidence-based approaches to building school capacity for providing multiple tiers of support. Participants will apply these strategies in their work contexts. Three credits. |

**INCLUSIVE EDUCATION (A&P) COHORT 2**

Online

| <b>COURSE</b>   | <b>DATES</b>   | <b>DESCRIPTION</b>  |
|---|--|---|
| <b>EDUC 533.67 (Sp) - Dynamics of Change</b><br><br><b>CRN: 12420</b><br><br><b>M. Williams</b>   | <b>Tuesdays, 7 – 10 pm</b><br><br><b>April 6 – June 8, 2021</b><br><br><b>Plus 6 hours TBD</b> | This course will provide participants with an in-depth overview of the personal, social, political, emotional, and historical barriers to meaningful educational change and strategies for overcoming them in classrooms and schools. Participants will acquire and apply practical knowledge and skills as change leaders in their school settings. Connections between change leadership and school improvement planning, rural and urban community contexts, and provincial education reforms will be explored. Three credits.                                 |
| <b>EDUC 573.67 (SU) - Professional Development and Supervision (Inclusive Education)</b><br><br><b>CRN: 21611</b><br><br><b>A. Wilson</b> | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                           | This course will address participants' roles in building school capacity for inclusive education. Participants will learn about Nova Scotia educators' priorities for professional development in inclusive education and how to design and implement professional development that teaches practical knowledge and skills and how to utilize them in practice. Participants will also learn about supportive staff supervision strategies for building the capacity of professional, para-professional and support staff for inclusive education. Three credits. |
| <b>EDUC 509.67 (SU) - Trauma-Informed Practice</b><br><br><b>CRN: 21612</b><br><br><b>R. Ryan</b>   | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                         | Participants will learn about the impact of traumatic stress on students, families, and educators and the various manifestations of trauma in school settings. Student challenges with locus of control, self-image, and resilience will be examined, along with evidence-based strategies for building classroom and school capacity to address these issues. Participants will acquire trauma awareness and learn how to infuse and apply trauma awareness in their practice in schools and classrooms. Three credits.  |

**INCLUSIVE EDUCATION (A&P) COHORT 3**

Online

| <b>COURSE</b>  | <b>DATES</b>   | <b>DESCRIPTION</b>  |
|--|--|---|
| <b>EDUC 534.66A (SU) Introduction to the Foundations of Education</b><br><br><b>CRN: 21564</b><br><br><b>J. Tompkins</b> | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.66A (SU) Introduction to Educational Research</b><br><br><b>CRN: 21565</b><br><br><b>O. Ferguson</b>         | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |



**INCLUSIVE EDUCATION (A&P) COHORT 4**

Online

| <b>COURSE</b>  | <b>DATES</b>   | <b>DESCRIPTION</b>  |
|--|--|---|
| <b>EDUC 534.67B (SU)</b><br><b>Introduction to the Foundations of Education</b><br><br><b>CRN: 21649</b><br><br><b>J. Abbott</b> | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.67B (SU)</b><br><b>Introduction to Educational Research</b><br><br><b>CRN: 21650</b><br><br><b>B. Rowe</b>           | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |

**INCLUSIVE EDUCATION (C&I) COHORT 1**

Online

| <b>COURSE</b>   | <b>DATES</b>   | <b>DESCRIPTION</b>   |
|---|--|--|
| <b>EDUC 543.67 - Internship</b><br><br><b>CRN: 55945</b><br><br><b>S. MacCuspic</b>   | <b>September 15, 2020 –</b><br><b>June 10, 2021</b>                    | Under faculty supervision, and as part of a collegial cohort network, participants will apply their knowledge and skills in inclusive education in school contexts. Working within an MTSS framework, participants will engage in job-embedded learning to observe and implement evidence-based assessment, instruction and intervention strategies in inclusive education. Three credits.   |
| <b>EDUC 508.66 (SU) - Critical Research Literacy</b><br><br><b>CRN: 21566</b><br><br><b>A. Francis</b>  | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</b>   | This course examines educational research issues and trends from the perspective of professional practice. Participants will explore a variety of educational research publications in relation to their own educational context. They will be taught how to critically read, interpret, and evaluate educational research on key topics in inclusive education, including various exceptionalities. Participants will examine research pertinent to their professional practice and apply their findings in school settings. Three credits. |
| <b>EDUC 521I.66 (SU) - Approaches to Mental Health Education (MH Literacy &amp; SDOH)</b><br><br><b>CRN: 21567</b><br><br><b>H. MacDonald</b> | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b> | This course will explore research and approaches to school-based mental health education. Participants will be introduced to mental health and behavioral challenges in children and youth, trauma-informed practice, and multi-tiered strategies for promoting mental well-being, positive behavior, and social-emotional learning. Three credits.  |

## INCLUSIVE EDUCATION (C&I) COHORT 2

Online

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 543.68 - Internship</b><br><br><b>CRN: 55946</b><br><br><b>S. MacCuspic</b>   | <b>September 15, 2020 –<br/>June 10, 2021</b>                     | Under faculty supervision, and as part of a collegial cohort network, participants will apply their knowledge and skills in inclusive education in school contexts. Working within an MTSS framework, participants will engage in job-embedded learning to observe and implement evidence-based assessment, instruction and intervention strategies in inclusive education. Three credits.   |
| <b>EDUC 521I.67 (SU) -<br/>Approaches to Mental<br/>Health Education (MH<br/>Literacy &amp; SDOH)</b><br><br><b>CRN: 21597</b><br><br><b>H. MacDonald</b> | <b>July 5-8 and July 12-15<br/><br/>(9:30 am – 2:30 pm AST)</b>   | This course will explore research and approaches to school-based mental health education. Participants will be introduced to mental health and behavioral challenges in children and youth, trauma-informed practice, and multi-tiered strategies for promoting mental well-being, positive behavior, and social-emotional learning. Participants will also explore the academic, behavioral and mental health challenges of students with complex needs and how to address them in classrooms and schools. Three credits.                   |
| <b>EDUC 508.69 (SU) - Critical<br/>Research Literacy</b><br><br><b>CRN: 21598</b><br><br><b>A. Francis</b>  | <b>July 19-22 and July 26-29<br/><br/>(9:30 am – 2:30 pm AST)</b> | This course examines educational research issues and trends from the perspective of professional practice. Participants will explore a variety of educational research publications in relation to their own educational context. They will be taught how to critically read, interpret, and evaluate educational research on key topics in inclusive education, including various exceptionalities. Participants will examine research pertinent to their professional practice and apply their findings in school settings. Three credits. |

## INCLUSIVE EDUCATION (C&I) COHORT 3

Online

| COURSE  | DATES   | DESCRIPTION   |
|---|---|---|
| <b>EDUC 553.66 (Sp) -<br/>Assessment for Teaching<br/>Students with Learning<br/>Challenges I</b><br><br><b>CRN: 12423</b><br><br><b>J. MacKenzie</b> | <b>Tuesdays, 6:30 – 9:30 pm<br/><br/>April 6 – June 8, 2021<br/><br/>Plus 6 hours TBD</b> | In this course, participants will learn about the key features of various formal and informal student assessments. They will critically appraise the advantages, limitations and usefulness of student assessments in relation to their own practice. Participants will learn how to select and utilize appropriate forms of informal student assessment in their classrooms. Three credits.  |
| <b>EDUC 514.66 (SU) - Teaching<br/>Diverse Learners in Inclusive<br/>Settings I</b><br><br><b>CRN: 21570</b><br><br><b>L. Casey</b>                   | <b>July 5-8 and July 12-15<br/><br/>(9:30 am – 2:30 pm AST)</b>                           | This course will examine changing student needs and how to address them within a framework of Multi-Tiered Systems of Support (MTSS). Participants will explore various exceptionalities and evidence-based, Tier 1 strategies for supporting students with special needs in complex classrooms and schools. Participants will learn how to incorporate supports for students with special needs into classroom instruction. Three credits. |
| <b>EDUC 532.66 (SU) –<br/>Curriculum Theory</b><br><br><b>CRN: 21571</b><br><br><b>S. Isenor-Ryan</b>   | <b>July 19-22 and July 26-29<br/><br/>(9:30 am – 2:30 pm AST)</b>                         | Participants will learn about key theories and policies in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as regional and provincial policies and guidelines. Participants will learn how to implement these theories and policies of inclusive education in their classrooms and schools. Three credits.  |

**INCLUSIVE EDUCATION (C&I) COHORT 4**

Online

| <b>COURSE</b>   | <b>DATES</b>  | <b>DESCRIPTION</b>  |
|---|---|---|
| <b>EDUC 553.67 (Sp) - Assessment for Teaching Students with Learning Challenges I</b><br><br><b>CRN: 12424</b><br><br><b>J. MacKenzie</b> | <b>Wednesdays, 6:30 – 9:30 pm</b><br><br><b>April 7 – June 9, 2021</b><br><br><b>Plus 6 hours TBD</b> | In this course, participants will learn about the key features of various formal and informal student assessments. They will critically appraise the advantages, limitations and usefulness of student assessments in relation to their own practice. Participants will learn how to select and utilize appropriate forms of informal student assessment in their classrooms. Three credits.  |
| <b>EDUC 532.67 (SU) – Curriculum Theory</b><br><br><b>CRN: 21599</b><br><br><b>S. Isenor-Ryan</b>   | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                                  | Participants will learn about key theories and policies in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as regional and provincial policies and guidelines. Participants will learn how to implement these theories and policies of inclusive education in their classrooms and schools. Three credits.  |
| <b>EDUC 514.67 (SU) - Teaching Diverse Learners in Inclusive Settings I</b><br><br><b>CRN: 21600</b><br><br><b>L. Casey</b>               | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                                | This course will examine changing student needs and how to address them within a framework of Multi-Tiered Systems of Support (MTSS). Participants will explore various exceptionalities and evidence-based, Tier 1 strategies for supporting students with special needs in complex classrooms and schools. Participants will learn how to incorporate supports for students with special needs into classroom instruction. Three credits. |

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

Online

| <b>COURSE</b>   | <b>DATES</b>   | <b>DESCRIPTION</b>  |
|---|--|---|
| <b>EDUC 534.67A (SU) Introduction to the Foundations of Education</b><br><br><b>CRN: 21574</b><br><br><b>L. Burke</b> | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.67A (SU) Introduction to Educational Research</b><br><br><b>CRN: 21575</b><br><br><b>G. Hadley</b>        | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |

**INCLUSIVE EDUCATION (C&I) COHORT 6**

Online

| <b>COURSE</b>  | <b>DATES</b>  | <b>DESCRIPTION</b>  |
|--|---|---|
| <b>EDUC 534.68A (SU) Introduction to the Foundations of Education</b><br><br><b>CRN: 21576</b> | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis. |

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>J. Marshall</b>   |  |  |
| <b>EDUC 505.68A (SU)<br/>Introduction to Educational Research</b><br><br>CRN: 21577<br><br>C. Barker | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies. |

#### INDIGENOUS EDUCATION COHORT 4

##### Online

| COURSE   | DATES  | DESCRIPTION   |
|--|--|---|
| <b>EDUC 534.66B (SU)<br/>Introduction to the Foundations of Education</b><br><br>CRN: 21592<br><br>L. Kearns | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.66B (SU)<br/>Introduction to Educational Research</b><br><br>CRN: 21593<br><br>L. Kearns         | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</b> | This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.  |

#### LITERACY (AVRCE) COHORT

##### Online

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 532.66 (Sp) - Curriculum Theory</b><br><br>CRN: 12425<br><br>J. Nagle                   | <b>Wednesdays, 6 – 9 pm</b><br><br><b>April 7 – June 9, 2021</b><br><br><b>Plus 6 hours TBD</b> | In this course, ideas of major curriculum theorists will be examined and the implications of each position for literacy programs in elementary grades will be discussed.   |
| <b>EDUC 544.66 (SU) – Cross-Cultural Issues in Education</b><br><br>CRN: 21613<br><br>J. Connor | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                            | Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.  |
| <b>EDUC 536.66 (SU) - Program Development</b><br><br>CRN: 21579<br><br>M. Olson                 | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                          | This course introduces graduate students to models of integrating literacy across the curriculum, focusing on inquiry-based learning and teaching 21st century competencies in a complex, possibly multi-aged, multi-ability elementary classroom. |

## MENTAL HEALTH COHORT 8

Online

| COURSE  | DATES  | DESCRIPTION   |
|---|--|---|
| <b>EDUC 520I.66 (Sp) - Current Research in Curriculum – Health</b><br><br><b>CRN: 12426</b><br><br><b>R. Ryan</b>         | <b>Tuesdays, 7 – 10 pm</b><br><br><b>April 6 – June 8, 2021</b><br><br><b>Plus 6 hours TBD</b> | A critical exploration of recent theories and research related to current issues in curriculum with a concentration in addictions, substance abuse and trauma.  |
| <b>EDUC 533.66 (SU) – Dynamics of Change</b><br><br><b>CRN: 21580</b><br><br><b>B. Joshua</b>                             | <b>July 5-8 and July 12-15</b><br><br><b>(9:30 am – 2:30 pm AST)</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 change leaders in relation to Mental Health Education.   |
| <b>EDUC 510.66 (SU) - Restorative Approaches in Educational Settings</b><br><br><b>CRN: 21581</b><br><br><b>A. Wilson</b> | <b>July 19-22 and July 26-29</b><br><br><b>(9:30 am – 2:30 pm AST)</b>                         | This course helps educators understand the principles of restorative approaches and the wider peace building movement in education. Educators will critically consider restorative approaches as a way to create safe, engaging and inclusive educational settings. Educators will learn how to create a school climate that is relational and restorative and takes into account the contexts and causes of situations surrounding interpersonal interactions. |

## OUTDOOR EDUCATION COHORT 2

Online

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 533.68 (Sp) - Dynamics of Change</b><br><br><b>CRN: 12427</b><br><br><b>C. Nicholson</b>  | <b>Wednesdays, 6 – 9 pm</b><br><br><b>April 7 – June 9, 2021</b><br><br><b>Plus 6 hours TBD</b>   | This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education.  |
| <b>EDUC 593.67 (Sp/Su) - Directed Study: Capping Experience</b><br><br><b>CRN: 12430</b><br><br><b>E. Cormier</b>                             | <b>April 7 – July 12 2021</b>   | All students enrolled in EDUC 593 are expected to complete a capping experience and to share their work with their peer group, as part of a designated celebration day. Students will learn to recognize and understand the process of program collaboration required to develop an experiential based program, supported with research and identified needs for P-12. In addition, students will examine and evaluate how change can have an impact on outdoor education practices. Students may also engage in action research as a way to develop a deepened understanding of an area of professional interest. |
| <b>EDUC 521J.66 (SU) - Current Research in Instruction: Philosophical Issues and Challenges in Outdoor Education</b><br><br><b>CRN: 21582</b> | <b>Monday, June 28, 2021</b><br><b>7:00 pm – 10:00 pm (AST)</b><br><br><b>July 5-9</b><br><b>11 am – 4 pm</b><br><br><b>Plus 7.5 hours asynchronous</b> | This course will examine the field of outdoor education through critical exploration of contemporary practices and the evolution of programs P-12. Learning theories will be aligned to current practices in experiential instruction with major concepts that challenge successful implementation and creation of outdoor based programs in schools. Various philosophical issues will be explored to inform best practices in outdoor education.   |

| COURSE | DATES | DESCRIPTION |
|--------|-------|-------------|
| TBA    |       |             |

### OUTDOOR EDUCATION COHORT 3

#### Online

| COURSE  | DATES  | DESCRIPTION   |
|---|--|---|
| <b>EDUC 534.69A (SU)</b><br><b>Introduction to the Foundations of Education</b><br><br><b>CRN: 21583</b><br><br><b>K. Redmond</b> | <b>July 5, 7, 9, 12, 13, and 15</b><br><br><b>(8:30 am – 3:30 pm AST)</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 505.69A (SU)</b><br><b>Introduction to Educational Research</b><br><br><b>CRN: 21584</b><br><br><b>K. Redmond</b>         | <b>July 19, 21, 23, 26, 27, and 29</b><br><br><b>(8:30 am – 3:30 pm AST)</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.  |



## PHD IN EDUCATIONAL STUDIES

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

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

### ADMISSION REQUIREMENTS

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

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

## UNIVERSITY PREPARATION COURSES

### UNIVERSITY MATH PREPARATION (Online)

| COURSE   | DATES   | DESCRIPTION   |
|--|---|---|
| <b>UNIVERSITY MATH PREPARATION: PRE-CALCULUS</b><br><br>D. MacFarlane      | <b>July 12 - August 24</b><br><br><b>Tuition: \$373.75 (includes HST)</b><br><br><b>Registration deadline: July 7, 2021</b> | This interactive non-credit course is intended to prepare students for university level math courses. Some of the main topics studied in this course are mathematical functions, trigonometry, and an introduction to limits. This online course uses Moodle and Blackboard Collaborate™ (a microphone and speakers or headset is required) and features 12 lessons, video lectures, supplementary materials as well as guidance and feedback from the instructor. This is a great opportunity to prepare for successful participation in university math courses, from the convenience of your home, and with flexibility for your schedule. |
| <b>UNIVERSITY MATH PREPARATION: PROFESSIONAL PROGRAMS</b><br><br>D. DeWolf | <b>July 12 - August 20</b><br><br><b>Tuition: \$373.75 (includes HST)</b><br><br><b>Registration deadline: July 7, 2021</b> | Mathematics is the science of number, quantity and space. The aim of <i>Math for Professional Programs</i> is to provide a student oriented math course for learning or reviewing mathematical concepts and skills that are necessary for success in a variety of professional programs (e.g. Nursing, Nutrition, Human Kinetics or Business Administration). Topics include: Numeracy and Operations, Systems of Measurement and Conversion, Algebra and Functions for Statistics, Describing and Organizing Data. This non-credit mathematics preparation course will be delivered on-line over a six-week period.                          |

### WRITING FOR ACADEMIC PURPOSES (Online)

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>WRITING FOR ACADEMIC PURPOSES</b><br><br>L. Arnold | <b>July 12 - August 20</b><br><br><b>Tuition: \$373.75 (includes HST)</b><br><br><b>Registration deadline: July 7, 2021</b> | This non-credit interactive online course offers practical strategies for improving skills in academic essay writing. Lessons cover topics such as writing annotated notes and avoiding plagiarism, formulating a thesis statement and constructing a solid outline, as well as proofreading and revising drafts. Students will learn how to correct common errors in grammar, spelling and vocabulary, and how to compose effective introductory and concluding paragraphs. This online course uses Moodle and features 12 lessons, supplementary materials as well as guidance and feedback from the instructor. This is a great opportunity to improve your writing skills from the convenience of your home, and with flexibility for your schedule. |

#### Information / Registration:

Phone: 902-867-3959 /2372 or 1-877-867-3906

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

## UNIVERSITY SERVICES / INFORMATION

### ACCOMMODATIONS

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

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

### Conference Services

St. Francis Xavier University

PO Box 5000

Antigonish, Nova Scotia B2G 2W5

Phone: 902-867-2855

Toll Free: 877 782-9289

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

### THE STFX STORE

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

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

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

**LIBRARY (Angus L. Macdonald Library)** <http://www2.mystfx.ca/library/>

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

|                           |                       |  |
|---------------------------|-----------------------|--|
| <b>Main Building</b>      | Monday - Friday       | 7:30am to 4:30pm                                     |
| <b>Reference Services</b> | <b>By Appointment</b> | <a href="mailto:library@stfx.ca">library@stfx.ca</a> |

### Contact for all inquiries:

Phone: 902-867-2228

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

Text: 902-908-0632

Facebook: @stfxlibrary

Twitter: @stfxlibrary

Instagram: stfx\_library

You may also wish to set up a one-on-one appointment with your departmental [liaison librarian](#), currently offered virtually via Microsoft Teams, or chat with an on-duty StFX Library Librarian using our new (online) Library Help Desk, when available, by clicking on the floating Gold bar at the bottom of the screen on our [website](#) and [Knowledge Base](#). You can also chat with a librarian from other Novanet Libraries using our [Live Help](#) chat service, when available.

### Library Services for Distance and Continuing Education Students:

<https://www2.mystfx.ca/library/document-delivery-distance-students>

### What support is offered?

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

## Access to Services

In order to check out books, or use our document delivery services, you must first obtain your student ID card, register as a library patron and then update your account each year of your program. Graduate or undergraduate distance students not able to obtain an ID card in person can e-mail StFX Safety & Security Services at [security@stfx.ca](mailto:security@stfx.ca). Please include:

- A high-quality picture to be used on your ID card
- A scan of government issued photo ID
- Your StFX Student ID number
- Your current mailing address
- A request to have them e-mail you your Novanet number (barcode) right away

Once you have been provided your Novanet number, [register online](#) to apply for or renew your StFX library account. All library correspondence is done via your StFX e-mail account, so please be sure to check your messages often.

## Where do I begin?

If you are unfamiliar with our processes and systems, try this [introductory guide](#) to the library.

When access to material found within the [StFX catalogue](#) or online databases is not possible, nor can our [Document Delivery department](#) fulfill your requests, your local library (whether a university, college, hospital or public library) should be your first resource for locating research material as it will provide you the fastest access. Most local libraries will lend books and allow you to photocopy materials. Some libraries will facilitate borrowing materials from other libraries through their interlibrary loan departments (be advised that charges may apply).

***Residents of Nova Scotia need only to present their StFX ID card at any academic library in the province for in-person borrowing privileges.*** If students live or study outside of Nova Scotia, a [CAUL card](#) can be issued, which will provide in-person borrowing privileges at most Canadian academic libraries (you will need to confirm with the library you wish to access). If you live and/or study ***outside of Nova Scotia*** and would like to obtain or renew a CAUL card, please contact [library@stfx.ca](mailto:library@stfx.ca).

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

Your WebFX credentials (same as your StFX e-mail login) allow off campus users to access the library's electronic journals and databases through a proxy server.

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

## TRAMBLE CENTRE FOR ACCESSIBLE LEARNING

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

Room 108, Angus L. Macdonald Library

Phone: 902-867-5349

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

## 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 Programs

Outdoor Education  
Non-Credit  
University Math Preparation

Moodle & Collaborate Support for Online courses

### Numbers

(877) 867-3906  
(902) 867-2372  
(877) 867-3906  
(902) 867-3906  
(800) 565-4371  
(902) 867-5190  
(877) 867-5562  
(902) 867-2372  
(902) 867-3959

### 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)  
[bmacgill@stfx.ca](mailto:bmacgill@stfx.ca)  
[hgoldie@stfx.ca](mailto:hgoldie@stfx.ca)  
  
[cdesupport@stfx.ca](mailto:cdesupport@stfx.ca)

### 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

(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

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

### Other Offices

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

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

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

### CAMPUS MAP

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