St. Francis Xavier University

Academic Calendar

2026-2027



LAND ACKNOWLEDGEMENT

St. Francis Xavier University stands on the lands of Mi'kma'ki, the ancestral and unceded home of the Mi'kmaw. We express our deep gratitude and appreciation to the generations of Mi'kmaw who, since time immemorial, have loved and stewarded these lands and the beings who call them home.

Colonization is not just history; it exists in the present tense. While we strive to decolonize ourselves and our University, we know there is still much for us to learn. We are committed to doing the hard work of self-refection and to repairing relationships with the Mi'kmaw on whose lands we reside, including embracing the Truth and Reconciliation Commission of Canada Calls to Action and embodying their spirit in our day-to-day lives.

Ms~t wiaqpulti'kl ankukamkewe'l l We are all treaty people

Table of Contents

University Personnel ix
Board of Governors ix
University Senate ix

1. Admission Procedures and Requirements 1
   - 1.1 Admission Procedures 1
   - 1.2 Admission to University Programs 1
   - 1.3 International Admission 7
   - 1.4 Admission to the Bachelor of Science in Nursing 7
   - 1.5 Admission to the Bachelor of Education Program 8
   - 1.6 Admission to Graduate Programs 8
2. General Information 9
   - 2.1 Undergraduate Registration Fees 9
   - 2.2 Housing and Meal Plans 12
   - 2.3 Student Services 13
   - 2.4 Human Rights & Equity 15
   - 2.5 Safety and Security 15
   - 2.6 University Scholarships, Awards and Bursaries 15
   - 2.7 University Prizes 21
3. Academic Regulations 22
   - 3.1 Responsibilities of Students 22
   - 3.2 Registration 22
   - 3.3 Courses taken at Another Institution 24
   - 3.4 Residency Requirements for a StFX Degree or Diploma 24
   - 3.5 Re-Admission to University 24
   - 3.6 Directed Study & Selected Topics Courses 25
   - 3.7 Student Classification 25
   - 3.8 Class Attendance and Withdrawal 25
   - 3.9 Academic Integrity 26
   - 3.10 Mid-terms and Final Examinations 28
   - 3.11 Grading System for Undergraduate Programs 28
   - 3.12 Academic Standing and Program Progression for Undergraduate Programs 29
   - 3.13 Appeal of an Academic Dismissal 30
   - 3.14 Grade Appeal Procedure 30
   - 3.15 Convocation 30
   - 3.16 Academic Records 31
   - 3.17 Regulations for a Second StFX Degree 33
   - 3.18 Online Learning and Professional Studies 33
   - 3.19 Exchange and Study Abroad 33
   - 3.20 Dean's List 34
   - 3.21 Distinction, First Class Honours and University Medals 34
   - 3.22 Leave of Absence 35
   - 3.23 Correspondence from the Registrar's Office to the Student 36
4. Faculty of Arts Regulations 37
   - 4.1 General Regulations 37
   - 4.2 Bachelor of Arts and Science 41
   - 4.3 Colloquia 42
   - 4.4 Inter-Departmental Concentrations 42
5. Faculty of Business Regulations 43
   - 5.1 General Regulations 43
6. Faculty of Education Regulations 46
   - 6.1 Admission Requirements 46
   - 6.2 Physical Education Specialization 48
   - 6.3 Mi'kmaq Focus 48
   - 6.4 Progression Requirements and Academic Penalties 48
   - 6.5 Professional Conduct 48
   - 6.6 Bachelor of Education Certification 49
   - 6.7 Certificate in Elementary Mathematics Education 49
   - 6.8 Certificate in Outdoor Education 49
   - 6.9 Experiential Learning in Education 49
7. Faculty of Science Regulations 50
   - 7.1 General Regulations 50
   - 7.2 Engineering 56
   - 7.3 Bachelor of Arts and Science 57
8. Graduate Studies 58
   - 8.1 Master of Arts and Master of Science 58
   - 8.2 Master of Applied Computer Science 59
   - 8.3 Master of Adult Education 59
   - 8.4 Master of Education 59
   - 8.5 Master of Enterprise Technology Managemen 60
   - 8.6 Master of Health Equity and Graduate Diploma in Health Equity 60
   - 8.7 Ph.D. in Educational Studies 60
   - 8.8 Regulations 61

Coady International Institute 68

9. Departments and Programs 69
   - 9.1 Adult Education 70
   - 9.2 Anthropology 73
   - » Applied Forensic Psychology see 9.24 Psychology 78
   - 9.3 Aquatic Resources, Interdisciplinary studies 78
   - 9.4 Art 83
   - 9.5 Biology 90
   - 9.6 Business Administration 97
   - 9.7 Catholic Studies 114
   - 9.8 Celtic Studies 116
   - 9.9 Chemistry 119
   - 9.10 Classical Studies 125
   - 9.11 Climate and Environment 126
   - 9.12 Computer Science 130
   - 9.13 Co-operative Education 139
   - 9.14 Data Science 144
   - 9.15 Development Studies 148
   - 9.16 Earth and Environmental Sciences 154
   - 9.17 Economics 159
   - 9.18 Education 165
   - 9.19 Engineering 179
   - 9.20 English 182
   - » French see 9.27 Modern Languages 191
   - » Gaelic see 9.8 Celtic Studies 191
   - » German see 9.27 Modern Languages 191
   - 9.21 Health 191
   - 9.22 History 197
   - 9.23 Human Kinetics 209
   - 9.24 Human Nutrition 219
   - 9.25 Interdisciplinary Studies 226
   - 9.26 Mathematics and Statistics 227
   - » Mi'kmaq see 9.27 Modern Languages 236
   - 9.27 Modern Languages 236
   - 9.28 Music 245
   - 9.29 Nursing 251
   - 9.30 Philosophy 259
   - 9.31 Physics 264
   - 9.32 Political Science 269
   - 9.33 Psychology 277
   - 9.34 Public Policy and Governance 286
   - 9.35 Religious Studies 291
   - » Service Learning see 9.25 Interdisciplinary Studies 298
   - 9.36 Sociology 298
   - » Spanish see 9.27 Modern Languages 305
   - 9.37 Sport Management 305
   - » Statistics see 9.26 Mathematics and Statistics 307
   - 9.38 Women's and Gender Studies 307

University Personnel 313

Glossary 319

2026

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Students and other readers will appreciate that matters dealt with in this Academic Calendar are subject to continuing review. The university reserves the right to alter anything described herein without notice other than through the regular process of the university. The university cannot accept responsibility or liability to any person or persons who may suffer loss or who may be otherwise adversely affected by such changes. The Academic Calendar takes precedence over all other publications.

In the interpretation of academic regulations, the University Senate is the final authority. The registrar will assist students in interpreting academic regulations; however, it is the responsibility of students to see that their academic programs meet university regulations.

The Board of Governors has final authority on all financial matters. The financial policies will be enforced through the Financial Services, under the direction of the Director of Finance. Notwithstanding any other provision of this calendar, St. Francis Xavier University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) that reasonably prevent their provision. Published May 2026.

St. Francis Xavier University is a member of
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Association of Atlantic Universities
Association of Commonwealth Universities
International Association of Universities

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CALENDAR OF EVENTS 2026-2027

JUNE 2026

Mon. 8 Registration deadline for undergraduate summer courses
Thu. 11 2026-2027 Course timetable posted
Registration start times available on Banner Self-service for continuing students
Mon. 15 Course registration for the 2026-2027 academic year begins for continuing students
Mon. 15 Spring term examinations begin
Fri. 19 Spring term examinations end
Mon. 29 Undergraduate online summer courses begin (unless otherwise indicated)

JULY

Wed. 1 Canada Day, offices closed
Fri. 3 Registration start times for new first-year students available on Banner Self-service
Last day to change summer term courses
Tue. 7 Registration begins for new first-year students
Wed. 15 Student Account - Summer course fees due

AUGUST

Mon. 3 Nova Scotia Civic Holiday, offices closed
Mon. 17 Summer term examinations begin
Fri. 21 Summer term examinations end
Sat. 29 Welcome Day 1. Move in day for new students
Sun. 30 Welcome Day 2. Move in day for new students
Mon. 31 Move-in day for returning students

SEPTEMBER

Tue. 1 Academic Day
Wed. 2 Classes begin
Sun. 6 Opening Mass at 5PM, University Chapel
Mon. 7 Labour Day, no classes, offices closed
Mon. 14 Last day to change first-term or full-year courses
Tue. 15 Student Account - First term payment due
Fri. 25 December exam schedule available
Wed. 30 National Day for Truth and Reconciliation observance, no classes, offices closed

OCTOBER

Mon. 12 Thanksgiving Day, offices closed
Fall Study Break begins, no classes
Mon. 19 Classes resume after study break
Mon. 26 Deadline for professors to submit first term mid-term grades

NOVEMBER

Wed. 4 Last day to drop first-term three-credit courses
Wed. 11 Remembrance Day observance, no classes, offices closed

DECEMBER

Tue. 1 Final date for submission of application to the B.Ed. program
Thu. 3 Feast Day of St. Francis Xavier, no classes
Fri. 4 Second last day of classes for first term - **Wednesday classes will be held**
Sat. 5 Fall Convocation
Mon. 7 Last day of classes for first term
Thu. 10 Term examinations begin
Sat. 19 Christmas break begins after last examination
Tue. 22 Professors to submit term grades by 9:00 a.m.
Wed. 23 University closed for holiday break

JANUARY 2027

Sun. 3 Residence reopens
Mon. 4 University reopens
Tue. 5 Second term classes begin
Thu. 14 Last day to add second-term courses or to drop full year courses
Last day to request to audit courses
Fri. 15 Student Account - Balance due in full
Fri. 29 April exam schedule available

FEBRUARY

Mon. 15 Nova Scotia Heritage Day, offices closed
Winter Study Break begins, no classes
Mon. 22 Classes resume after study break
Registration opens for spring and summer undergraduate courses

MARCH

Mon. 1 Deadline for professors to submit second term mid-term grades
Wed. 10 Last day to drop second-term three-credit courses
Fri. 26 Good Friday, no classes, office closed

APRIL

Tue. 6 Last day of classes for second term
Fri. 9 Examinations begin
Mon. 12 Registration deadline for undergraduate spring courses
Wed. 21 Last day of examinations
Mon. 26 Professors to submit final grades for graduation candidates by 9:00a.m.
Undergraduate online spring courses begin (unless otherwise indicated)
Fri. 30 Spring Convocation list published
Last day to change spring term courses

MAY

Sun. 2 Spring Convocation
Mon. 3 Professors to submit final grades for continuing students by 9:00a.m.
Sat. 15 Student Account - Spring course fees due
Mon. 24 Victoria Day, offices closed

St. Francis Xavier University (StFX) is known for excellence in the arts and sciences and for our commitment to empowering engaged citizens. Guided by the University Strategic Plan: Building Our University the Way it is Meant to Be (2023-2028) we seek to create opportunities for all those who study at StFX – including undergraduates, graduates, and distance learners - to apply their passion, curiosity, and problem-solving abilities to society's most significant and urgent challenges.

We advance and support innovation in teaching, learning and research, within and beyond the classroom, and across disciplines and faculties, to equip our students with the knowledge and skills needed to support effective and positive change in the world. By immersing our students in a learner-centered environment rich in curiosity, we develop active and engaged citizens who think critically and contribute value to their communities.

Our motto, Quaecumque Sunt Vera ("Whatsoever things are true") (Phil. 4: 4-9), and our founding principle of liberal education, continue to guide us. We are committed to being the comprehensive academic and research university that prepares students to flourish in a changing world, developing enduring skills including critical thinking, adaptable problem-solving, and innovative leadership that they will need to create, to innovate, and to make a difference to society. These skills are built in our classrooms, libraries, studios and labs, but also in our student clubs, on our sports teams, during intramurals, through the arts, within student government, and across the whole student experience.

Our wholistic approach to education requires a commitment to the quality of the cultural, spiritual, social, and recreational life of our students. The very nature of a StFX education inherently encourages students and faculty to be engaged with the world around them. Through internships, service learning experiences, international research and learning partnerships and community outreach initiatives, our students, faculty, and staff make meaningful contributions to communities at home and abroad. It's all part of an educational experience built on StFX's commitment to social justice, social responsibility, and engaged citizenship. We give people more than an education: we give them a life trajectory and the tools to make a difference.

BUILDING OUR UNIVERSITY THE WAY IT IS MEANT TO BE

The history of StFX University is a 170-year story of people with bold dreams and ambitions committed to social justice, social responsibility, and engaged citizenship. Over that time, this institution has grown into a vibrant community with a distinct character. While we build on what has always defined us, the StFX community is advancing a new mission, vision and values that empower us to tackle some of our most urgent challenges and realize a more equitable, accessible, and sustainable future.

Vision

Building on a solid foundation of the work of its founders and history of community and social engagement, StFX University will continue to evolve, setting ever-higher standards to establish itself as Canada's preeminent primarily undergraduate university. Through a carefully designed integrated planning framework StFX will deliver on its vision:

To build our University the way it is meant to be.

Mission

StFX University empowers engaged citizens driven by purpose and connection.

We will fulfill this mission by supporting and enhancing high-quality educational experiences. Our commitment is the creation of a sustainable and supportive learning environment, so we will empower ourselves and each other to embrace new approaches to solving complex challenges and leverage opportunities to make changes that positively impact our community. StFX University prides itself on its strong sense of community and connection and will continue to use this as a source of strength for our future.

Values

StFX's values are at the core of who we are and will guide our path forward. Our goal is to action and ingrain these values into all facets of University life.

- Academically Driven
- Equity, Diversity, Inclusion and Accessibility (EDIA)
- Community
- Responsive
- Sustainability

FACULTIES

StFX University offers Canada's premier learning experience. It is grounded in liberal education and committed to providing its students with small classes, a personal experience, and an engaging learning environment. The University offers undergraduate programming in the following faculties:

Arts

The Arts Faculty includes programs in the social sciences and the humanities. Through their teaching and research, faculty members lead our students on a journey that is intellectually broadening, socially awakening and culturally rich. StFX Arts graduates have an understanding of the world, an appetite for learning and an ability to solve problems. They are prepared to assume leadership roles in our rapidly changing society.

Business

The Faculty of Business is the home of the Gerald Schwartz School of Business. StFX keeps pace with the changing way the world does business by connecting theory with practice as a vital component of the learning process. This is why the Schwartz School offers a variety of hands-on learning experiences, international exchanges and a co-op option. The business program is uniquely integrated in the liberal arts tradition. Graduates of the BBA program are consistently sought out by major firms and corporations.

Education

StFX's Faculty of Education believes that learning is a lifelong endeavour. Faculty work hard in building collegial, professional relationships with their students, practicing teachers and those in a variety of educational organizations. A distinguishing feature of the school is that it educates teachers in priority needs areas through specialized cohort programs such as French language, math, and Aboriginal studies. It is consistently understood to be one of the very best education faculties in Canada.

Science

The Science Faculty includes both the theoretical and applied sciences and professional programs in Engineering, Human Kinetics, Human Nutrition, and in the School of Nursing. The Faculty includes accomplished scientists who conduct teaching and research of the highest standard. In doing so, they provide a solid academic foundation for bright minds that go on to award-winning research, further study and exciting scientific careers. They also make important contributions to scientific discovery in Canada.

StFX offers graduate studies leading to the following degrees: Master of Adult Education; Master of Arts (Celtic Studies); Master of Education; Master of Science (Biology, Chemistry, Computer Science, Earth and Environmental Sciences); PhD in Educational Studies.

CONTEXT AND COMMITMENT TO EQUITY, DIVERSITY, INCLUSION & ACCESSIBILITY

StFX University stands on the lands of Mi'kma'ki, the ancestral and unceded territory of home of the Mi'kmaw. We express our deep gratitude and appreciation to the generations of Mi'kmaw who, since time immemorial, have loved and stewarded these lands and the beings who call them home.

We also acknowledge that during the 18th and 19th centuries people of African ancestry, whose forebears had been brought to the Americas and the Caribbean in captivity as slaves, entered Atlantic Canada either voluntarily or involuntarily. This set the stage for colonialism in the Northern colonies of Atlantic Canada.

StFX University acknowledges the impact of colonization in Canada. As an educational institution, we work proactively to embed practices related to equity, anti-racism, and accessibility in all aspects of our University culture, curriculum, and experience. As a community, we will honour and actively join in the journey of reconciliation and decolonization, including advancing the Truth and Reconciliation Commission Calls to Action. We are committed to uplifting Indigenous voices and presence across all aspects of our University and to creating a welcoming space of belonging for everyone, especially the Mi'kmaq on whose lands we are privileged to be located.

We understand that diverse backgrounds, cultures, and perspectives enrich our learning environment, and we are committed to identifying, preventing, and removing barriers to accessibility for persons with disabilities and individuals who experience barriers to equal access within our living, learning, and working environment. Through individual and collective action, we will promote anti-racism in all its forms, including advancing our commitment to the Scarborough Charter. We will cultivate a sense of belonging that supports the dignity, safety, and well-being of all faculty, staff, and students from historically and currently excluded groups.

HISTORY OF STFX

Founded in 1853 by the Diocese of Antigonish, St. Francis Xavier has a long and proud tradition as one of Canada's oldest universities. For 170 years, we have cultivated our strong and resilient spirit, dedication to intellectual rigor, and commitment to engaging students who aspire to be community-minded citizens of the world.

StFX has been responding to and leading change for decades: when we became the first co-ed-ucational, Catholic university in North America to grant degrees to women, in 1897; when our students forced social change in the turbulent 1970s; and when we implemented Canada's first Service Learning program, in 1996. The result is a rich academic and research environment and a University that has long provided an unmatched, immersive student experience.

Over the course of its history, StFX has been expanding its curriculum and bringing the mission of service across Canada and abroad. The Sisters of the Congregation of Notre Dame of Montreal opened Mount Saint Bernard College in 1894 and by 1897, StFX became the first Catholic coeducational university in North America to grant degrees to women.

The Congregation of the Sisters of St. Martha was founded on the campus in 1900 to provide household management of the university. Within a few years, the sisters' mandate broadened to include nursing care, and formal nursing programs at St. Martha's Hospital were affiliated with the university. The StFX School of Nursing was established in 1926 by the Sisters of Saint Martha.

In the 1930s, StFX's mission of service was solidified with the Antigonish Movement—a program whose mandate aligned perfectly with StFX's original principles of community outreach and service to society. In 1959, the Coady International Institute was formed, allowing those principles to be taken to all corners of the globe.

StFX is also about leadership. The unique campus environment and the StFX values social responsibility have created an atmosphere where students learn to hone their leadership skills and make a difference later in life. StFX is proud of its tradition of producing leaders in health, education, politics, academics, business, and so much more.

StFX UNIVERSITY ACT

In 2022 the Nova Scotia Legislature passed the new St. Francis Xavier University Act. The Act clearly defines the four objectives of the University. They are:

1. Provide students with a post-secondary education that is intellectually stimulating and personally enriching within an atmosphere of inclusiveness for all students, faculty and staff;
2. Promote academic excellence, service to society and innovation in teaching and research;
3. Provide opportunities to enrich the cultural, spiritual, social and recreational life of students; and
4. Respect the Catholic heritage and character that have formed a vital part of the University's history.

UNIVERSITY PERSONNEL

University Officers

Andy Hakin, Ph.D.	President
Amanda Cockshutt, Ph.D.	Academic Vice-President & Provost
Randy Peters, MBA, CPA	Acting Vice-President, Finance
Bob Hale, M.Ed.	Acting Associate Vice-President, Administration
David Graham, BBA	Vice-President, Advancement
Elizabeth Yeo, M.Ed.	Vice-President, Student Services
Erin Morton Ph.D.	Associate Vice-President Research & Graduate Studies
Cathy MacDonald, Ph.D.	Assistant Vice-President Academic Affairs
Wojciech Tokarz, Ph.D.	Dean of Arts
Lisa Watson, Ph.D.	Dean of Business
David Young, Ph.D.	Dean of Education
Joe Apaloo, Ph.D.	Dean of Science
Danielle Bennett, M.Ed.	Registrar
Carolyn DeLorey, MLIS	Acting University Librarian

BOARD OF GOVERNORS

Officers of the Board

Chair: Lisa Raitt
Vice Chair: Karen Gardiner
Chancellor: Dr. Mila Mulroney
President and Vice Chancellor: Andy Hakin, Ph.D.
Vicar of the Founder: Bishop Wayne Kirkpatrick
Secretary: Anna Zuschlag, Ph.D.

Appointed Members

Lori Ann Beausoleil
Kaleb Boates
David Boyd
Mike Brien
Ron Chisholm
Jacob Cruchet
Duaine Devereaux
Cynthia Dorrington
Karen Gardiner
Michael Gillis
Bishop Wayne Kirkpatrick
Alfred Leblanc
Brad Long
Greg MacEachern
Wendy Mackey
Jamie O'Reilly
Sylvia Parris-Drummond
Rose Paul
Kathleen Sheridan
William Sweet
Wendy Wing

UNIVERSITY SENATE

Members Ex-Officio

Andy Hakin, Ph.D.	President
Amanda Cockshutt, Ph.D.	Academic Vice-President & Provost
Randy Peters, MBA, CPA	Acting Vice-President, Finance
Elizabeth Yeo, M.Ed.	Vice-President, Student Services
Eileen Alma, MA	Interim Executive Director, Coady International Institute
Erin Morton Ph.D.	Associate Vice-President Research & Graduate Studies
Wojciech Tokarz, Ph.D.	Dean of Arts
Lisa Watson, Ph.D.	Dean of Business
David Young, Ph.D.	Dean of Education
Joe Apaloo, Ph.D.	Dean of Science
Danielle Bennett, M.Ed.	Registrar
Carolyn DeLorey, MLIS	Interim University Librarian
Katelyn Ball	Vice-President Academic, Students' Union

Officers of Senate

Lynda Harling-Stalker, Ph.D.	Chair
Vacant	Vice-Chair
William Sweet, Ph.D.	Past Chair
Geniece Hallett-Tapley, Ph.D.	Secretary
Vacant	Vice-Secretary

Elected Faculty Members

Term Expires June 2027
Katie Aubrecht, Ph.D.
Marc Husband, Ph.D.
Melanie Lam, Ph.D.
Abede Mack, Ph.D.
Melanie McCaig, Ph.D.
Ingrid Robinson, Ph.D.
Taylor Smith, Ph.D.
William Sweet, Ph.D.
Robert van den Hoogen, Ph.D.
Bill Walters, Ph.D.

Term Expires June 2028
Arnel Borras, Ph.D.
Yen Nguyen, Ph.D.
Laura Estill, Ph.D.
Geniece Hallett-Tapley, Ph.D.
Sebastian Harenberg, Ph.D.
Lynda Harling-Stalker, Ph.D.
Peter Kikkert, Ph.D.
Angie Kolen, Professor, Ph.D.
Anthony Michelli, Ph.D.
Peter Poole, Professor, Ph.D.
Martin van Bommel, Ph.D.
Robert Zecker, Ph.D.
Margaret Vail

Term Expires June 2029
Erwan Bertin, Ph.D.
Lisa Lunney Borden, Ph.D.
James Braid, Ph.D.
Tasneem Darwish, Ph.D.
Manuela Facci, Ph.D.
Sionnach Hendra, Ph.D.
James Hughes, Ph.D.
Brad Long, Ph.D.
M. Shajahan Gulam Razul, Ph.D.
Donna Trembinski, Ph.D.

Elected Student Members

Term Expires June 2027
Brody Hart, Faculty of Arts
Vacant, Faculty of Science
Vacant, Faculty of Business
Vacant, Faculty of Education
Vacant, Graduate Studies

1. Admission Procedures and Requirements

1.1 Admission Procedures
1.2 Admission to University Programs
1.3 International Admission
1.4 Admission to the Bachelor of Science in Nursing
1.5 Admission to the Bachelor of Education Program
1.6 Admission to Graduate Programs

1.1 Admission Procedures

Applications for admission should be made at https://www.stfx.ca/apply. A non-refundable application fee is required at the time of application. Applicants must submit all previous academic transcript(s) from the secondary and/or post-secondary level. All information supplied by an applicant may be used by the university in its normal course of business. Students who have been accepted to the university are required to confirm their seat in their program by submitting the confirmation fee. St. Francis Xavier University (StFX) is required to abide by Freedom of Information and Protection of Privacy legislation (FOIPOP) and the Personal Information Protection and Electronic Documents Act (PIPEDA) as they apply to universities. Documents submitted in support of an application become the property of StFX and may not be returned to the applicant or student. Any student found to have submitted forged or fraudulent credentials during the admissions process may be subject to one or more of the following penalties:

- Application cancellation
- Inadmissibility for up to 12 months

1.1.1 Admission Requirements from High School

For high school students, the minimum requirements include an overall average of 70% in Grade 12, with no mark below 65% in each of the required academic/university preparatory subjects. Admission to limited enrolment programs is competitive; meeting the minimum average does not guarantee admission. The requirements for admission from high school and the courses required for university programs are specified in the chart on next page. Either a General Education Diploma (GED) or, starting May 3, 2024, a Canadian Adult Education Credential (CAED) can be submitted for application consideration for those out of high school for less than three years to support high school completion.

1.1.2 Transfer Students

Applicants who have studied at an accredited college or university must submit an official transcript for evaluation. If course work has been completed at more than one institution, official transcripts for all academic work from each institution must be submitted. Admission will be assessed based on the most recent relevant secondary or post-secondary courses completed that fulfil admission requirements for the program selected.

1.1.3 Transfer Credits

StFX may grant transfer credit equivalency for academic work previously completed at other accredited universities or colleges. Transfer students must submit official university or college transcripts to be evaluated for transfer credit. Transfer credit may be granted for courses if the course can be used towards the applicant's intended undergraduate program of study. Transfer credit assessment is conducted, and decisions made, at the point of acceptance (see Section 1.2). Applicants may not knowingly, or carelessly provide untrue or incomplete information. Failure to supply such documents is considered grounds for subsequent academic dismissal.

1.1.4 Mature Students

Applicants who have been out of high school for at least three years, and who have not completed any university or college level studies, may be considered for admission as a mature student. Mature applicants are required to submit transcripts of all previous academic work, letters of reference from employers, and an outline of future plans. Each applicant is considered on an individual basis. Please note programs require specific prerequisites for admission. Either a General Education Diploma (GED) or, starting May 3, 2024, a Canadian Adult Education Credential (CAED) can be submitted for application consideration.

1.1.5 Re-entry Students

Students who wish to re-enrol at StFX after completing a degree or who are returning to previous studies in the same or different program must re-apply for admission. See section 3.5 for additional information.

1.1.6 University Scholarships

All applicants with superior grades will be considered for scholarships. See section 2.6 for information on university scholarships.

1.1.7 Program for Students with Disabilities

StFX welcomes students with disabilities and the Tramble Centre for Accessible Learning offers a student-centred program of support. Students with disabilities are responsible for identifying and providing documentation of their disability to the co-ordinator of the program. Students are encouraged to make contact as soon as possible. For further information, visit their website at https://www.stfx.ca/student-services/academic-services/accessible-learning or call the Tramble Centre for Accessible Learning at 902-867-5349.

1.2 Admission to University Programs

The university reserves the right to reject any application for admission on the basis of the applicant's overall academic record even if the entrance requirements are satisfied. In special circumstances, a student lacking the specified requirements may be admitted.

The university takes into consideration the overall demographics of its constituency. Senate regulations limit enrolment in some programs. Admission to these programs is competitive and possession of the minimum requirements does not ensure acceptance into the program. From the time of admission to beginning studies at StFX, students will be permitted to complete a maximum of 6-credit hours at StFX, or another post-secondary institution. The completion of these credits will not impact their student type at the time of admission or their eligibility for major scholarship consideration (refer to section 2.6 for additional information on Scholarships). Students must submit official transcripts to have credits transferred and applied to their record at StFX. Failure to submit the required documentation will forfeit the transfer of these credits.

StFX requires an applicant to have academic/university preparatory subjects to meet admission eligibility. All programs require English and four additional Grade 12 (or equivalent) required or elective academic/university preparatory subjects as specified in the chart on the next page, with no two courses in the same subject. For example, only one Math, one English, or one Biology course will be counted in the five Grade 12 (or equivalent) courses. For a list of acceptable courses, please visit the Admissions section of www.stfx.ca.

a) Bachelor of Music: Admission to the music program is a two-part process. Applicants will be assessed for entry requirements then they will have to audition directly with the Music Department.

b) Bachelor of Arts or Bachelor of Science in Applied Forensic Psychology: Admission to the Applied Forensic Psychology program is a two-part process. Applicants will be assessed for entry requirements, then their essay, and work and volunteer experience will be assessed by the Psychology department to gauge suitability for the program. This may cause delays in receiving an admission decision.

c) Collège d'enseignement général et professionnel (CEGEP): Students, who have completed more than one year of CEGEP, may be eligible to receive transfer credits for courses in which they have received a passing grade. Only courses that apply to the intended program of study will be transferred.

d) Advanced Placement (AP): The AP program is accepted for admission on the same basis as Nova Scotia grade 12. Students who have completed courses in the AP program may be eligible for up to 30 transfer credits for selected AP courses with national exam results of 3, 4 or 5. Results must be received within the first year at StFX.

e) International Baccalaureate (IB): Students admitted to StFX with a score of 30 or higher on the IB Diploma and who have received a minimum score of 5 on all higher level and standard level courses, will be granted up to 30 transfer credits. Students, who have any one minimum score falling below 5 will have their courses individually assessed for possible transfer credits. Students who have completed IB courses but who do not possess the diploma or who scored less than 30 on the IB Diploma may be eligible to receive individual university course credit if they have achieved a grade of 5, 6 or 7 in higher-level courses. Results must be received within the first year at StFX.

f) As it relates to the awarding of transfer credits in sections c), d), and e) stated above, if a student, at the time of transfer credit assessment, declines to accept transfer credits awarded and chooses to have them removed from their StFX academic summary, these credits cannot be added at a later date.

g) Early admission: Students may submit their final grade 11 transcript in the fall of their grade 12 year to be considered for early admission before their first set of grade 12 marks are available. Students applying for early admission must include their final grade 11 marks and a school-approved list of courses they are taking in grade 12 (both semesters) with their application. Both grade 11 courses and grade 12 course registration must be consistent with the guidelines listed below. For further information, contact the admissions office.

Faculty of Arts

Program (four-years)	Description	High School Requirements
Bachelor of Arts with Major	Offered in anthropology, aquatic resources, Catholic studies, Celtic studies, computer science, development studies, economics, English, French, history, mathematics, music, philosophy, political science, psychology, religious studies, sociology, Spanish, women's and gender studies. Students may choose the advanced major or honours degree during their second year of study.	English and four university preparatory courses in grade 12.
Bachelor of Arts in Applied Forensic Psychology	As a student of Applied Forensic Psychology (AFP), you'll learn how psychology research and practice applies to a criminal and social justice context. AFP captures the integration of clinical psychology as an applied professional discipline (mental health assessment, diagnosis, treatment, consultation) and forensic psychology as an experimental discipline examining topics at the interface of psychology and law. The program is well suited for students with an interest in careers in social and legal fields, such	English and four university preparatory courses in grade 12. Limited enrolment.

	as clinical or counselling psychologist, social worker, lawyer, victim advocate, crime analyst, journalist, police or correctional officer, and many more.	
Bachelor of Arts in Aquatic Resources	Water, arguably the most vital compound on Earth, is the interdisciplinary focus of the AQUA Program. We combine natural and social science perspectives to foster student understanding of water science and resource management issues, how water permeates our lives, shapes our world and sustains living organisms. Students earn a BA or a BSc while developing a broad understanding of water-related subjects ranging from freshwater and ocean ecosystems, the complexity of human ecosystem interactions, aquatic species and biodiversity, food, integrated resource management, policy and governance, plastics and pollution, the relationship between climate change and water, development, socioeconomics of water access and distribution, plus opportunities to delve into topics of specific individual interest.	English and four university preparatory courses in grade 12.
Bachelor of Arts in Human Kinetics	The study of human movement from an arts (humanities and social sciences) perspective prepares students for a variety of options: employment and careers in health and fitness, or further studies in education, occupational therapy, sport sociology, sport history, sport philosophy or sport psychology. Students must choose a major, advanced major or honours in kinesiology, or a major, advanced major or honours in pre-education during their second year of study.	English; one of math, biology, chemistry or physics; and three other university preparatory courses in grade 12. Limited enrolment.
Bachelor of Music	Students in the Bachelor of Music program are given the opportunity to focus on creativity and performance. They will develop more fundamental skills in improvisation and theory as the number of Music credits taken in this program is higher than those taken in the BA with Major in Music.	English and four university preparatory courses in grade 12. Students must be accepted by both the university and the music department.
Bachelor of Arts in Public Policy & Governance	Students will study the world of public affairs and leadership. This program will introduce students to a broad field that integrates many different disciplines to answer the key questions: how do we solve the common problems we have as a society, and how do we organize ourselves to provide those solutions? This involves analysis of government and other public institutions, their processes for tacking policy problems, and how to analytically approach the design, implementation and assessment of public policy.	English and four university preparatory courses in grade 12.
Bachelor of Arts: First Year Experience Colloquia: Humanities Social Justice	First-year option in which enrolled students all take the same sections of philosophy, English, and history. The courses are taught in a historically coordinated way with a focus on the great books of Western Civilization. These courses present an intensive introduction to four historical periods: The Ancient World; The Middle Ages; The Renaissance to the Enlightenment; and The Modern Age. In each period, students learn the history while simultaneously reading the philosophy and literature of the same era. Assignments, essays, and examinations are coordinated to reflect common themes across the courses. First-year option in which participants are enrolled in dedicated sections of anthropology, global history and women's and gender studies. The instructors work together to coordinate their teaching so that students learn about social justice from various perspectives. In addition, students will complete a service-learning experience that will be interwoven with academic learning. Through theory and practice, participants will become better students and more engaged community members.	English and four university preparatory courses in grade 12. English and four university preparatory courses in grade 12.

Faculties of Arts and Science

Program (four-years)	Description	High School Requirements
Bachelor of Arts and Science in Climate & Environment	This program serves students who seek an interdisciplinary education with a unique strength in both environment and climate. The field of environment focuses on the physical and chemical composition, nature, and the societal relationship we maintain with our physical setting, while the field of climate focuses on how the Earth's energy balance affects our environment. Students in the BASc in Climate and Environment program will have the option of completing a Co-op Education program.	English; two of math, chemistry, biology or physics; and two other university preparatory courses in grade 12.
Bachelor of Arts and Science in Health	A program for students interested in the ever-broadening field of health, including scientific, social and humanistic dimensions. Students in the BASc in Health will take courses in a wide range of disciplines including biomedical sciences, social determinants of health, health equity and health ethics, and customize their degree with a selection of courses from the Faculties of Arts and Science. Students in the BASc in Health program will have the option of completing a Co-op Education program.	English; two of math, chemistry, biology or physics; and two other university preparatory courses in grade 12.

Faculty of Business

Program (four-years)	Description	High School Requirements
Bachelor of Business Administration	Majors, advanced majors and honours programs are offered in accounting, entrepreneurship, enterprise systems, finance, international business, management and leadership, and marketing. A joint honours in business administration and economics option is available. Students in this program will have the option of completing a Co-op Education program.	English, Math 12 or Statistics and Data Science 12, and three other university preparatory courses in grade 12.
Post-baccalaureate Diploma in Accounting Studies	A 48-credit, two-year program that not only provides students with the technical competencies relevant to the accounting field, but also provides students with the enabling competencies to allow them to be successful (e.g., communication, teamwork, problem-solving and decision-making skills). Students will have an opportunity to develop their critical thinking, teamwork, leadership, oral and written communication skills in various contexts. Experiential learning opportunities such as case analyzes are present in all courses.	Completion of a three-year or four-year undergraduate degree, with a minimum average of 70% in the final year of the undergraduate degree program. In addition, applicants will be required to meet the university's admission language requirement (i.e., IELTS 6.5 with no band score below 6).
Post-baccalaureate Diploma in Business Studies	A 48-credit diploma program that prepares graduates for employment in the field of business. Students in this program will have the option of completing a Co-op Education program.	Completion of a three or four year-undergraduate degree that is not in business, from a recognized university with a cumulative average of 70% or higher in the applicant's undergraduate program. Graduates from domestic and international business programs (BBA, BComm, BMgmt, etc) are not eligible to apply.
Post-baccalaureate Diploma in Digital Marketing	A 48-credit diploma program that prepares graduates for employment in the field of digital marketing. Students in this program will have the option of completing a Co-op Education program.	Completion of a three or four year-undergraduate degree from a recognized university with a cumulative average of 70% or higher in the applicant's undergraduate program. Graduates from StFX with a BBA Marketing Major are not eligible to apply to this program. StFX graduates with a major outside of marketing and have completed less than 25% of the program courses are eligible to apply.
Post-baccalaureate Diploma in Enterprise IT Management	A 48-credit diploma program that prepares graduates for employment in the field of enterprise systems. Students in this program will have the option of completing a Co-op Education program.	Possession of an undergraduate degree from a recognized university prior to admission, with a cumulative average of 70% or higher in the applicant's undergraduate program. Graduates

		with a BIS Major or BBA Major in Enterprise Systems from StFX are not eligible to apply for this program.

Faculty of Education

Program (two-years)	Description	Entrance Requirements
Bachelor of Education	A professional degree program that prepares graduates to enter the school system as teachers, at either the elementary or the secondary level.	Completion of an undergraduate degree (BA, BSc or equivalent). Normally a minimum average of 70 in senior year of the undergraduate program.

Faculty of Science

Program (four-years)	Description	High School Requirements
Bachelor of Science with Major	Major degree program offered in actuarial science, biology, chemistry, computer science, Earth and environmental sciences, economics, mathematics and statistics, physics, psychology. During their second year of study, students may choose the honours or joint honours program. See section 7 for additional information.	English; pre-calculus or calculus math; two of biology, chemistry, computer science or computer programming, environmental science or geology, physics; and one other university preparatory course in grade 12.
Bachelor of Science in Applied Forensic Psychology	As a student of Applied Forensic Psychology (AFP), you'll learn how psychology research and practice applies to a criminal and social justice context. AFP captures the integration of clinical psychology as an applied professional discipline (mental health assessment, diagnosis, treatment, consultation) and forensic psychology as an experimental discipline examining topics at the interface of psychology and law. The program is well suited for students with an interest in careers in social and legal fields, such as clinical or counselling psychologist, social worker, lawyer, victim advocate, crime analyst, journalist, police or correctional officer, and many more.	English; pre-calculus or calculus math; two of biology, chemistry, computer science or computer programming, environmental science or geology, physics; and one other university preparatory course in grade 12.
Bachelor of Science in Aquatic Resources	Water, arguably the most vital compound on Earth, is the interdisciplinary focus of the AQUA Program. We combine natural and social science perspectives to foster student understanding of water science and resource management issues, how water permeates our lives, shapes our world and sustains living organisms. Students earn a BA or a BSc while developing a broad understanding of water-related subjects ranging from freshwater and ocean ecosystems, the complexity of human ecosystem interactions, aquatic species and biodiversity, food, integrated resource management, policy and governance, plastics and pollution, the relationship between climate change and water, development, socioeconomics of water access and distribution, plus opportunities to delve into topics of specific individual interest.	English; pre-calculus or calculus math; two of biology, chemistry, computer science or computer programming, environmental science or geology, physics; and one other university preparatory course in grade 12.
Bachelor of Science in Human Kinetics	The scientific study of human movement prepares students for a variety of options: employment and careers in the health and fitness sector; studies at the graduate level in biomechanics, motor control, or exercise physiology; and admission to programs such as education, physiotherapy, athletic therapy, or medicine. Students must choose a major, advanced major or honours in kinesiology, with a minor in human nutrition or health sciences, or a major, advanced major or honours in pre-education during their second year of study.	English; two math, chemistry, biology or physics; and two other university preparatory courses in grade 12. Limited enrolment.

Bachelor of Science in Human Nutrition	The program prepares students for a range of career possibilities in the field of nutrition and foods as well as advanced studies. Students may choose the advanced major or honours program during their second year of study. Students may meet the requirements for the Integrated Dietetic Internship program and for the Graduate Dietetic Internship programs. Students in the HNU program will have the option of completing a Co-op Education program.	English; math; two of biology, chemistry or physics; and one other university preparatory course in grade 12. Limited enrolment.
Bachelor of Science in Nursing	The program combines academic and professional theory with nursing practice to prepare nurses to think critically and creatively by providing a sound education in nursing science, related sciences, and the humanities. Graduates practice nursing across the health illness continuum, the life course, and health care settings. See 1.6 for other program options.	English, math, chemistry, biology, and one other university preparatory course in grade 12. Limited enrolment. Admission is competitive.
Diploma in Engineering with Bachelor of Science with Major Degree (4 years)	This option allows students to obtain both a Bachelor of Science and a Diploma in Engineering in four years. The combined option will provide students with the opportunity to add an Applied Sciences focus to their studies while completing their BSc. This combination will be beneficial to students who want to supplement their BSc in any of the above disciplines with skills offered through the engineering diploma. Graduates will be in the unique position to choose whether they would like to continue to graduate school in the sciences or engineering, look for employment across a widened field of opportunities, or enrol in the engineering program at Dalhousie to obtain their Bachelor of Engineering. Should graduates of this combined program choose to go on to complete the Engineering degree, they will then be unusually well prepared as professional engineers.	English; pre-calculus math; chemistry; one of physics or biology; and one other university preparatory course in grade 12.
Diploma in Engineering with Bachelor of Science Degree (3 years)	Students explore the varied components of engineering, including design, graphics, and statics to prepare them for the many branches of engineering available in the working world. Earning a 3-year general Bachelor of Science degree alongside the Diploma in Engineering allows students to expand their study to other non-engineering courses and earn a credential for the additional work. Students do not complete a major, but may opt to concentrate their study in one of five science disciplines: physics, math, chemistry, biology or Earth and environmental sciences. Students may choose to enrol in the engineering program at Dalhousie to obtain their Bachelor of Engineering.	English; pre-calculus math; chemistry; one of physics or biology; and one other university preparatory course in grade 12.
Diploma in Engineering (2 years)	Upon completion of the diploma, students continue their studies at Dalhousie University, or transfer the credits earned to any other university of their choice, to complete the remaining requirements for the Bachelor of Engineering degree.	English; pre-calculus math; chemistry; one of physics or biology; and one other university preparatory course in grade 12.
Post-baccalaureate Certificate in Actuarial Science	-	A 4-year degree or equivalent in a related field (e.g. mathematics, actuarial sciences) with a cumulative average of 70)
Post-baccalaureate Diploma in Actuarial Science	A 48 credit, two-year full time study program for students who have completed some prerequisite courses, but who have not taken specific preparation in Actuarial Science.	A 4-year degree or equivalent with a cumulative average of 70%. Prerequisite courses: BSAD 101 Introduction to Business, BSAD 102 Business Decision Making, MATH 106 or MATH 121 or MATH 126 Calculus I, MATH107 or MATH 122 or MATH 127 Calculus II, MATH 222 or MATH 267 Calculus III, STAT 231 or STAT 101 or STAT 224 Statistics
Post-baccalaureate Diploma in Data Science	A 48-credit diploma program designed to introduce students to the broad interdisciplinary field of data science and build strong foundational skills and knowledge for student success that can be transferred to the workplace or further education. Exposure to and discussion of ethical issues in data science will be embedded in each of the courses.	An undergraduate bachelor's degree plus grade 12 calculus or equivalent.

Diploma in Data Acquisition and Analysis	A two-year undergraduate program, the Diploma in Data Acquisition and Analysis, prepares students for a data-driven society in which the skills to obtain and analyze data are in high demand. The program focuses on scientific data acquisition, and how simulations combined with data processing can improve our understanding of a given data set. The program is designed to be highly flexible and lays the foundations for a career in many diverse fields, including research and development, IT industry, medical technology, climate modelling, or education.	English; pre-calculus math; two of biology, chemistry or physics; and one other university preparatory course in grade 12. Students who have been out of high school for at least two years and do not meet the admissions requirements for the BSc will be considered for admission on a case-by-case basis. Such applicants must be eligible for admission to the university and must demonstrate that they have completed Grade 12 math (or equivalent) with a grade of 70% or higher. Workplace and/or study experience will also be considered.

1.3 International Admission

In addition to meeting the general requirements above, students seeking admission from outside of Canada may require additional documentation to support the admission process.

a) English Language Proficiency. StFX reserves the right to require proof of language proficiency as a condition of acceptance, regardless of country of origin, citizenship status, or language of instruction. Applicants from countries where English is not an official language are normally required to submit a test of English Language Proficiency. Test results must be two years old or less, at the time of application to be valid. Acceptable tests include:

i) IELTS - minimum score of 6.5 with no band below 6. One Skill Retake accepted.
ii) MET – minimum score of 55
iii) TOEFL iBT or TOEFL iBT Home Edition – minimum score of 90 with no band score below 20. MyBest Scores accepted.
iv) CAEL and CAEL online – minimum overall score of 70 with no band score below 60
v) C1 Advanced or C2 Proficiency – minimum overall score of 180 with no band score below 170
vi) Duolingo – minimum overall score of 115 with no integrated subscore lower than 100
vii) Pearson Test of English (Academic) – minimum overall score of 60 with no score below 50
viii) Oxford ELLT Digital or Oxford ELLT Global – Minimum 7 overall and no lower than 6 in each band

b) Submission of official transcripts and documentation

i) Official transcripts are those that are submitted to the University directly from the issuing institution by mail or an official school email. Any transcript submitted directly by the student must be received in a sealed envelope from the issuing institution.
ii) Any student found to have submitted forged or fraudulent credentials during the admissions process may be subject to one or more of the following penalties:
- Application cancellation
- Inadmissibility for up to 12 months

c) StFX uses credential evaluation and verification tools to examine, authenticate, and evaluate documents and grade point averages in assessing applications. Grading scales and conversions are continuously reviewed and updated during the academic cycle.

d) Translation of Academic Documents: English translations are required for any transcript not provided in English. The translator must be certified, and this should be indicated with a stamp or seal and signature on the documentation. Please note, the original transcript from the issuing institution is still required along with the official translation.

e) Admission from the United States: High school graduates who have completed 16 academic subjects will be considered for admission to a four-year degree. The 16 courses must include four English courses and the program-specific subjects.

f) Admission from other systems of education: International applications will be considered on an individual basis. For applicants from a British system of education, students must complete English and four other academic courses at the Ordinary level as well as four GCE AS level examinations or two GCE A level examinations with a minimum grade of C for admission to any program. Higher averages may be required for programs with limited enrolment. A student who has received exceptional results at the ordinary level may be considered for admission. Students who achieve a final grade of A, B, or C in approved Advanced 'A' level courses may be eligible to receive transfer credit.

1.4 Admission to the Bachelor of Science in Nursing

StFX offers three pathways to a Bachelor of Science in Nursing (BSc NURS) degree, the prerequisite degree for eligibility to sit the licensing exam to become a Registered Nurse (RN). All three professional nursing programs offer a blend of classroom-based courses, simulation lab experiences, and nursing practica. BSc NURS graduates are generalists with entry-level professional competencies.

a) The 4-year program, involves a September entry point, eight semesters over four calendar years, summers off; May graduation.

b) The Accelerated Option program is for students who have successfully completed at least one year of university, including prerequisite non-nursing courses in anatomy and physiology with lab (6 credits), microbiology (3 credits), English (3 credits), statistics (3 credits) and 15 credits of open university electives. Courses must have been completed in the last ten (10) years. This program has a January entry point, and runs for six semesters over two calendar years including during summer semesters; December graduation.

c) A part-time distance program for Licensed Practical Nurses (LPNs).

Seats in all three BScN programs are limited and admission is competitive. Possession of minimum requirements does not guarantee admission. Residents of Nova Scotia are given preference.

Program	Description	Admission Requirements
Bachelor of Science in Nursing (regular program)	Combination of theory, lab, and practica to prepare nurses to provide evidence-informed, safe, ethical care to patients and families across the lifespan and with different populations. This program has a September start.	High school grade 12 English, math, biology, chemistry, and one other university preparatory course.
Bachelor of Science in Nursing (accelerated option)	Combination of theory, lab, and practica to prepare nurses to provide evidence-informed, safe, ethical care to patients and families across the lifespan and with different populations. This program has a January start.	This program is available to transfer applicants who must have the following 30 credits completed prior to admission with a minimum grade of 65 in each of the mandatory courses and an overall average of 70 in the combined 30 university credits below: anatomy & physiology with lab (6 credits), microbiology (3 credits), English or equivalent writing course (3 credits), statistics (3 credits), and 15 credits of open electives.
Bachelor of Science in Nursing distance program for Licensed Practical Nurses (LPNs) Part-time study	Combination of theory, lab, and practica to prepare nurses to provide evidence-informed, safe, ethical care to patients and families across the lifespan and with different populations. This program has a May start and has mandatory on campus labs and clinical placements in Nova Scotia.	Currently registered with the Nova Scotia College of Nurses (NSCN) as a Licensed Practical Nurse (LPN), with no conditions or restrictions on registration*, with a total of 1800 hours work experience as a LPN within the last two years. Minimum of 75% overall grade average for all practical nursing courses. Students applying for the LPN to BScN pathway program must accompany their application with their official transcripts, a letter(s) from employer(s) confirming work experience, and provide their NSCN registration number to confirm validity and status of LPN license. *This admission requirement must be maintained throughout enrolment with the program. A change to a student's registration with NSCN may result in suspension or removal from the program.

Students who have partially completed requirements for the BSc NURS and who have taken a leave of absence, and who wish to be considered for re-entry must contact the Office of the Associate Dean of the School of Nursing at least three months before their planned possible re-admission.

The following will be required of any applicant who is successful in securing a nursing seat prior to starting a nursing program.
a) Official screen of criminal records; child abuse and vulnerable sector check.
b) Some criminal backgrounds may result in non-progression in nursing programs, and/or refusal of Registered Nurse licensure.
c) Evidence of required vaccinations (such as: Hepatitis B, covid, measles)
d) Birth certificate
e) Current certification in Health Care Provider CPR and Standard First Aid

1.5 Admission to the Bachelor of Education Program

Admission to the B.Ed. program is limited. Consideration is given to those who have successfully completed an undergraduate degree, provided references, and have experience related to a career in teaching. Admission is competitive and the possession of minimum requirements does not ensure acceptance into the program. See chapter 6 for admission and program requirements.

1.6 Admission to Graduate Programs

The requirements for admission to graduate programs are given in chapter 8.

2. General Information

2.1 Registration Fees
2.2 Housing and Meal Plans
2.3 Student Services
2.4 Human Rights and Equity
2.5 Safety & Security
2.6 University Scholarships and Bursaries
2.7 University Prizes

2.1 Undergraduate Registration Fees

In Nova Scotia, tuition is set according to the provincial tuition policy. The Board of Governors ratifies tuition annually in April.

2.1.1 Tuition Fees

The tuition fees shown here are for 2025-2026 in Canadian dollars and are subject to change. An addendum to this Academic Calendar will show the fees for 2026-2027. For the most current and up to date information on tuition fees and refunds please refer to the accounting services online resources at https://www.stfx.ca/student-accounts

Tuition fees including tuition, laboratories, library, and university health service are:

For Nova Scotia Students:

Fewer than 24 credits	$357.50 per credit
24 to 30 Credits	$10,135.00
Above 30 Credits	$10,135.00 plus $325 per credit

For Non- Nova Scotia Students:

Fewer than 24 credits	$365.00 per credit
24 to 30 Credits	$10,340.00
Above 30 Credits	$10,340.00 plus $331.66 per credit

For nursing students, the tuition fees including tuition, laboratories, library, and university health service are:

For Nova Scotia Nursing Students:

Fewer than 24 credits	$370.83 per credit
24 to 30 Credits	$10,525.00

For Domestic Non- Nova Nursing Scotia Students:

Fewer than 24 credits	$378.25 per credit
24 to 30 Credits	$10,735.00

Students with disabilities enrolled in fewer than 30 credits qualify for the per credit rate upon recommendation of the Program for Students with Disabilities.

2.1.2 Other Registration Fees

The fees shown here are for 2025-2026 in Canadian dollars and are subject to change. Up to 18 credits, a pro-rated students' union fee is assessed at $6.77 per credit hour. For 18 or more credits, the fee is a flat rate of $203.00.

Students registered in 18 or more credits are automatically enrolled in the St. Francis Xavier Students' Union Health and Dental Plans. This plan supplements provincial health care plans, it does not replace them. The fees for 12 months are:

Canadian students	$325.00 (single)*
Dental Plan	$270.00*
International Health Plan	$1305.00 (single)*
My Virtual Doctor	$49.00*

*Fees are subject to change from year-to-year dependent on changes to insurance premiums.

If a Canadian student is already covered under an extended health plan (this does not mean a provincial health plan), they may opt out of the students' union health and dental plan(s). To opt out of the students' union health and dental plan(s), students can go online to www.mystudentplan.ca. Select the StFX Students' Union in the drop down and follow the steps to complete the opt out process. Opt out's must be completed online between August 1 - September 9. Late opt out requests are not permitted.

International students attending StFX are automatically enrolled in the StFX Students' union health and dental plans. International students are provided through this plan, the coverage that Canadian students receive provincially, as well as additional health and dental coverage. International students cannot opt out of the health and dental plans unless proof of provincial medical

coverage can be shown. Students with permanent residence outside of Canada are considered international students for the purpose of the health and dental plans, regardless of Canadian Citizenship. For additional information on the health and dental plan visit www.mystudentplan.ca.

Up to 24 credits, a pro-rated technology fee is assessed at $15.98 per credit. For 24 or more credits, the fee is a flat rate of $480.00.

Students who are not Canadian citizens or permanent residents are required to pay an international student fee of $11,760 and $12,212.00 in Nursing.

Students who audit courses (not for credit) 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.

All fees are subject to change. A summary of tuition and registration fees from 2025-2026 in Canadian currency is as follows:

Description	Residency	From Credit Hrs	To Credit Hrs	Per Credit Charge	Flat Charge
Part-time Tuition	NS student Domestic non-NS student	0.01 0.01	23.99 23.99	$357.50 $365.00	
Full-time Tuition	NS student Domestic non-NS student	24.00 24.00	30.00 30.00		$10,135.00 $10,340.00
Overload Tuition	NS student Domestic non-NS student	30.01 30.01	99.00 99.00	$325.00 $331.66	
Part-time NURS	NS student Domestic non-NS student	0.01 0.01	23.99 23.99	$370.83 $378.25	
Full-time NURS	NS student Domestic non-NS student	24.00 24.00	30.00 30.00		$10,525.00 $10,735.00
Coop Education					$3,300.00
M.Ed. Tuition		3.00	3.00	$1,128.00	
M.Ad.Ed. Tuition		3.00	3.00	$1,128.00	
MACS		3.00	18.00	$1,394.16	$8,364.96
M.Sc., MA Tuition			18.00		$6,768.00
Ph.D. Tuition			42.00		$12,870.00
Lab fee - NURS		3.00	30.00		$30.00
Applied Performance - MUSI		3.00	3.00		$750.00
NS Tuition Bursary	In-province/Canadian Citizen	0.01 24.00	23.99 99.00	($42.76)	 ($1,283.00)
Students Union Fee		0.01 18.00	17.99 30.00	$6.77	 $203.00
Health & Wellness Expansion fee		18.00	30.00	$4.17	$125.00
Facilities Renewal Fee		0.01 24.00	23.99 30.00	$7.58	 $233.00
International Student Fee Nursing International Student Fee	International on VISA	0.01 24.00 0.01 24.00	23.99 30.00 23.99 30.00	$413.98 $430.40	 $11,760.00 $12,212.00
Recreational Facilities Fee		18.00	30.00		$137.00
Information & Technology Fee		0.01 24.00	23.99 30.00	$15.98	 $480.00
Health Care Plan	Canadian Citizenship International on VISA	18.00 18.00	99.00 99.00		$325.00 $1,305.00
Dental Plan		18.00	99.00		$270.00

2.1.3 Refunds

For students who drop one or more course(s) or withdraw from the university, refunds are applied according to the date, within the applicable term, on which the drop(s) occur(s) or the student withdraws. The percentage of the refund reduces on a weekly basis until the end of the applicable refund period. Please refer to our refund rules for a specific term at https://www.stfx.ca/student-accounts/refunds

The refunding process applies the appropriate refund percentages to the credit-hour value of courses that are dropped and then sums all of the student's credit hours to determine the correct tuition and fee assessment. For examples of refunding, select the links at student accounts, then refunds on the accounts receivable web page at https://www.stfx.ca/student-accounts/refunds

2.1.4 Students' Union Fees

The Students' Union is the autonomous, democratic student organization at StFX. The union represents students' interests and provides a wide variety of academic, social, issue-oriented, and cultural services for students. Fees are collected at the request of the union and are administered by students.

The general budget covers: student societies; Drive U, Food Resource Centre; orientation; activities and events; student newspaper; radio station; lobbying and publicity; issue awareness campaigns; elections; and general operations.

2.1.5 Payment Regulations

Students can access their student fee account online through myData. Periodic notification of the balance owing on the student account will be sent to the students StFX e-mail account however it is the student's responsibility to monitor their account on a regular basis. All fees are subject to change at any time. Students can pay through online banking by setting up St. Francis Xavier University as a payee and the account number is the student ID number. Payments can also be made by debit card in person or by cheque. Cheques should be made payable to St. Francis Xavier University. 65% of all fees are due and payable by September 15, 2026, and the balance on January 15, 2027. Student are expected to continue to monitor their student account after January 15 each year. Upon request, refunds on student accounts will be issued as an email money transfer to the students STFX email address or a cheque and mailed to the student address on file.

Recipients of university scholarships may deduct one-half the value of their scholarship from fees required on September 15, 2026. The balance of the scholarship is applied to fees due on January 15, 2027. Students should note that no reduction in fees is allowed for late entrance.

Monthly late payment charge: Interest of one percent per month or 12 percent per annum, will be charged on overdue accounts as of the last banking day of each month. The charge will begin in the first semester at the end of September, and in the second semester at the end of January.

Students are expected to be familiar with and to understand all regulations in the StFX Academic Calendar, in particular to understand that adding and dropping courses or withdrawing from the university affects a tuition fee account. Students must ensure that tuition fees are paid in full without any notice from the university and pay the fees regardless of receipt of a bill.

Students whose fees will be paid by an external sponsor must provide proof of funding to the business office prior to the payment deadline dates.

2.1.6 Non-Payment of Tuition, Registration, Residence or Meal Plan Fees

Students with a balance of fees owing from a previous term will not be permitted to register for a subsequent term or receive an official transcript.

The university reserves the right to cancel the registration of students who fail to pay any fees owing to the university. The university reserves the right to refuse to let students sit for examinations if their fees to the university are overdue.

A late payment fee of $50 is charged in the first term if payment is delayed beyond September 15, 2026, and in the second term if payment is delayed beyond January 15, 2027. The university is not responsible for deadlines missed by students who do not pay their fees on time.

The university reserves the right to cancel residence and meal contracts for non-payment of fees. The university also reserves the right to cancel or restrict IT services.

2.1.7 Other Fees

All fees are subject to revision.

Application fee for admission to undergraduate and B.Ed. programs	$40.00
Late payment fee (each term) (see 2.1.6)	$50.00

Confirmation payment (non-refundable)

Undergraduate students (Non-Nursing)	$100.00
Domestic Nursing Students	$300.00
International Undergrad, MACS, B.Ed. & PBD Students	$2,500.00
Domestic B.Ed. students	$500.00
Graduate Studies (except MA & MSC)	$500.00
Ph.D.	$405.00

Transcript of record (each copy)	$15.00
Letter of permission (per 3 credit course)	$20.00
NSF cheque fee	$20.00

Unwarranted breakage of or damage to StFX University property will be charged to the student responsible.

2.1.8 Tuition and Fees for Graduate, Distance, Diploma in Adult Education Program

For information about tuition, fees and refunding policy for graduate studies, distance education, the Diploma in Adult Education program, refer to the information available from the applicable program office.

2.2 Housing and Meal Plans

Students in residence agree to be governed by the StFX University Community Code of Conduct and the University Housing Contract and to assume responsibility for their own actions or those of their guests, for their room and, along with other residents, for the common areas and assets of their house.

No refunds of fees for housing or food service will be made if students are temporarily absent from residence. This includes absences for academic reasons. All inquiries about housing contracts or meal plan contracts should be made to University Housing, Morrison Hall, email: residence@stfx.ca, phone: 902-867-5106.

2.2.1 Application for Housing

New, Re-Entry, Mature, Exchange and Transfer Students

When a student applies to attend StFX, they are given the opportunity to apply for housing. New students direct from high school are guaranteed a space in residence if they confirm their acceptance to the university by paying a $100 confirmation fee and submit a housing application by May 15. Once offered a space in residence, students have until June 1 to pay their $400 housing fee to confirm their space. This $400 fee is applied towards the student's cost for housing and meal plan. Students may continue to apply for housing after May 15.

Returning Students

Returning students may apply for housing using the online application. Information about the room assignment process can be found on the University Housing website. Once a room assignment is offered to a student and a student accepts their room and selects their meal plan, a $400 forfeiture fee will be applied to the student's account if a student cancels their residence contract before August 10. Refer to the Housing Contract for details about cancelling after August 10. Students wishing to return to residence must be in good standing with the Community Code of Conduct. Students can continue to apply to live on campus during the academic year.

2.2.2 Housing and Meal Plan Fee Regulations

All students living in residence are required to participate in a combined room and meal plan. There are minimum meal plans and declining cash balance (DCB) associated with each residence. Students can always increase their meal plan option at any time; however, no meal plans can be downgraded after October 6. Off-campus students may purchase a meal plan and/or DCB or purchase meals. Visit the University Housing website.

2.2.3 Duration of Housing Occupancy

New, Re-Entry, Mature, Exchange and Transfer Students

The university shall permit new students to occupy their assigned room from Friday, August 29 or Saturday, August 30, 2025 (students will be notified of the day and time) until 24 hours after their final exam in December or by noon the day after the final exam period, whichever date and time is earlier. Students may return to residence second term on January 4, 2026 until 24 hours after their final exam in April or by noon on the day after the final exam, whichever date and time is earlier.

Returning Students

The university shall permit returning students to occupy their room from Monday, September 1, 2025 until 24 hours after their final exam in December or by noon the day after the final exam, whichever date and time is earlier. Students may return to residence second term on January 4, 2026 until 24 hours after their final exam in April or by noon on the day after the final exam, whichever date and time is earlier.

Note: Students, in extenuating circumstances, may apply to occupy their room on dates outside of those identified above; however, they will be required to sign additional contract(s) and will be subject to additional charges. Pre-approval by University Housing is required.

2.2.4 Cancellation of Housing Application and Contract

New Entry Students

Where the resident notifies University Housing prior to June 1, that they do not intend to take a room in residence, the housing fee will be returned. If the resident notifies the university that they do not intend to take a room in residence after June 1, they will forfeit their $400 housing fee. If the resident notifies the University after August 10 that they do not intend to take their assigned room in residence, then the resident is responsible for 15% of the room fee for the full academic year.

Returning Students

Once the returning resident accepts their room assignment, they are bound to the Housing Contract. Breaking a contract after accepting a room assignment will result in a $400 room forfeiture fee. If the resident does not notify University Housing prior to August 10 that they do not intend to return to residence, then the resident is responsible for 15% of the room fee for the full academic year.

Where the resident notifies University Housing in writing that they wish to decline their room assignment either after the

resident takes up their room (this includes an off-campus move) or after the day when the resident was expected to take occupancy (this includes an off-campus move), then the resident assumes full responsibility for room and meal plan fees for the 2025-2026 academic year except in the following cases:

a) if the resident formally withdraws from the University (academic withdrawal) up to and including November 1, they will receive an 85% credit for the remaining room and meal plan fees from the date they vacate the premises; if the resident formally withdraws in the first term after November 1 they will be charged room and meal plan fees for the first term; if the resident formally withdraws in the second term up to and including February 1, the resident will receive an 85% credit for the remaining room and meal plan fees from the date the resident vacates the premises; if the resident formally withdraws in the second term after February 1, the resident will be charged with room and meal plan fees to the end of the academic year according to the current calendar of events. Residents are required to vacate their residence within 24 hours of academic withdrawal; or

b) if the resident is released from this contract due to compassionate circumstances, it is at the sole discretion of the University.

The university reserves the right to cancel any University Housing Contract on the basis of violation of policies outlined in the University Community Code and/or University Housing Contract for residence and dining hall.

2.3 Student Services

The StFX student services department strives to maintain an inclusive and welcoming environment. Along with residence and food service, programs are provided to help students develop their capabilities and interests as fully as possible within the university community. In addition to the services identified below, the student services department works with the students' union to co-ordinate the first-year orientation program.

2.3.1 Athletic and Recreational Programs

The university has a wide variety of athletic and recreational programs.

The campus recreation program provides all students with opportunities to participate in different forms of recreational and physical activity. Intramural sports offer competitive leagues and tournaments; non-credit instruction in a variety of physical activities; self-directed activities; and sport clubs. StFX Club sports include badminton, baseball, cheerleading, curling, dance, equestrian, women's field hockey, men's and women's lacrosse, rowing, men's rugby, swimming and ultimate Frisbee.

StFX has a long and distinguished history in intercollegiate varsity athletics, offering students with superior athletic ability an opportunity to develop and utilize their talents in competition with students from other universities within the Atlantic University Sport conference and U SPORTS national organization. There are women's teams in basketball, cross-country & track, hockey, rugby and soccer, and men's teams in basketball, cross country & track, hockey, football and soccer.

2.3.2 Student Career Services

The Student Career Services (SCS) offers career coaching, career information, and employment services. The SCS can assist students with developing career goals and making connections between academics and the world of work. SCS incorporates in-formal and formal career assessments in students' career decision-making process and further educational opportunities. Throughout the academic year, the SCS offers a variety of events and programs to help students make informed career decisions and develop effective job search strategies. Some examples include workshops on career planning, resumé writing, job search, interview skills and job fairs. Employment related services include advertising new graduate, summer and on-campus jobs as well as employer and school information sessions which help students gain an understanding of the skills required in today's workplace.

2.3.3 Chaplaincy Services

Through the campus ministry, we support and encourage students, faculty, staff, and alumni to practice and live their faith. We welcome all faith traditions and offer connections and opportunities for all students who wish to practice their beliefs. Chaplaincy is ultimately here to travel with students in their time on campus. For more information, please visit the website: https://www.stfx.ca/student-services/support-services/chaplaincy

2.3.4 Health and Counselling Centre

The Health and Counselling Centre provides a student-centered approach to primary health care, with a focus on supporting student wellness and resilience across all areas of their health. Our interdisciplinary team is comprised of family physicians, registered nurses, clinical therapists, and counsellors, and the student wellness program coordinator. StFX's Sexual Violence Prevention Education Coordinator leads sexual violence prevention work on campus and the Sexual Violence Response Advocate provides support/advocacy to individuals who have experienced sexual violence. Confidential support is available to all members of the StFX community. We also provide consultation opportunities with specialist physicians, student life staff, equity and diversity advisors and other care providers from the StFX and wider Antigonish communities. The Health and Counselling Centre provides a range of health services, addressing the physical, sexual and mental health needs of our students. We offer individual and group counselling, along with campus-wide wellness initiatives including the Bloomfield Hub. Students may book an appointment with our intake nurse for medical and/or mental health concerns by calling 902-867-2263, or by dropping by the Health and Counselling Centre, located on the 3rd floor of Bloomfield Centre (Room 305). For more information about our services, along with directions for same day appointments and online appointment booking with the intake nurse, please visit our website: https://www.stfx.ca/student-services/support-services/health-counselling-centre. For more information about a wide range of health-related resources available to students, please visit our Flourish@X Health and Wellness Resource Portal: stfx.ca/flourish

2.3.5 Student Life Office

The Student Life Office works closely with other areas on and off campus to enhance student success. The office supports holistic

student development, enhancing the learning both inside and outside the classroom. The office is responsible for residence life, restorative resolution and non-academic misconduct, and student development engagement. They also lead the first-year transition and orientation program for all new students at StFX. The office is located on 3rd floor Bloomfield Centre. To contact us, please visit our website at https://www.stfx.ca/student-life-support/student-services-department or phone (902) 867-3934.

2.3.6 Financial Aid Office

The university maintains a financial aid office to advise students regarding Canadian, American, and Ecuadorian government student loans, help students with financial planning, and administer the university bursary programs. For further information, visit the website at www.stfx.ca/applications-admissions/financial-support/financial-aid-office

2.3.7 Diversity Engagement Centre

StFX offers advising which aids students transitioning into and through university. StFX aims to foster an environment of belonging, safety and inclusion through a variety of programs and one-on-one assistance which encourages academic and personal success. These include gender and sexual diversity advising, Black student advising, International Student Advising and Indigenous student advising. More information is available at https://www.stfx.ca/student-services/support-services/human-rights-equity/diversity-engagement-centre

2.3.8 Tramble Centre for Accessible Learning

The Tramble Centre welcomes students with diagnosed, permanent or prolonged disabilities and offers a student-centred program of support for students who meet our documentation requirements. Supports can include course selection and registration assistance; support in applying for the Canada Study Grant; physical accessibility arrangements; testing accommodation; assistance with locating tutors, note takers and academic strategists. Please contact the Centre as soon as possible so they can assist you with your academic needs. The Tramble Centre is located at the Angus L. Macdonald Library, Room 108. Contact us at (902) 867-5349 or visit the website at https://www.stfx.ca/student-services/academic-services/accessible-learning

2.3.9 Office of Internationalization

The Office of Internationalization supports the specific needs of international students as they adapt to living and learning in Canada. This ranges from specialized admissions processes, support arriving in Canada and on campus, international student orientation, and information on immigration issues, working in Canada, staying in Canada, income tax, accessing health care, and finding success at StFX. The Office of Internationalization works with the international student society to organize social activities throughout the academic year.

2.3.10 Wellspring Centre

The Sisters of St. Martha staff Wellspring Centre, a comfortable, relaxing environment for reflection, interaction, prayer, support, personal and spiritual growth.

2.3.11 Academic Success Centre

Academic Success Centre services complement course work by assisting students in developing their academic communication skills and assisting them in accessing the other academic supports they require, including locating subject tutors. StFX students can arrange free one-to-one appointments through the centre's web page (https://www.stfx.ca/student-services/academic-services/academic-success-centre), by emailing the centre at academicsuccess@stfx.ca, or by walking in to the centre in the Angus L. Macdonald library. Academic Success Centre instructors discuss with students ways to improve writing and general academic skills and habits. Writing consultations are valuable at any stage of the writing process. Appointments may also focus on improving academic writing and communication skills such as academic integrity concerns, citation and referencing, note-taking, oral presentations, and exam preparation. In addition, the instructors and the centre assist students through the following programs:

APEX: Academic Program of Excellence

This is a free, mandatory university program for students accepted and placed on probation by StFX or another institution and for students on probation or re-admitted after suspension or dismissal as a result of a previous year's academic performance. See section 3.12. Students are required to participate in workshops and one-to-one meetings with a learning skills instructor at least four times in the academic year, including once in September and January. The one-to-one appointments provide opportunities for students to focus on their specific academic needs. Details are available on the Academic Success Centre's website. Upon application by a student, the Committee on Studies of the appropriate faculty may excuse the student from taking APEX.

X-ACT: StFX Academic Transition

A bridging program for high school graduates entering the university, X-ACT offers 5-6 weeks of instruction on university basics. Students register for weekly sessions led by senior graduates in the Bachelor of Education program, sharing their experience and a universal curriculum on academic norms and practices, study methods, and institutional structure. All students are approached to register online before arrival on campus in September, and those who complete all X-Act sessions earn a grade bonus to apply to one of their 1st year courses.

NIMBUS: The Registry of Tutors

Students seeking support from peer tutors can find both a selection of free open sessions offered by academic departments and a registry of private tutors vetted by the Academic Success Centre, through the Nimbus app. Tutors in the registry have completed their listed courses with grades above 80% and have received instruction on tutoring and academic integrity. Students seeking tutors in under-served courses, as well as those seeking to be listed as tutors, can receive information from the ASC.

2.4 Human Rights & Equity

All members of the university including students, staff and faculty have the right to study, learn and work in an environment that promotes belonging and is free from harassment and discrimination. In support of creating a safe environment where all individuals are treated with dignity and respect, the office of Human Rights and Equity provides resolution of discrimination and harassment issues, including formal and informal procedures for resolving concerns and complaints. The Discrimination and Harassment Policy, which adheres to the Nova Scotia Human Rights Act can be found on the human rights' office website at https://www.stfx.ca/student-services/support-services/human-rights-equity or at https://www.stfx.ca/university-policies-procedures/harassment-discrimination-policy

2.5 Safety and Security

Safety & Security Services fosters and safeguards a healthy, safe and welcoming campus community that supports the well-being of students, faculty, staff and guests. Partnerships within the university and active collaboration with local law enforcement and community emergency response teams ensures essential services are in place and ready to respond.

Safety & Security Services provides 24-hour coverage 365 days per year via the Safety & Security Operations Centre (SOC). In addition, our team of dedicated Safety & Security Officers conduct regular vehicle and foot patrols of campus instilling confidence that everyone is able to LIVE, LEARN, WORK and PLAY in a supportive and safe environment.

The Student Safety & Security Services Leadership Team, known as "X-PATROL", work side by side with Safety & Security Services Officers to provide campus event supervision, evening foot patrols and a walk home service.

2.6 University Scholarships, Awards and Bursaries

The purpose of the university scholarship program is to recognize superior scholastic achievement on the part of high school graduates and in-course students. Awards are offered to the student selected by the university scholarship awards committee and are tenable only at StFX University. If a student is eligible for more than one university-nominated scholarship, the student will receive the largest to which they are entitled.

The university gratefully acknowledges the generosity of the persons and organizations whose contributions made possible the following scholarships, awards, and bursaries:

Dr. Louis and Lawrence Allain Memorial Scholarship
Daniel W. & Marjorie E. Almon Scholarship
Alumni Accessibility Scholarship
Alumni Association Scholarship
Alumni Scholarship Endowment
Ambrose Allen Bursary
Christopher Amirault Award
Anderson Environmental Award
George Anderson Business Award
George Anderson Leadership X-Ring Award
Justin Avery Memorial Award
Bank of Montreal Scholarship
Rev. R.V. Bannon Scholarship Fund
Barrick Gold Scholarship
David and Jane Barry Family Bursary
Barry-Dewaele Family Bursary
Holly Bartlett Memorial Bursary
Bauer Bursary Fund
A.P. Beaton Scholastic Award
John Beaton Fellowship Bursary
Kristen Beaton – VON Memorial Nursing Award
Rev. Donald Belland Bursary
Dr. Dan Belliveau Bursary
Class of 1985 Dave Bernatchez Memorial Award
Lou Bilek Soccer Award
Rod & Betty Bilodeau Bursary
Michelle Birks Memorial Bursary
Black Leaders Bursary
Black Student Bursary in Education
Bogdanka Pivnicki Scholarship
Roger Boudreault Scholarship
Michael and Lisa Boyd Family Award
Harry and Martha Bradley Scholarship
Cecilia Brennan Bursary
Jo M. Brown Scholarship in Nursing
Claude Brunelle Memorial Scholarship
Florence Kate Burroughs Nursing Scholarship
Sister Peggy Butts Scholarship
CJFX Scholarship
Dominic Joseph Campbell O'Halloran Bursary
Joanne and Roger Campbell X-Ring Award
J.L. Campbell Bursary in Celtic Studies
Rev. J.V. Campbell Bursary
Michael A. Campbell Scholarship
Madeleine Cantin-Parslow Nursing Scholarship
Cape Breton Scholarship and Bursary Fund
John Lloyd Carnegie Scholarship
Dr. J.J. Carroll Scholarship
Celtic Travel Bursary
Clarence & Helen Chadwick Bursary
Chadwick-Hayes Scholastic Award
Dr. Leo P. Chiasson Scholarship
A.W. (Bill) Chisholm Bursary
Donald A. Chisholm Memorial Scholarship
Rev. J.C. Chisholm Scholarship in Biology
Rev. John Archie Chisholm Bursary
Rev. John Archie Chisholm Memorial Scholarship in Celtic Studies
J. Fraser Chisholm Scholarship
Rev. John W. Chisholm Fund
Joseph D. Chisholm Scholarship
Mary Ann Chisholm Nursing Bursary Award
CIBC Scholastic Award
Rosemary Landry Clark Memorial Award
Rev. Dr. E.M. Clarke Scholarship in Pure and Applied Sciences
Class of 1954 Bursary
Class of 1955 Bursary
Class of 1956 Bursary
Class of 1959 Myles Mills Leadership Award
Class of 1960 Dougher-Levesque Bursary
Class of 1961 Rev. Rod J. MacSween Scholarship
Class of 1962 Bursary
Class of 1963 Bursary
Class of 1965 Fund
Class of 1966 Judge D. Tramble Bursary
Class of 1967 Scholarship
Class of 1968 Bursary
Class of 1970 Bursary
Class of 1971 Bursary
Class of 1973 Service to Others Award
Class of 1974 Legacy Endowment Fund
Class of 1975 Legacy Endowment Fund
Class of 1981 Bursary
Class of 1984 Sandra MacPhee Women in Leadership Award
Class of 1994 Food for Thought Fund
Class of 2007 Bursary
Class of 2017 Project Fund
Class of 2018 Refugee Student Bursary
Class of 2019 Emergency Mental Health Bursary

Class of 2020 Family Helping Family
Class of 2021 Food Security Fund
Class of 2022 Textbook Bursary Fund
Class of 2023 UnXpected Crisis Fund
Class of 2024 Housing eXpense Bursary
Class of 2025 Legacy Endowment Fund
Class of 2026 X-Ring Bursary
Paul Cogger Memorial Scholarship
Gerald P. Coleman Q.C. Award
Louis Connolly Fund
Jean E. Cooke Bursary
Daniel Cordeau Cape Breton Scholarship
Daniel & Frances Anzelc Cordeau Music Scholarship
Arleen Power Corey Memorial Fund
Rev. Cornelius B. Collins Scholarship
Rev. Cornelius J. Connolly Bursary
Rev. Cornelius J. Connolly Scholarship
Ellen Costello Women in Business Bursary
V & M Dahdaleh Scholarship
General Romeo Dallaire African Leadership in Education Award
John & Selena Daly Scholarship
Dr. Annette Davidson-Bell Award of Mathematics
Stuart R. Davie Bursary
James E. & Mary D. Deagle Endowment
Calvin Debaie Award
Edward P. Delaney Bursary
Edward P. Delaney Scholarship
Alphonse Desjardins Commemorative Scholarship
Development Studies Internship Bursary
Jeannine Deveau Educational Equity Bursary
Jeannine Deveau Educational Equity Scholarship
DeWolfe Memorial Scholarship in Education
Ashton Dickson Memorial Football Award
Lianne Di Rocco Bursary
Dr. John Dobson Memorial Award in Adult Education
Paul Dole Memorial Bursary
Alexander and Theresa Doyle Memorial Scholarship
Rev. D.A. Doyle Scholarship
Dorothy Doyle Bursary
Dorothy Doyle Ottawa Chapter Food Security Fund
Richard and Rosemary Dumais Scholarship
The Sir James Dunn Foundation Internship Scholarship
Trudy Eagan Women in Business Award
Richard S. Elliott and Olive Mulroney Elliott Scholarship
Faculty Staff Scholastic Award
Jean and John Farrell Bursary
Farrell Entrance for Nursing
J. Wallace Farrell Memorial Scholarship
Margaret Martell Farrell Scholarship
Margaret Martell Farrell B.Ed. Award
The Audrey Fenwick Memorial Award for Studies in Adult Education
Dr. G. Brian Ferguson Memorial Bursary
John Fleming Memorial Bursary
Rev. Peter Fiset Fund
Florida Alumni Bursary
Michael Fowlie Memorial Bursary
Irene & Joseph Francis Memorial Scholarship
Roger Franklin Memorial Scholarship
Hugh Allen Fraser Scholarship
Kevin Fraser Memorial Bursary
Fund for French Scholarships
Douglas P. Furlott Award
Gaelic Scholarship Fund
L.T. Gallant Memorial Bursary
Danny Gallivan Memorial Scholarship
Wilfred J. Garvin Scholarship
General Motors of Canada Company Women in Science Bursary
General Motors of Canada Company Women in Science Scholarship
Dr. A. Marie Gillen Award in Adult Education
Dan Gillis Regional and PEI Awards
Hugh and Celia Gillis Bursary
Joseph and Tessie Gillis Fund
Professor Dan Gillis Bursary in Celtic Studies
Professor Dan Gillis Classical Studies Scholarship
Glen Bursary Fund
James and Maureen Gogan Family Scholarship
Colin Russell Goodall Literature Bursary
Fred Gormley Scholarship
Jeff Graham Memorial Scholarship
Mary Jane Graham Bursary
Catherine (MacLeod) Grant Scholarship
John K. Gravett Memorial Bursary
Daniel and Emeline Grant Scholarship
Rev. J. Edward Grant Bursary
Ray Greening Memorial Scholarship
Evie Grew Maternal-Child Nursing Award
Shirley (Martinello) Grinnell Scholarship
The Gulf Canada Scholarship
Andy Gunn and Jean Gunn Bursary
Dr. H.B. Hachey Scholarship
A.G. Hamilton Scholarship
The Hartman Award
Hatchette Nicholas Bursary
Thomas J. Hayes and Family Scholarship
Dr. H. Stanley and Doreen Alley Heaps Scholarship
Heaslip/Macdonald Bursary
Bernard M. Henry Scholarship
Dr. Mary G. Hickman Scholarship
Rosemary & Stephen A. Holton Scholarship
Mitch & Donna Hudson Memorial Scholarship
Faye and David Huestis Family Foundation Scholarship
Phil Hughes Leadership Award
Philip H. Hynes Memorial Award
Inverness Scholarship Fund
Arthur and Sandra Irving Scholarship
Alanna Jenkins Legacy Fund Research Award in Forensic Psychology
Dr. A.A. Johnson History Award
Joyce Family Foundation Bursaries
Julie Anne Award
B.J. Keating Memorial Award
Gisela Keck Outstanding Achievement Award
Rev. George Kehoe Memorial Bursary
Alexander and Mary Kell Memorial Scholarship
Angus Kell Memorial Bursary
Thelma May Kempffer Award
M. Colleen Kennedy Memorial Bursary
Margaret Kennedy Scholarship
Killam American Bursary
Elmer & Pauline King Atlantic Canada Bursary
Leo D. Kirwan Memorial Bursary
Rev. Martin Luther King, Jr. Award
Mike and Murdena Kolanko Bursary
Rev. John B. Kyte Scholarship
Melissa Jane Landry Memorial Bursary
Tom and Marius Langley Family Bursary
Levangie Morrison Bursary
LIFT Bursary – Living Intentionally, Fighting Tenaciously Livingstone-Topshee Award
Don Loney Scholarship
Mac, Mac & Mac Scholarship
MacBain-Riley International Fund
Rev. Dr. Dan MacCormack
Senator John MacCormick Scholarship
MacDonald-MacIntyre Scholarship
Angus R. MacDonald Memorial Bursary
Rev. B.A. MacDonald Scholarship Fund
Dr. Burton MacDonald Memorial Bursary
Rev. Hugh John MacDonald Memorial Fund
Kathryn M. MacDonald Scholarship
Linda MacDonald Humanitarian Bursary
M. & N. MacDonald Bursary
Dr. Robert MacDonald Memorial Bursary
Father Stanley MacDonald Memorial Bursary
Dr. Vernon and Mrs. Ann MacDonald Bursary
Wally MacDonald Memorial Nursing Bursary
The MacDonald Family of Harbour Centre Bursary
MacDonnell Leadership Award
The Honourable Hugh J MacDonnell Memorial Bursary
John H. MacDougall Engineering Bursary
Allan J. MacEachen Fellowship in Celtic Studies
Rachel MacFarlane Memorial Bursary
Angus MacGillivray Bursary
Cotter MacGillivray Bursary
Katherine MacGillivray Maloney Nursing Award and Bursaries
Roddie MacInnis Memorial Bursary
Rev. R.K. MacIntyre Scholarship
Rev. Charles MacIsaac Memorial Bursary

Donald F. MacIsaac Memorial Scholarship
John C. MacIsaac Foundation Scholarship
Mary Ann MacIsaac RN Memorial Bursary
Minnie MacIsaac Award
J. Elizabeth Mackasey Memorial Award for Education
Dennis MacKay Memorial Bursary
Donald MacKay '57 Bursary
Michael and Jean MacKenzie Award
Alexander J MacKinnon Bursary
Gerard MacKinnon Memorial Bursary
Hugh MacKinnon Bursary
Dr. Ron MacKinnon Enterprise Systems Scholarship
Atlantic Central Credit Union Dave MacLean Bursary
Donald and Ethel Lyle MacLean Scholarship
Monsignor Donald A. MacLean Scholarship
Kennedy and Wendy MacLean Bursary
Rev. Leonard (Butch) MacLean Bursary
Neil MacLean Memorial Gaelic Teacher Award
Roderick D. MacLean Award
The Duncan Hugh and Millie MacLellan Bursary
Joseph & Mary (MacNeil) MacLellan Bursary
Rev. J.D. MacLeod Bursary Fund
Catherine MacMaster Bruneau Memorial Bursary
Joan M. and Douglas MacMaster StFX University Award
Ada MacNeill Wallace Bursary
Daniel and Mary MacNeil Fund
John V. MacNeil Fund
Stephen MacNeil Memorial Bursary
Archie and Catherine MacPhee Memorial Bursary in Catholic Studies
Dr. Ellen MacPhee Memorial Award
Angus and Mary (MacDougall) MacPherson Bursary
Joseph B. MacSween Award
John C (Jack) Madden Memorial Bursary
The Noreen Manthorne Memorial Bursary
Married Students Bursary
James A. Martin Award
Emerson Mascoll Bursary
Dr. James McArthur Memorial Fund
Harrison McCain Foundation Scholarship
McCarthy Estate Scholarships
Farrell and Edna McCarthy Bursary in Celtic Studies
Dr. Daniel McCormick Scholarship
McCutcheon Family X-Ring Bursary
Irene McFarland Memorial Bursary
Paul and Sara McFarland Bursary
The McGilly Bursary
Dr. J. William McGowan Family Scholarship
Frederick J. McInerney Scholarship
Rev. Roderick McInnis Bursary
Paul M McKenna Business Student Bursary
McKenna-Smith Bursary for Women Hockey Players
Barbara Helen Fraser McKenna Memorial Bursary
Rev. Leo G. McKenna Scholarship Fund
Jack McLachlan Fellowship in Biology
Margaret McLean Bursary
Mary McNair MacIsaac Bursary
Francis "Peg" McNeill Memorial Bursary
William Ian Meech and Lloyd Remington Meech Memorial Scholarships
Memorial Scholarship for a Woman in Engineering
Dr. Edward J. Meyer Memorial Scholarship
Yancy Meyer Memorial Bursary
Dr. Marguerite Michaud Scholarship
Moncton Student Fund
Alexander Moore Chisholm Bursary
Evelyn and Denis Morris Scholarship
Morrisey Sisters Endowment Fund
Adrian and Patricia Morrison Merit Scholarships
Joan (MacDonald) and Fraser Muir Bursary
Benedict M. Mulroney Scholarship
The Right Honourable Brian Mulroney Scholarship
Michael Mulroney Scholarship
Dr. Mila Mulroney Scholarship
Donald and Barbara Munroe Student Wellness Fund
Robert J. and Gertrude Gillis Munroe Scholarship
Dr. Frederick Murdock Scholarship
Daniel Joseph Murphy Fund
Nasha Murphy Memorial Bursary
William and Jenny Murphy Award
Vincent Nasso Memorial Fund
Rev. J.B. Nearing Scholarship
Rev. Dr. P.J. Nicholson Scholarship
Paul and Miki Norris Bursary
NSSSA Entrance Bursaries
Dr. Brian and Mrs. Florence O'Brien Bursary
Daniel and Margaret O'Brien Bursary
Heather O'Brien – VON Memorial Nursing Award
Dr. Ed O'Connor Scholarship
Professor Emeritus Jack O'Donnell Scholarship in Music
Stephen T. O'Farrell Memorial Bursary
Commodore Bruce S. Oland Scholarship
Philip Oland Scholarships
Barry O'Leary Leadership Award
Mercedes O'Reilly Memorial Bursary
Thomas O'Shea Scholarship
Rudy Pace Memorial Jazz Bursary
Dolores Parent Memorial Bursary
Daniel & Dorothea Petrie
The James and Marguerite (Murphy) Pistone Bursary
Pluta Family Bursary
Rev. William E. Power Estate Scholarship
Prodigy Consulting Scholarship
Allan Quigley Adult Education Access Award
Archie and Mary Catherine Rankin Scholarship
Rev. Donald M. Rankin Scholarship
RBC Leadership Award
Responsible Global Citizenship Award
Dr. Abraham Risk Award
Joady Anne Robertson Memorial Bursary
Joy (MacIsaac) and Diego Romero Scholarship
Helen & Cyril Ross Bursary
Bruce and Dorothy Rossetti Scholarship
Father Gerald Rousell Bursaries
Dr. Ria Rovers Memorial Scholarship
Royal Bank Scholarship
Noah Russell "Return-to-University" Bursary
B.A. Ryan Scholarship
Claire Sampson Nursing Scholarship
Guy R. Savard Bursary
James P. Sawler Scholarship
Rosemary Scanlon Award in Economics
Scotiabank Scholarship
T.J. Sears Family Scholarship
Service Learning Bursary
Dr. William Shaw Bursary in Earth Sciences
Dr. Ann Sherman Scholarship
Sisters of St. Martha Scholarships and Bursaries
Sisters of St. Martha Indigenous (Mi'kmaw) Education Scholarship
Sisters of St. Martha Indigenous (Mi'kmaw) Nursing Scholarship
Wade Smith Community Leader Award
The Sobey Scholarships
Sodexo Canada Award in Nutrition
Sodexo Human Nutrition Scholarship
John Somers Accessibility Art Award
Ralph Kirk and Frances Kuzsman Bursary
Ruth Steinmetz Memorial Bursary
James Jarvis Stewart Bursary
St. Francis Xavier University Alumni Scholarships
St. Francis Xavier Association of University Teachers Bursary
St. Martha's Hospital School of Nursing Alumni and Sisters of St. Martha's Bursary
StFX Halifax Alumni Kehoe Bursary
StFX 86-91 Fraser House Alumni X-Ring Bursary
St. John's Chapter Alumni Bursary
John L. Stoik Scholarship
Laurence Streete Memorial Bursary
Students for Life Bursary
Students' Union Bursary
Henry and Josephine Sullivan Bursary
Marjorie (MacLeod) Sullivan & Thomas L. Sullivan Scholarship
Justin Svazas Memorial Bursary
Sweeney Foundation Bursaries
Tannenbaum Canada Israel Exchange Student Scholarship
Fred L. Taylor Memorial Scholarship
TD Bank Scholarship in Jazz Studies
Alcide and Gisele Thibault Bursary
Thompson Family Bursary
Allard Tobin Travel Award

Dr. J.J. Tompkins Memorial Scholarship
Rev. John F. Toomey Bursary Fund
Rev. John F. Toomey Scholarship Fund
Toronto Alumni Bursary
Toyota Scholarship
Arthur P.H. Tully Fund
Katherine Tully Scholarship
Ted and Ann (MacDonald) Turcotte Bursary
Upton-Girard Family Leadership Award
Harvey Veniot Scholarship
Marguerite I Vernon Bursary for Mi'kmaw and African Nova Scotian Students
Paul Wacko Bursary
Sam Wakim Q.C. Scholarship
Walker Wood Foundation Bursary
Walker Wood Foundation Bursary for Bachelor of Arts
Walker Wood Foundation Bursary for Bachelor of Arts & Science in Health
Walker Wood Foundation Bursary for Bachelor of Science in Nursing
Wallace Family Internship
Martin J. Walsh Bursary
Dr. Margo C. Watt Forensic Psychology Award
Katherine Wdowiak Memorial Award
Kathie Wdowiak Bursary
Westbury Family Scholarship
The Weston Family Scholarship for International Exchange
James and Mary Whelan Scholastic Award
Rev. Robert Wicks Fund
August Wilkins Atlantic Engineering Competition Fund
August Wilkins Scholarship in Engineering
Women for Women Bursary
XEDC Entrepreneurship Bursary
X-Women Rugby Leadership Awards
X-Women Rugby Bursaries
Angus F. and Jean A. Young Award
John H. Young Award

2.6.1 Major and Entrance Scholarships

StFX is founded on the values of academic excellence, leadership, and service to others. The StFX National Entrance Scholarship program reflects these qualities. Students' efforts in achieving a high school average of 85 or greater in their grade 12 year are recognized with a National Entrance Scholarship.

Depending on the timing of a student's offer of admission, an entrance scholarship could be conditionally awarded on final grade 11 average or first term grade 12 average of the five courses used in admission to the program for which the student is applying. A final grade 12 high school transcript with an average of 85% or higher is required by September 1 to support national entrance scholarship. No application is necessary.

Major scholarship eligibility is based on a student's first semester grade 12 final marks. Final scholarship averages are based on the five required courses for the program to which the student is applying. The deadline to apply for all major scholarships listed below is March 1. To be eligible for all major scholarships, students are required to submit all of the following by March 1:

a) An application for admission to the University;
b) A final first semester grade 12 high school transcript with an average of 85% or higher, by March 1, to support major scholarship applications
c) Major renewable scholarships require completion of the online scholarship application site at: https://www.stfx.ca/scholarshipapplication. As part of the application, applicants will be asked to provide and submit information relating to extra-curricular activities and awards, references, an essay response and, in some cases, budgetary information.

If a student is eligible for more than one university nominated scholarship, the student will receive the largest to which they are entitled. Students must be enrolled in at least 24 credits in the fall/winter terms combined, with a minimum overall average of 80% at StFX to maintain scholarship offer. For a September start, scholarships are normally tenable at StFX over four consecutive academic years. Effective September 2019, any new, incoming undergraduate students who do not meet the renewal terms stated above will have the opportunity to regain their entrance or major scholarship, in their second year of study only. Second year students who improve their overall average to 80% or higher will regain their scholarship for subsequent years of study (years three and four) provided they maintain a 80% or higher average in each subsequent year.

Effective September 2024, students who participate in an international exchange via the Education Abroad Department will be assessed for scholarship renewal using the following criteria:

a) Single Term Exchanges: Students who successfully complete at least 12 numerically graded credits in their semester on campus (fall/winter terms only), with a minimum overall average of 80% will qualify for full renewal of their scholarship once they provide a transcript from their host institution confirming completion of full-time studies during their semester abroad.
b) Full Year Exchanges: Students who successfully complete at least 24 numerically graded credits during their last full year of study on campus (fall/winter terms only), with a minimum overall average of 80% will qualify for full renewal of their scholarship once they provide a transcript from their host institution confirming completion of full-time studies while abroad.

National Entrance Scholarships

Admission Average	Value
96 to 100%	$12,000 ($3,000/year over 4 years)
90 to 95.9%	$7,000 ($1,750/year over 4 years)
85 to 89.9%	$5,000 ($1,250/year over 4 years)

Major Scholarships

President's Scholarships

Recognizing those students who have achieved outstanding academic success. Renewable for four years at $8,000 per year. All

students enrolling directly from high school who demonstrate the qualities and values honoured by StFX, notably leadership and dedication in service to others as well as academic achievement, are eligible. Open to all Canadian residents.

International Baccalaureate (IB) Scholarships
Recognizing those students who have achieved outstanding academic success within the IB program. Renewable for four years at $7,000 per year.

J.P. McCarthy Scholarship
Awarded based on a nomination from the applicant's high school. Renewable for four years at $7,500 per year. Applicants must have the highest scholastic standing and demonstrated history of leadership ability. Open to incoming 1st year students from across Canada

Philip W. Oland Scholarship
Awarded based on a nomination from the applicant's high school. Renewable for four years at $6,000 per year. Applicants must have the highest scholastic standing and demonstrated history of leadership ability. Philip W. Oland Scholarships are available to students from the Atlantic Provinces only.

Canadian Scholarships
Canadian Scholarships are awarded annually to students from Canada who are entering StFX. The winners have achieved superior academic standing while demonstrating leadership in their schools or communities. Scholarship valued at $24,000 is awarded in equal amounts of $6,000 annually throughout four years of study.

International Scholarships
Recognizing international students enrolling directly from high school who demonstrate the qualities and values honoured by StFX, notably leadership and dedication in service to others as well as academic achievement are eligible. Scholarship valued at $24,000 is awarded in equal amounts of $6,000 annually throughout four years of study.

Gerald Schwartz School of Business Scholarships

Schwartz National Scholars
StFX will offer annually four Schwartz National Scholars awards of $20,000 per year, renewable, for a total of $80,000 over four years. These awards are open to all first-year full-time BBA students who have a minimum 90 per cent average and demonstrated StFX qualities of leadership and service to community. The awards are open to all nationalities.

Schwartz Order of Merit Entrance Awards
StFX will offer six Order of Merit Entrance Awards, of $10,000 per year, renewable for a total of $40,000 over four years. These awards will be open to first-year full-time BBA students enrolling from high school who are Canadian residents and have a minimum 90 per cent average and demonstrated StFX qualities of leadership and service to society.

Schwartz Heather Reisman Women in Business Scholars
StFX will offer two Heather Reisman Women in Business Scholars awards, each renewal at $10,000 per year for a total of $40,000 over four years. These awards are open to first year full-time female BBA students enrolling from high school. The awards are open to Canadian residents, with a minimum 90 per cent average and demonstrated StFX qualities of leadership and service to community.

Schwartz Scholars of Distinction
StFX will offer 14 Schwartz Business Scholars of Distinction awards of $5,000 per year, renewable for a total of $20,000 over four years. The awards are open to first-year, full-time BBA students enrolling from high school with a minimum average of 85 per cent and demonstrated StFX qualities of leadership and service to community. The awards are open to Canadian residents.

Schwartz International Scholars
StFX will offer 14 Schwartz School of Business International Scholars awards, each valued at $10,000 annually and renewable for a total of $40,000 over four years. These awards are open to all first-year, full-time BBA students enrolling from high school with a minimum average of 85 per cent and demonstrated StFX qualities of leadership and service to community. The awards are open to all non- Canadian residents.

Mulroney Institute of Government Scholarships

The Right Honourable Brian Mulroney Scholarship
StFX will offer two Right Honourable Brian Mulroney awards, of $15,000 per year renewable for a total of $60,000 over four years. These awards will be open to first year full-time PGOV students enrolling from high school who are Canadian residents and have a minimum of 90 per cent average and demonstrate StFX qualities of leadership and community involvement.

The Sobeys Scholarship Associated with the Mulroney Institute of Government
StFX will offer three Sobeys awards, of $10,000 per year renewable for a total of $40,000 over four years. These awards will be open to first-year full-time PGOV students enrolling from high school who are Canadian residents and have a minimum of 85 per cent average and demonstrate StFX qualities of leadership and community involvement.

Irving Entrance Scholarship Associated with the Mulroney Institute of Government
StFX will offer three Irving awards of $7,000 per year renewable for a total of $24,000 over four years. These awards will be open to

first-year full-time PGOV students enrolling from high school who are Canadian residents and have a minimum of 85 per cent average and demonstrate StFX qualities of leadership and community involvement.

Mila Mulroney Scholarship for African Nova Scotian Students
StFX will offer an award of $4,000 per year renewable for a total of $16,000 over four years. This award will be open to first-year full-time Aboriginal Canadian and African Nova Scotia PGOV students enrolling from high school who are Canadian residents and have a minimum of 70 percent average and demonstrate StFX qualities of leadership and community involvement.

Scotiabank Entrance Scholarship
StFX will offer an award of $5,000 per year renewable for a total of $20,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 85% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Michael Mulroney Scholarship
StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Thomas O'Shea Scholarship
StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Bogdanka Pivnicki Scholarship
StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Sam Wakem Scholarship
StFX will offer an award of $5,000 per year renewable for a total of $20,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

2.6.2 English for Academic Purposes

Students admitted into the English for Academic Purposes (EAP) program with conditional acceptance into an undergraduate degree program by March 1, 2020 are eligible for entrance scholarships. Scholarship eligibility is based on a student's final grade 12 final marks, and final scholarship averages are based on the five required courses for the program to which the student is applying. The deadline to apply for all entrance scholarships listed below is March 1. To be eligible for any guaranteed entrance scholarships students are required to submit the following:

a) An application for admission to the University;
b) A final first semester grade 12 high school transcript prior to March 1;
c) An English language proficiency test

Upon successful completion of the EAP program, students who meet the requirements of the entrance scholarship program will be assessed for entrance scholarships. Eligible students must be enrolled in a minimum of 24 credits in the Fall/Winter terms combined, and have taken no more than 3 credits at StFX before entering into full-time studies in an undergraduate program. Additionally, students must also achieve a minimum overall average of 80% at StFX to maintain scholarship offer. Scholarships are tenable at StFX over four consecutive years of study unless stated otherwise in the scholarship offer letter. Renewal terms listed above.

2.6.3 University In-Course Scholarships

In-course scholarships are awarded to students who have completed at least one academic year of a minimum of 24 credits in the fall and winter terms combined towards a first degree and who will be returning for full-time studies the following academic year. They are awarded on the basis of academic performance at StFX University. A minimum average of 80 in each scholarship group is required. No application is necessary. Grades obtained for courses taken on a letter of permission or exchange are not used for scholarship eligibility. The scholarships, ranging in value from $1,000 to $5,000, are awarded for one year.

For the purpose of scholarships, students are grouped by year of study and by degree programs as follows:

Group A	BA and Music
Group B	BBA
Group C	BSc and Engineering
Group D	Nursing, Human Nutrition, and Human Kinetics

The following guidelines are used in making these awards:
a) A student ranked first in each scholarship group will qualify for the amount of $5000.
b) A student ranked in top 5% in each scholarship group will qualify for the amount of $2000.
c) A student with average of 80% or higher will qualify for the amount of $1000.

d) If a student is eligible for more than one university nominated scholarship, they will receive the largest to which they are entitled

2.6.4 Bursaries

University bursaries are available under three programs: entrance, limited, and general. Awards range in value from $125 to $10,000 and are based on demonstrated need of the student and availability of bursary funds. The holder of a bursary is expected to maintain a satisfactory academic record. Bursaries are not automatically renewed; a new application must be made each year. The online application form for university bursaries is available through the financial aid website. The entrance bursary program runs from December to early June and the limited and general bursary programs run during the fall and winter semesters. Each program has unique deadlines; late submissions cannot be accepted. Bursaries are based primarily on financial need, satisfactory academic standing, and may include other criteria as specified by the donor(s).

2.7 University Prizes

The university gratefully acknowledges the generosity of the persons and organizations whose contributions make possible the many prizes awarded at the end of each academic year. Recipients of prizes are normally full-time students in regular attendance in a degree program at StFX and must have given satisfactory evidence of merit. The university reserves the right not to make an award should there be no suitable candidate. Awards, unless otherwise specified, are tenable only at StFX.

At convocation the following prizes, listed by associated department, are awarded to graduating students:

Audrey Fenwick Memorial Award
Clare Fawcett Graduating Anthropology Student Award
Art History Prize
Jules Leger Undergraduate Scholarship for Achievement in the Humanities and Social Sciences
Onex Corporation Gold Medal
CPA Nova Scotia Award of Excellence
East Coast Credit Union Prize in Entrepreneurship
CIBC Wood Gundy Prize in Finance
Killam REIT Prize in Marketing
Schwartz Prize in Enterprise Systems
Schwartz School Prize for International Business
Schwartz School Prize for Management and Leadership
Schwartz School Post Baccalaureate Prize
Dr. Leo P. Chiasson Award for Biology to the Outstanding Advanced Major or Honours Student
Dr. G. H. Murphy Prize for Proficiency in Pre-Medical Studies
Dr. Marguerite Michaud Prize for Canadian Studies
Rev. BA MacDonald Memorial Award in Catholic Studies
C & A MacPhee Memorial Award for Catholic Studies
Rev. Bernard A. MacDonald Memorial Bursary
Angus L. Macdonald Memorial Scholarship for Celtic Studies
Flora MacDonald Prize
Rev. Malcolm MacDonell Award in Celtic Studies
A.A. MacKenzie Prize in Celtic Studies
Chemistry Industry Merit Award
Andree and Claude Coussement Prize in Chemistry
Dr. John P. Cunningham Internship Prize in Chemistry
Co-operative Education Student Achievement Award
Employer's Choice Award for X-cellence in Co-operative Education
Development Studies Book Prize
Dr. D.J. MacDonald and Dr. A.B. MacDonald Memorial Prize for Economics
Engineering Department Medal
Association of Professional Engineers of Nova Scotia Scholarship
Association of Professional Engineers of Nova Scotia Award
J. Wallace Farrell Memorial Award for Engineering
Nova Scotia Power Centennial Scholarship for Engineering
English Department Cape Breton Creative Writing Prize
Margaret MacGillivray-MacDougall Prize for English
Rev. R.J. MacSween Prize for English
The Department of English Senior Honours Thesis Prize
Book Prize of the Consul General of Switzerland in Montreal for French
Prix Jean Babin
Ambassador of Austria Book Prize for German
Book Prize of the Consul General of Switzerland in Montreal for German
German Consulate General Montreal Book Prize
Consulate General of Argentina in Montreal Prize
Embassy of Uruguay Book Prize for Spanish
German Embassy in Ottawa Book Prize
Professor Donald J. MacNeil Memorial Award for Earth Sciences
Mining Society of Nova Scotia Centennial Scholarship (now being awarded to a 3rd yr student)
Dr. Randall F. Cormier Award for Best Thesis in Earth Sciences
Mary Tramble Memorial Award for Field Earth Sciences
Allard Tobin Travel Award
Ambassador of Germany Book Prize for German
Ambassador of Switzerland Book Prize for German
Hogan-Phillips Prize in History
Rev. A.A. Johnston History Award for Diocesan History
Ita MacDonald Prize for Canadian History
CCUPEKA Award
Dairy Farmers of Canada Award for Further Study in Dietetics/Nutrition
Sir James Dunn Foundation IDI Scholarship
Sodexo Canada Scholarship
Kevin Fraser Memorial Bursary
Marian Naczk Memorial Award
Dr. H. Stanley and Doreen Alley Heaps Prize for Computing Science
Dr. A.A. MacDonald Prize for Mathematics
Canadian Academy of Recording Arts and Sciences Award for Music
Dr. Paul V. Groarke Book Prize in Philosophy
Father Edo Gatto Prize in Mediaeval Philosophy
Father Charles R. MacDonald Medal for Philosophy
Dr. M.S. Gautam Memorial Prize for Physics
Wallbank/Weingartshofer Prize for Experimental Physics
Yogi Joshi Prize for Excellence in Physics
Alanna Jenkins Legacy Award
Craig McDonald Mooney Prize for Psychology
Craig McDonald Mooney Prize for Psychology
Dr. M.C. Watt Clinical Forensic Prize
Walter Kontak Prize in Political Science
Hon. John B. Stewart Scholarship for Political Science
Annette Ahern Memorial Essay Prize in Religious Studies
John and Mary Fraser Memorial Prize for Senior Religious Studies
Rev. F. J. Mifflen Sociology Prize
Sociology CSA Award
St. Francis Xavier Association of University Teachers Book Prize
Academic Vice President & Provost Award for Student Nurse Leadership
Dean of Science Senior Award for Excellence in Nursing Practice
Dr. Winston Jackson Honours Research Award
Women's and Gender Studies Prize

At the end of each academic year the following prizes are awarded to undergraduate students:

Gaelic Scholarship for Summer Study in Scotland
Honourable Allan J. MacEachen Fellowship for Celtic Studies
Rev. Donald M. Rankin Scholarship for Celtic Studies
Rev. John Archie Chisholm Memorial Award for Celtic Studies
Cecil MacLean Prize for Achievement in First-Year French
B.J. Keating Memorial Award for Geology
Frank S. Shea Scholarship for Geology
Student-Industry Geology Field Trip Award

Canadian Society of Petroleum Geologists Stanley E. Slipper Award
Dr. F.J. Ginivan Prize for Mathematics
Elizabeth Tobin McGivern Prize for Music
Dr. Winston Jackson Honours Nursing Prize
David Davis Prize for First-Year Physics
David Davis Prize for Third-Year Physics
Charles Jordan Memorial Prize for Second-Year Physics
Bishop Campbell Prize for Second-Year Religious Studies
Camille LeBlanc Prize for First-Year Religious Studies
Flying Officer Wallace MacDonald Memorial Prize for Third-Year Religious Studies

3. Academic Regulations

3.1 Responsibilities of Students
3.2 Registration
3.3 Courses Taken at Another Institution
3.4 Residency Requirements for a StFX Degree or Diploma
3.5 Re-Admission to University
3.6 Directed Study & Selected Topics Courses
3.7 Student Classification
3.8 Class Attendance and Withdrawal
3.9 Academic Integrity Policy
3.10 Mid-term and Examinations
3.11 Grading System for Undergraduate Programs
3.12 Academic Standing and Program Progression
3.13 Appeal of an Academic Penalty
3.14 Grade Appeal Procedure
3.15 Convocation
3.16 Academic Records
3.17 Regulations for a Second StFX Degree
3.18 Online Learning and Professional Studies
3.19 Exchange and Study Abroad
3.20 Dean's List
3.21 Distinction, First Class Honours and University Medals
3.22 Leave of Absence
3.23 Correspondence from the Registrar's Office to the Student

Students are bound by the curriculum in the academic calendar at the start of their degree. Students may request to follow an updated curriculum if available. Students are bound by new regulations upon University Senate approval.

3.1 Responsibilities of Students

Upon registration at StFX, students agree to abide by all applicable rules and regulations and acknowledge that their right to remain at StFX is subject to their observance of these regulations. Students must familiarize themselves with such documents as:

i) the StFX Academic Calendar available at https://www.stfx.ca/applications-admissions/registrars-office/academic-calendar
ii) the StFX Community Code of Conduct, available at https://www.stfx.ca/student-rights-responsibilities
iii) the Academic Integrity Policy available at https://www.stfx.ca/applications-admissions/registrars-office/academic-integrity

Students are also expected to obey all federal, provincial, and municipal laws.

3.2 Registration

3.2.1 Registering and Adding Courses

a) Registration start times or time tickets are determined based on a student's year of study, program, and then on total credits earned. Registration start times for first-year students are assigned based on program and student ID number in ascending order. Please refer to section 3.6 for additional information on how a students' year level is determined. Students will be notified by their StFX email if they are preregistered in courses as part of their program.
b) As part of the registration process, all new first year students will be required to complete the non-credit Xaverian Community Foundations Certificate prior to registering for courses in their second year. Students who fail to complete the modules will have a registration hold placed on their account. The hold will remain in place until the modules have been completed.
c) Students are responsible for the accuracy of their course registrations and for ensuring that the courses they select are appropriate to their degree programs.
d) Students will be dropped from any second term courses if they have failed or dropped any required prerequisite course(s) in the first term.
e) Students who are uncertain about their course selection are encouraged to seek assistance from academic advising, the department chair, or program co-ordinators.
f) The regular academic year runs from September to April and is divided into two terms. The fall term runs from early September to mid-December and the winter term from early January to late April.
g) A course taught three hours a week over the regular academic year has a value of six credits and is called a full course. A course taught for three hours a week for one term has a value of three credits.
h) In the fall and winter terms, students may add courses to their schedule within the first week of classes. Attending a course while not on the Banner class list does not constitute registration and is not grounds for approval of a request for late registration. No student will be permitted to register for courses after this date without permission of the Registrar and/or Dean.
i) Credit will not be granted for any course in which a student is not formally enrolled.

3.2.2 Dropping Courses

a) Students may drop a course, online in Banner, on or before the relevant deadline. Please refer to the calendar of events for deadline dates for dropping full- year, first-term and second-term courses.
b) Courses dropped within the first week of classes will be removed from a student's transcript.
c) After the first week of classes, a student will be permitted to drop courses as per the drop deadlines outlined in the calendar of events. A grade of DC, dropped course, will appear on the students' official transcript but is not used in the average calculation.
d) Students who stop attending class, but who do not formally drop the course in Banner, will receive a final grade based on the work completed to date with a zero grade for any components not completed. This final grade will appear on students' transcripts and is used in the calculation of the average.
e) Students who cannot complete a course due to medical or other extenuating circumstances must contact the Dean's Office and provide appropriate documentation.
f) Students should be aware that dropping a course may change their registration status from full to part time, and may have an impact on tuition, refunds, student loans, Immigration, Refugees, and Citizenship Canada (IRCC) reporting, Dean's List eligibility, in-course scholarship eligibility, athletic eligibility, or other StFX bursaries or awards.

3.2.3 Normal Course Load

a) In most undergraduate programs, the normal full course load is 30 credits during the regular academic year. Students are encouraged to maintain a balanced course load of 15 credits per term, whenever possible.
b) Students enrolled in 60% of a normal full course load, or 18 credits, for the full academic year are considered full-time students.
c) Students registered with the Tramble Centre for Accessible Learning and who are enrolled in 40% of a normal full course load, or 12 credits, for the full academic year are considered full-time students. Students should contact the Tramble Centre for additional information.
d) International students registered in at least nine credits from September to December and nine credits from January- April to are considered full-time students for IRCC reporting, see here for full definition

3.2.4 Overloads

a) Students, who wish to enrol in more than a full course load per term must apply to the Registrar for approval. Courses taken on a letter of permission (LOP) are included and counted as part of a student's overall course load.
b) A minimum average of 65 is required, either for the previous academic year or for the first term if the application is submitted at the start of the second term.
c) Students will not be permitted to enrol in more than 36 credits in the regular academic year (September to April).
d) For spring and summer terms, students may enrol in up to 6 credits in either term. Students who wish to enrol in additional credits, up to a maximum of 18 credits over the spring and summer terms, must apply to the Registrar and meet the 65 minimum grade average.
e) The maximum number of credits permitted in either the spring or summer term is 9, however students are reminded that spring and summer courses are offered in a compressed time frame and are advised to carefully consider enrolling in more than the recommended 6 credits each term.
f) First-year students will not be permitted to carry an overload.
g) Students are responsible for any fees associated with taking additional courses above the normal course load. Refer to Section 2.1, Undergraduate Registration Fees, for additional information.
h) Students are advised that course overloads should not be requested soley on the basis of X-ring eligibility and such requests will not normally be approved.

3.2.5 Repeating Courses

a) Students are permitted to repeat a course or register in a course deemed equivalent, or cross-listed, with one that they have already completed. However, credit will only be granted once, e.g., Credit will be granted for only one of HIST 232 or HIST 230. Refer to course descriptions for additional information.
b) The final grade for the first time the course was taken will remain on the transcript and the grade will be denoted with an (R) to indicate a repeat grade. The credit hours will be removed but no adjustment will be made to the end of year average.
c) The final grade for the second instance the course was taken will be reflected on the transcript under the year it was retaken and will be used in the calculation of the average for that year. If a failure is recorded in the second instance of the course, the grade from the first instance will be reinstated.

3.2.6 Course Restrictions

a) Courses in business administration, education, engineering, health, human kinetics, human nutrition, or nursing may normally only be applied to those programs respectively, unless the courses are taken to fulfil specific program requirements. Refer to the appropriate Faculty regulations for exceptions.
b) A "pair" is 12 credits in one subject with at least six credits at the 200-level or higher. As exceptions, language pairs in French, Celtic Studies and Classics may consist of 12 credits at the 100-level.
c) A pair may not be completed from any of the professional or applied program disciplines: AQUA, BSAD, ENGR, HKIN, HNU or NURS.

3.2.7 Auditing Courses

a) A student, after obtaining written approval from the course instructor, may register to audit any on campus undergraduate course. This written approval must be forwarded to the Registrar's Office within the first week of the term. A course instructor may deny permission to audit a course. Students must have an active status to audit courses. Those who do not have an active status will be required to apply for admission, and be accepted, prior to being permitted to audit courses. Admission and registration deadlines for the university will be in effect.

b) A student given permission to audit a course may attend and participate in the course and may, in agreement with the instructor, choose to receive feedback for submitted course work and/or exams, but will not receive a grade and will not be given credit for the course.
c) Students wanting to take the course and receive credit will be given priority over audit students.
d) The fee for auditing a course is normally one-half of the normal course fee.
e) A decision to audit must be made within the first week of the term in which the course begins. Students who elect to audit a course may not later request to receive credit for the course.
f) Audited courses cannot be dropped after the first week of the term in which the course begins.

3.3 Courses taken at Another Institution

3.3.1 Transfer Credit

a) Transfer credit may be granted for courses for which credit has been earned at an accredited university, if based on the subject and learning outcomes, the courses can be used towards the student's program requirements at StFX. Transfer credits are not used in the calculation of averages or to determine first class honours or distinction.
b) Students who receive a direct StFX course equivalency for courses taken at other institutions and choose to repeat the course at StFX will forfeit their transfer credit as students will not be permitted to receive credit for the same course twice. The transfer credit will be removed from the StFX record.
c) Minimum grade and average requirements, as specified in the faculty regulations, apply to all transfer courses.
d) Official transcripts from all post-secondary institutions are required at time of admission. Failure to disclose attendance at another institution could result in the forfeit of transfer credits or academic dismissal. Transfer credit assessment is conducted, and decisions made, at the time of admission.
e) Restrictions may apply to the transfer of credit for business administration courses at the 300 and 400 levels.
f) Normally, transfer credit will not be granted for courses taken 10 years or more before the date of application.
g) Transfer credits may be granted for distance courses in recognized academic disciplines taken at Canadian universities.
h) Transfer credit will not be granted for distance courses if the StFX equivalent has a laboratory component.
i) Students will not be permitted to take distance courses on a letter of permission if StFX offers the same course via distance.
j) Upon completion of the Coady Diploma in Development Leadership, students will be eligible to transfer up to 12 credits as open electives towards a StFX undergraduate degree. Credits completed more than 10 years previously will not normally be considered.

3.3.2 Courses Taken on Letter of Permission

a) Students must have an active student status, or seek re-admission to the university, to enrol in any course at another university. Students must obtain a Letter of Permission (LOP) from the appropriate Dean **PRIOR** to registering and completing the courses. The LOP form is available through Services@StFX.
b) Students who complete courses at another institution without having an approved letter of permission will not be eligible to receive credit for those courses. Letters of permission will not be granted after courses have been completed.
c) Courses taken on letter of permission are counted towards a students' course load and overload regulations are applicable; refer to section 3.2.4 for additional information.
d) Students must have an official transcript sent to the Office of the Registrar at StFX when courses are complete to finalize their transfer credits.
e) Grades obtained for courses taken on a letter of permission are not used in the calculation of averages or to determine scholarship eligibility, first class honours or distinction.
f) Students in good academic standing or on academic probation are eligible to enrol in courses at another university during the regular, spring, and summer terms.
g) Students who have been suspended or dismissed are not eligible to receive credit for course work completed elsewhere while the suspension or dismissal was in effect.

3.4 Residency Requirements for a StFX Degree or Diploma

To obtain a first degree or diploma from StFX, students must normally complete:
a) At least 1/2 of the credit hours required for the degree or diploma at StFX
b) At least 2/3 of the subject credit hours required at the 300/400 level for major, advanced major, honours or joint honours programs at StFX
c) Residency rules will apply to students who transfer to complete an honours degree.

3.5 Re-Admission to University

a) A student who has not been registered at StFX since the previous academic year or withdraws from university, must re-apply for admission.
b) A student who is returning to complete an honours conversion will be placed in a non-degree program until the honours declaration form is approved.
c) A student who is re-admitted is bound by any changes made in the curriculum and regulations after their first registration.
d) Students are normally required to complete their degree within 10 years of their first registration.
e) Courses taken for credit 10 years before acceptance into a degree program will be assessed by the appropriate Dean.
f) If a student is suspended or dismissed from the university then successfully appeals this decision and is permitted to return, the student will be placed on probation for one year. Such a student is required to enrol and complete the APEX program. Refer to section 2.3.11 for additional information.

g) Upon re-admission to the university, students will be eligible to register in courses at StFX and elsewhere.

3.6 Directed Study & Selected Topics Courses

3.6.1 Directed Study Courses

a) Directed study courses permit students of exceptional ability and motivation to pursue, on a tutorial basis, individual programs of study in areas not currently offered by a department.
b) Directed study courses are normally restricted to no more than two students.
c) Normally, a faculty member may offer no more than two three-credit directed study courses per year.
d) A directed study course may earn no more than six credits.
e) To be eligible for a directed study, students must have:
    i) completed 12 credits in the department;
    ii) attained a minimum average of 70 in the 12 credits;
    iii) obtained written consent from the department.
f) Students interested in a directed study course should, as early as possible, consult with the department chair and the appropriate faculty member. Formal application must be submitted by the Department Chair to the appropriate Dean four weeks before the start of the term and no later than the first day of classes in which the course is to be offered.
g) Faculty are required to submit the form to their dean for approval.

3.6.2 Selected Topics Courses

a) Subject to approval of the appropriate Dean, departments may offer selected topics courses in their discipline.
b) A selected topics course may only be offered twice before the department must seek approval through the appropriate Committee on Studies and the University Senate to create the course.
c) Selected topics courses may be offered in any department or interdisciplinary program at the 100-, 200-, 300- or 400-level and may be offered for three or six credits.
d) Course numbers for special topic courses will be assigned by the Registrar's Office.
e) Departments are required to submit the form to their Dean for approval.

3.7 Student Classification

a) Students are classified as first year, sophomore, junior, or senior depending on the number of credits that have been earned. Students who are six credits short of the next level in a degree program will be placed in the next classification on a conditional basis.

Year of Study	Credits Earned
First Year	less than 24
Second Year	24
Third Year	54
Fourth Year	84

b) Advancement in classification is granted when a student earns 30 credits in the preceding classification.
c) Registration time tickets are assigned based on credits completed and year of study. See section 3.2.1 a) for additional information.

3.8 Class Attendance and Withdrawal

a) Students are expected to attend all classes and laboratory periods.
b) If a student is going to be absent for more than one class, the student is responsible for contacting each professor or instructor.
c) In the case of a sudden emergency requiring a student to be absent for more than five days, the student is required to contact the Dean's office.
d) Faculty are required to report to the Dean all unexplained absences exceeding three hours over at least two classes in any term.
e) When a mandatory class, quiz, exam, or class project is scheduled outside normal class hours, provision will be made to enable students to attend scheduled classes and laboratories in their other courses.
f) Students wishing to withdraw from the university must give formal notice to the appropriate Dean in person or through Services@StFX.
g) Students who withdraw before the end of the term will not receive credit for courses with a later end date.
h) Formal notice of withdrawal is required for refunds of tuition and residence charges. Refer to section 2.1.3 for additional information.
i) The notice of withdrawal will be sent to: Campus Post Office, Financial Aid, Library, Registrar's Office, Residence Office, Safety & Security Office, Student Accounts, Student Life Office, and Students' Union (for health insurance).

3.9 Academic Integrity

The Academic Code of Conduct sets out for the university community the expectations for an academic community of integrity. The code is the measure for addressing a charge of academic misconduct against a student within an academic community that seeks to support student learning at St. Francis Xavier University. The premise of this code is set in the various laws and codes that regulate the university's day-to-day activities. These include but are not limited to the Canadian Copyright Act, Canadian Privacy Act, and the Canadian Intellectual Property Rights.

An academic community flourishes when its members are committed to six fundamental values and ideals: honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2021). Specifically, the following have been adopted from the International Centre for Academic Integrity Fundamental Values document (2021).

3.9.1 The Code of Academic Conduct

International Centre for Academic Integrity Fundamental Values document (2021).
The Academic Code of Conduct espouses the following values:

a) Advances the quest for truth and knowledge by acknowledging intellectual and personal honesty in learning, teaching, research, and service.
b) Fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
c) Establishes clear academic standards, practices, and procedures and expects fairness in interactions amongst students, faculty, staff, and administrators.
d) Recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
e) Upholds personal responsibility and accountability and depends upon action in the face of wrongdoing; and,
f) Stands up for these fundamental values in the face of pressure and adversity with determination, commitment, and courage.

In the spirit of Reconciliation, using the concept of Two-eyed seeing (Bartlett, Marshall, & Marshall, 2012), we can connect the above, allowing us to see with an Indigenous perspective via the Seven Grandfather teachings given to us by the Anishinaabe and Mi'kmaq people (Bouchard, 2016; Seven Grandfathers in Academic Integrity, 2020), these are as follows:
a) Live with love in our hearts. We love to have the ability to soar to great heights,
b) Courage, always seek the courage to make changes within, do what is right,
c) Respect, all of creation is to be treated with respect. This includes respect for yourself and others.
d) Honesty in facing a situation is to be brave. Always be honest in your word and action.
e) Humility brings inner power and strength. You are equal to others, but you are not better.
f) Truth, slow down the pace of your life; faster is not always the best way to reach your goals. Speak the truth. Do not deceive yourself.
g) Wisdom reminds us to act on our dreams and make them a reality. Wisdom is given by the creator to be used for the good of the people.

3.9.2 Offenses against Academic Integrity

Offences against academic integrity include but are not limited to plagiarism, cheating, fabrication (includes falsification), and tampering. These offences constitute academic dishonesty and are therefore subject to consequences of both disciplinary and educational action as outlined in Appendix 2 here. The following descriptions/ examples of offences is not an exhaustive list.

a) Plagiarism

Academic work often involves research on or reference to and critically examining and evaluating the ideas, data, and commentary of other scholars' work. Academic integrity requires that any use of another person's work or previous work by the student be properly acknowledged and cited using the reference system appropriate to that discipline (e.g., MLA, APA, Chicago).

Plagiarism is the intentional or unintentional misrepresentation of another's work—whether ideas or words, intellectual or creative works, images, or data— published or unpublished, as one's own.

The most common forms of plagiarism are usually associated with students' writings, such as papers and essays; however, plagiarism may occur in studio, seminar, laboratory, and classroom work and include audio and or video format. It is the course professor/instructor's duty to clarify plagiarism for students and provide students with acceptable format guidelines for references and citations within their course syllabus and make them available on their electronic course pages, e.g., Moodle.

Plagiarism includes but is not limited to when a student knowingly or unknowingly commits the following offences and therefore will be held to:

1.1 Represents as one's own idea or expression of an idea or work of another in connection with any source regardless of format by quoting verbatim, paraphrasing, re-arranging the text or summarizing text, even small portions of text, without proper acknowledgement. The most common forms of plagiarism are usually associated with students' writings, such as papers and essays; however, plagiarism may occur in studio, seminar, laboratory, and classroom work and include audio or video format. Proper acknowledgement is through using the citation style (e.g., APA, MLA) as per the academic discipline and or as described in the course syllabus;

1.2 Plagiarism also includes copying from the Internet, from materials obtained from a library, or any other database, including online applications, all, or part of a print resource (e.g., a paper, a journal article, a book or e-resource, an audio recording, a video, a studio work, a data set, a program/code, excluding bibliography makers), and presents it as one's own work;

1.3 Self-plagiarism is when work previously submitted by the student is used in another assignment. Self-plagiarism without proper acknowledgement of the previous submission and permission of the previous instructor is a violation of academic integrity.

b) Cheating

Cheating is when a student or students seek credit or other advantages for themselves or disadvantage others through fraud, misrepresentation of work, or dishonest or disruptive behaviour.

Students are required to follow the expectations and acceptable use guidelines set by the professor(s)/instructor(s) in the course syllabus and/or separate instructions communicated to students before the completion of graded assessment, such as course assignments, midterms, and/or examinations.

Cheating includes, but is not limited to when a student:

2.1 submits, in any part, another's work as one's own;
2.2 shares graded work (e.g., assignments, essays, tests), when not permitted to do so, or when not explicitly told that collaboration is allowed;
2.3 buys, borrows, or leases any graded assignments, including laboratory work, codes, and data, to submit the work as their own;
2.4 submits, without the professor(s)/instructor(s) prior expressed written consent, any work for which credit has been, or is being sought in another course, including any work that has been submitted at another educational institution. Depending on the case this may also be self-plagiarism.
2.5 collaborates (i.e., works together) on graded work (e.g., an assignment, test, midterm, online assessment) for which the professor(s)/instructor(s) did not explicitly indicate that students could collaborate;
2.6 possesses and/or uses unauthorized aids or obtains unauthorized assistance, including but not limited to copying, using a translation service, online aids, bot, any unauthorized computer hardware, software, including computer programs, Apps, widgets, or other electronic retrieval systems or face-to-face assistance for any graded assessments (e.g., quizzes, assignments, tests, and examinations);
2.7 helps another student engage in academic dishonesty including but not limited to providing answers to graded or ungraded assessment, a test or examination; providing an essay, laboratory report, or assignment that is copied and submitted by another student as their work;
2.8 obtains or views a copy of the graded or ungraded assessment (e.g., the midterm, test, or final examination) before it is administered and uses this knowledge to yield an unfair advantage.

c) Fabrication and Falsification

Fabrication involves the act of creating a falsehood to obtain credit or advanced standing or seek to disadvantage others through dishonest or disruptive behaviour. Falsification includes but is not limited to the untruthful representation, reporting, and submission of any personal, academic, or other graded assessment and evaluation to obtain credit or advanced standing or seek to disadvantage others through dishonest or disruptive behaviour.

The following are infractions of fabrication and/or falsification and will be treated as academic misconduct violations.
In writing/assignments/examinations when the student:

3.1 Fabricates the connection between the sources cited and the content within the student's work;
3.2 Fabricates references or sources;
3.3 Falsifies any research results, whether in laboratory experiments, field trip exercises, or other assignments whereby the data has been fabricated and/or falsified.

In an online/in person class when the student:

3.4 impersonates another student in a test, examination, assignment, attendance record, or in connection with any other academic work;
3.5 knowingly permits another to impersonate oneself;
3.6 forges, alters, or falsifies transcripts or other academic records in print or electronic form for any purpose;
3.7 submits false credentials to the University or any other institution;
3.8 makes false representation on an application for admission;
3.9 makes false representation on an application for ethical approval for a research project involving human or animal subjects; or,
3.10 requests the extension of a deadline citing reasons known to be false, including submitting false documentation supporting that request.

d) Tampering

When a student knowingly makes or creates unauthorized alterations to obtain credit or advanced standing or seeks to disadvantage others through dishonest or disruptive behaviour.

Tampering includes but is not limited to, when a student knowingly:

4.1 gains unauthorized access to, use of, or alteration of computer data sets, including course, student, faculty, alumni, public, and/or corporate records;
4.2 gains unfair advantage by using software and/or computer tools that inhibit the use of the resources by others;
4.3 damages or destroys course materials, library materials, or laboratory resources;
4.4 willfully or negligently damages the academic work of another member of the University;

4.5 alters a graded assessment (e.g., assignment, midterm, test, or examination) after it has been graded and returned by the professor/instructor with the intent to improve a grade or grade appeal.

Tampering may be reported under the process for Student Code of Conduct violations where applicable.

e) Offenses not previously mentioned

Any other form of misrepresentation or fraudulent academic behaviour, or other improper academic conduct comparable to what is above but has not been mentioned herein could be deemed by an Academic Integrity Officer or the Senate Committee on Academic Integrity to be an act of academic misconduct and an offence against academic integrity and is subject to discipline under this policy.

Offences, and resulting consequences, will be recorded in the Registry of Academic Integrity until the student graduates or for 5 years since the last recorded attendance, at which time they will be removed. A consequence of probation, suspension, or dismissal shall be recorded as a transcript note on the student's academic summary and official academic transcript as per the Senate Committee on Academic Integrity.

The full academic integrity policies and procedures document, including how to appeal is available at https://www.stfx.ca/applications-admissions/registrars-office/academic-integrity

3.10 Mid-terms and Final Examinations

3.10.1 Mid-terms

a) October and February mid-term grades, accounting for at least 20% of a final grade, must be entered in Banner Self-service; October grades for full-year courses may be entered in Moodle or communicated to students in a confidential manner. See calendar of events for deadlines.

b) Dates for mid-terms quizzes in October and February are determined and scheduled by the professor to occur during class time or at another mutually agreed upon time.

3.10.2 Examinations

a) Once the examination schedule is posted as per the calendar of events, it is considered final.

b) Final examinations for courses taught on campus and online are written during the formal examination periods as indicated in the calendar of events. Designated times are 9:00am, 2:00pm and 7:00pm. Exams will not normally be scheduled on Sundays during the exam period unless it is required to generate a conflict free exam schedule or to accommodate rescheduling of exams due to unforeseen circumstances such as inclement weather resulting in University closure.

c) Online courses may have invigilated final exams written in person at the discretion of the instructor. Arrangements for third party proctoring of final exams for those residing more than 100 km from campus will be coordinated by StFX online.

d) Normally, final examinations for a three-credit course are 2 ½ hours in length. December examinations in a six-credit course are 2 hours in length and April examinations are 3 hours in length.

e) Take-home examinations (written and online) may not be distributed before 1:00pm on the last day of classes for the term and are to be due no sooner than 7 days, and no later than 10 days, after distribution. Take-home exams must not be due after the last day of the examination period.

f) Students should be aware that their examinations could be scheduled on any of the days in the examination period and they will be required to write their examinations at the scheduled time.

g) Students unable to write an examination at its scheduled time due to illness or due to a serious, unexpected circumstance must notify the Deans' office prior to the examination.

h) Normally, no student will be required to write more than two examinations in 25 hours.

i) No written tests or examinations (excluding lab exams) worth 10% or more of a student's final grade should take place during the last 7 teaching days prior to the last day of classes of the academic term (September - April). Final exams may not be scheduled during this period.

3.11 Grading System for Undergraduate Programs

a) The passing grade is 50. Some programs have specific passing grade requirements; see specific advancement and graduation requirements by degree charts in sections 4, 5, or 6. The highest grade awarded and calculated in an average is 99.

b) A student's average is a weighted calculation based on full-time enrolment. The average is included on the transcript at the end of each academic year. A six-credit course has a weight of one; a three-credit course has a weight of one-half. The average is based on final grades in all courses attempted.

c) Averages are not calculated for students studying part-time. Grades for courses completed in the spring or summer terms are not included in the average.

d) Courses graded as Pass or Fail are not included in a student's average calculation, regardless of credit value.

e) The grade and average requirements for major, advanced major and honours degrees are stated in chapter 4 for arts degrees, chapter 5 for business degrees and chapter 7 for science degrees. Failure to achieve grade and average requirements may result in academic penalties and may affect students' eligibility to progress in some degree programs.
Students must obtain an average of at least 55% and receive credit for 60% of attempted courses, in their final year, to be granted a degree or diploma.

f) At least 25% of the grade in six-credit or three-credit 100- and 200- level courses should be based on summative assessments, such as exams, essays, projects, portfolios, or other appropriate forms of summative assessment.

g) Performance in nursing clinical courses will be evaluated based on a combination of assignments, the development of major plans of care and an evaluation of clinical practice performance. A grade of pass/fail will be awarded for the clinical practice portion of the course. Students must successfully complete the clinical practice to receive credit for the course.

h) When a student repeats a course, the final grade of the first instance it was completed will remain on the transcript and be denoted with an "R" to indicate a repeat grade and will be included in the student's average calculation. However, the credits will be removed from the first instance of the course so credit for the course is granted only once. The final grade from the second instance the course is taken will be used in the average calculation for the year in which the course was completed. If the grade

earned in the second instance is lower than the grade in the first instance, no adjustment will be made to the grade in the first instance.

3.12 Academic Standing and Program Progression for Undergraduate Programs

3.12.1 Academic Standing

This applies to all undergraduate students. Academic standing is based on a minimum of two final grades during the regular (September-April) academic year. Students who withdraw from the University during the academic year will not be assessed.

3.12.2 Assessment

a) Academic standing for all undergraduate programs will be assessed at the end of the second term of each academic year.
b) Program progression is also conducted after December grades are entered for Bachelor of Education and Bachelor of Science in Nursing students (in years 2-4). For information on academic standing in the Bachelor of Education Programs see section 6.4. For information on the Nursing program see Section 9.29. For information on graduate level programs see section 8.8.6.
c) Academic standing assessment is based on a minimum of two final grades during the regular academic year.

3.12.3 Good Academic Standing

To be considered in good academic standing, students are required to earn an annual average of 55% or better. The annual average will be calculated at the end of the second term.

a) Students who do not meet the required minimum academic average of 55% will no longer be considered to be in good academic standing and will be placed on academic probation (see below).
b) Students who achieve an end of year average of 55% or greater in the year during which they are on academic probation will be returned to good academic standing the following year.
c) Students who do not regain good academic standing while on academic probation will receive an academic dismissal (see below).
d) Students who have been on academic probation in a previous academic year will return to academic probation in any non-consecutive year during which they do not maintain good academic standing.

3.12.4 Academic Probation

a) Academic probation will begin in the spring term following the academic year during which the student did not maintain good academic standing. A copy of the notification will be mailed to the home address on file and will be sent electronically to the student's StFX email address. Academic probation will be recorded on a student's transcript.
b) Students on academic probation must enroll in and achieve a passing grade in APEX in order to return to good academic standing. Students may attempt to complete APEX more than once. Students who are returned to academic probation after successfully passing APEX are required to enrol in and achieve a passing grade in APEX II during their second (non-consecutive) year on academic probation.
c) Students on academic probation are required to meet with their Dean, or the Assistant Vice President, Academic Affairs, at least once prior to the start of classes (or in exceptional cases, prior to the add/drop date for courses) in the Fall term in order to develop a plan to improve their academic performance. The Dean or Assistant Vice President, Academic Affairs will determine the timing and the number of subsequent meetings that may take place during the academic year in which the student is on academic probation. Students who fail to meet with the Dean or Assistant Vice President, Academic Affairs as a condition of their academic probation will forfeit their right to appeal any subsequent academic dismissal.

3.12.5 Academic Dismissal

a) Students who receive an academic dismissal and who are enrolled in courses when the dismissal is applied may complete their in-progress courses. Students will be dropped from any courses in which they are registered for future terms, including approved LOP courses. The academic dismissal will be recorded on the student's transcript.
b) Students who have been academically dismissed will not be eligible for further study until two years have elapsed after the application of the academic dismissal unless they successfully appeal the academic dismissal.
c) No credit will be granted for work completed elsewhere while an academic dismissal is in effect.
d) Students who have been academically dismissed must reapply for admission to StFX. Students who have been academically dismissed may apply to be readmitted for the first Fall term after the completion of their second year academic dismissal, at the earliest. For information on academic standing and re-admission to the Bachelor of Education programs see section 6.4. For information for the Nursing program see 9.29
e) Students who return to studies after the academic dismissal period will be placed on academic probation. Students returning from an academic dismissal who do not regain good academic standing will be academically dismissed again for a period of two years, with no option to appeal the decision.

3.12.6 Program Progression

Students must fulfill the requirements of their program to progress in their program. For program progression information for the Bachelor of Arts programs, see section 4.1.5, for the Bachelor of Business programs see section 5.1.5, for the education program, see section 6.4, and for the Bachelor of Science programs see section 7.1.5.

Students in the Bachelor of Science in Nursing and the Bachelor of Education programs will be assessed at the end of each term, in December and April.

3.12.7 Non-Academic Misconduct

Students suspended for non-academic misconduct through the Community Code of Conduct, or other University policies, will have a notation added to their academic transcript to record the offence. Students may appeal a non-academic suspension following the process outlined in the StFX Community Code of Conduct. See section 3.23.

3.13 Appeal of an Academic Dismissal

a) Appeals for academic dismissals may be appealed to the academic dismissal appeals committee.
b) Appeals of dismissal must be received by June 15 of the calendar year in which the student wishes to return to their studies. The appeal of academic dismissal form can be found on the StFX Services Portal here.
c) The decisions of the committee are final. The committee, in assessing appeals, may consult and obtain information from Student Services departments, with the exception of Health and Counselling, as part of the review and decision-making process on appeals.
d) Students who successfully appeal an academic dismissal and return to their studies will be placed on academic probation. Students will be required to enrol in and achieve a passing grade in APEX in order to return to good academic standing. Students must meet with their dean or Associate Dean Academic Affairs to develop a plan to return to good academic standing prior to enrolling in any additional courses.
e) Students will not be required to reapply to StFX if they successfully appeal an academic dismissal and return to their studies within 12 months of the appeal decision.

3.14 Grade Appeal Procedure

a) Only final grades, including grades of course work used to calculate a final grade, may be appealed.
b) The grade appeal form can be found on the StFX Services Portal and must clearly state the reason for the appeal.
c) A $10 fee is applicable for each grade appealed. This fee will be refunded if the appeal results in a change of grade.
d) Appeals must be made before January 15 for first-term courses; before May 30 for full-year and second-term courses; before July 15 for spring courses; and before September 15 for summer courses.
e) Upon receiving a grade appeal, the Dean will request a review from the faculty and report the results to the student, or the student may request the Dean to arrange an interview between the student and the faculty.
f) If the student is dissatisfied with the results, the student can request that the Dean set up an appeal committee. To initiate this proceeding, the student must appeal in writing within 10 days of receiving notification of the results of the review.
g) A $25 fee will be applicable if an appeal committee is established. This fee is refunded if the committee decides in the student's favour.
h) The appeal committee will be comprised of three Faculty from the department, one chosen by the student, one chosen by the course instructor, and a third chosen by the first two members. Both the student and the professor may present their respective cases in writing to the appeal committee.
i) The decision of the appeal committee is final.

3.15 Convocation

a) Students who have an outstanding account with the University **over $100** will not be eligible to participate in convocation ceremonies, events, or receive their parchment until their account is paid in full. Students will become eligible to participate fully in the next scheduled convocation ceremony following the full payment of fees owed. Students wishing to do this should contact the Registrar's Office as soon as their debt is cleared.
b) StFX confers degrees and/or diplomas at two convocations per year; spring (May) and fall (December). Refer to the calendar of events for specific dates.
c) All students who expect to receive their degree or diploma must apply to graduate through Banner Self-service. Refer to the calendar of events for application deadlines.
d) Students who are completing their degree requirements in the fall term are not eligible to graduate at fall convocation except for students in those programs whose requirements are all completed well in advance of the end of the term. Students who complete their degree requirements in advance of the next convocation ceremony may request a degree completion letter when the requirements are met from the Registrar's Office.
e) The name printed on the parchment must be the student's legal name as recorded on his/her academic record and the name provided on the admission application. Any change to this name must be supported by official documentation submitted to the Registrar's Office.
f) StFX degrees are printed in Latin and Mi'kmaq and reflect the student's academic designation (i.e., Bachelor of Arts with Major) but not the specific major, concentration, or minor. This information is included in the students' official academic record and appears on any transcript issued. StFX degrees are not printed in English. The English translation is available on the Registrar's Office website at https://www.stfx.ca/applications-admissions/registrars-office
g) StFX diplomas are printed in English.
h) Graduates who are unable to attend convocation will have their degrees sent to their home address on file by courier or Expresspost. Students are responsible for ensuring their address on file is accurate and up-to-date.
i) Students graduating with an undergraduate degree may be awarded the designation distinction or first class honours. Refer to Section 3.21 for additional information.
j) Candidates who receive degrees, diplomas and certificates from St. Francis Xavier University become members of the StFX Alumni Association. As members, alumni are eligible to receive the *xaverian* magazine, benefits and promotions exclusive to alumni, and information regarding development programs.

k) Additional graduation information is available at https://www.stfx.ca/alumni/convocation

3.16 Academic Records

3.16.1 Release of Student Academic Records

Disclosure to students of their own records

a) Students have the right to inspect their academic records housed within the Registrar's Office and to challenge contents they believe to be inaccurate. This right does not extend to letters of reference given in confidence by the author. A member of the Registrar's Office staff will be present during the inspection.
b) Students have the right to receive copies of their official StFX transcript. This right is suspended, in the case of an outstanding balance of the student account (see section 2.1.6).
c) No partial transcripts will be issued.
d) The Registrar will not provide students or third parties with copies of other documents on file, e.g., transcripts from other institutions.

Disclosure to University Officials

a) Information on students may be disclosed without their consent to faculty, university officers, or committees at the discretion of the Registrar.
b) To support university operations, student registration status is disclosed in confidence to the following:
    i) Student Union to assist with the delivery of student elections
    ii) health plan office to administer in the health plan
    iii) human kinetics department in support of the whistle banquet
c) Students' personal and academic information is stored securely and is to be used solely for the university's normal course of business.

Disclosure to Third Parties

a) The following information is considered public and may be released at the discretion of the Registrar without restriction:
    i) Name; hometown if in convocation program;
    ii) Certificates, diplomas, and degrees awarded;
    iii) Date of conferral.
b) Information will be released without student consent in compliance with a judicial order, search warrant or subpoena, or as required by federal or provincial legislation.
c) Necessary information may be released without student consent in an emergency if knowledge of that information is required to protect the health or safety of a student or other persons. Such requests should be directed to the Registrar.

Notification of Disclosure to Government Agencies

Statistics Canada and the Postsecondary Student Information System
Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education. It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name and student ID number), student contact information (address and telephone number), student demographic characteristics, and enrolment information. The federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student. Students may contact Statistics Canada via e-mail if they have any questions: statcan.PSIS-SIEP.statcan@canada.ca.

Maritime Provinces Higher Education Commission (MPHEC)
The MPHEC collects the data described above on behalf of Statistics Canada. In addition, it archives these data and uses them to generate basic statistics, research products, as well as the sampling frame for its university graduate survey. These activities support its mandate, which is to assist institutions and governments in enhancing the post-secondary learning environment. The legal authority for these activities is provided by the Maritime Provinces Higher Education Commission Act. The MPHEC publishes information in aggregate form so that personal information concerning any person is never revealed. The MPHEC may disclose personal information for the purpose of research, in alignment with its mandate, and as authorized the MPHEC Act. For more information, consult the MPHEC's Privacy Statement at: www.mphec.ca

Notification of Disclosure to Immigration, Refugees, and Citizenship Canada (IRCC)

All designated learning institutions (DLI's), at the post-secondary level, with the exception of institutions in Quebec, must use complete regular reports on the academic enrolment status of their international students and submit these reports to IRCC. Reporting is completed each academic year in November and March. Information collected will be used to assess whether study permit holders in Canada continue to meet their study permit conditions, including whether they are actively pursuing their course of study at a DLI. Students who do not comply with study permit conditions can be subject to a removal order.

The IRCC Full-time Definition is available on the Registrar's Office site

Notification of Disclosure of Engineering Transcripts to Dalhousie University

Accreditation and System of Continuous Improvement:
The engineering program at StFX, like all accredited engineering programs in Canada, has a system of continuous improvement that requires the collection of student assessment data. In accordance with the Memorandum of Understanding (MOU) with Dalhousie University, each associated university must report certain information to Dalhousie, including attribute results for each individual student.

The accreditation board has identified twelve graduate attributes and Dalhousie has separated each into three principal indicators (PI). The PIs are measurable and are what StFX collects and sends to Dalhousie. As an example, this could be an entire test or lab, a question on a test, a project, or part of a project - anything that has been evaluated. It could change from year to year. Please contact the Engineering Department at StFX for further information.

This information is provided by student number and not student name. The required release of this data represents an important part of the accreditation process.
Any release of information is done in compliance with the Nova Scotia Freedom of Information and Protection of Privacy Act (FOIPOP). In particular, the following sections apply:

27 A public body may disclose personal information only (c) for the purpose for which it was obtained or compiled, or a use compatible with that purpose;

28 A use of personal information is a use compatible with the purpose for which the information was obtained within the meaning of section 26 or 27 if the use:

i) has a reasonable and direct connection to that purpose; and

ii) is necessary for performing the statutory duties of, or for operating a legally authorized program of, the public body that uses the information or to which the information is disclosed.

Release of transcripts and grades to Dalhousie University
As part of the MOU with Dalhousie University, graduates from the Diploma in Engineering program at StFX are guaranteed admission into the Faculty of Engineering at Dalhousie University.

i) Transcripts: In support of our students, and Dalhousie's admissions process, the Registrar's Office, at the request of our engineering department, will prepare, and release, official transcripts directly to the Faculty of Engineering at Dalhousie. Students who do not wish to have their transcripts released, should advise the StFX Engineering Department. Transcripts will not be released for students with a financial hold.

ii) Grades: Student grades are released to Dalhousie for students who have applied for a placeholder and for students who have a placeholder at Dalhousie. Students are advised in the application process for a placeholder that they are consenting to the transfer of their academic data from StFX to Dalhousie.

d) Other than in the above situations, personal information about a student will only be released to third parties with the written consent of the student, or in accordance with the purposes for which it was collected or as required by law. A student's academic record will only be released to third parties at the written request of the student, or when the student has signed an agreement with a third party, a condition of which is access to his or her record (e.g., financial aid), or as required by law. This restriction applies to requests from parents, spouses, relatives, family members, relatives, credit bureaus and police.

3.16.2 Retention of Student Files

a) Academic records, that is, paper files in the Registrar's Office, will be held for five years from the date of last attendance, and then destroyed.
b) Former students who wish to re-apply after their files have been destroyed may have to re-submit academic transcripts from other institutions.

3.16.3 Transcript Requests

a) Requests for transcripts must be made in writing and be accompanied by the required fee. Student records are confidential; transcripts may only be requested by the student who owns the record. Third party requests will not be accepted. An original or digital/electronic student signature must accompany the request.
b) Requests for transcripts by phone will not be accepted.
c) Requests are to be made on the appropriate form obtainable from the Office of the Registrar or online at https://www.stfx.ca/applications-admissions/registrars-office/transcript-requests
d) Transcript requests will be processed in the order in which they are received.
e) Normal processing time is 3-5 business days, but additional processing time may be required during peak times in January and May.
f) Same-day service is available for an additional fee.
g) Transcripts include the following information, where appropriate
    i) The student's program
    ii) Courses and numeric grades (failed as well as passed) for all academic work attempted or completed at StFX. Approximate conversion to letter grades is: A = 99-80, B = 79-70, C = 69-60, D = 59-50, F = less than 50. For the Ph.D. program, the conversion to letter grades is A+ = 99-94, A = 93-87, A- = 86-80, B+ = 79-77, B = 76-73, B- =72-70.

iii) The rank and year-end average if the student is enrolled in a full-time undergraduate program. The average is calculated by weighing each grade by the credit value; see section 3.10. The decile is a student's ranking (10 high, 1 low) in a course with a least 15 registrants.
iv) Transfer credits granted; grades for transfer credits are not shown
v) Degrees, diplomas and certificates awarded and dates conferred
vi) Academic penalties, including notations of academic dishonesty
vii) Distinctions, including placement on the Dean's List
viii) Theses titles

h) Transcripts will only be issued if all financial obligations to the university have been met.
i) Transcripts are considered official only when printed on secured paper bearing the signature imprint of the Registrar and mailed or couriered directly from the Office of the Registrar to an institution or agency or provided to the student in a sealed envelope. Digital official transcripts may be received electronically through MyCreds™, and shared with receiving institutions or employers.
j) Additional information is available on the Registrar's Office website at https://www.stfx.ca/applications-admissions/registrars-office/transcript-requests

3.17 Regulations for a Second StFX Degree

To receive a second degree from StFX, a graduate of the university must complete at least 30 credits towards the second degree at StFX and must comply with all course requirements of the second degree. Candidates for a second degree may not choose a major, joint major, advanced major, joint advanced major in the same subject as the first degree.

A StFX graduate who previously earned a BA, BSc or BBA below the honours level may subsequently qualify for and receive an honours degree in the same major as that of the first degree. The student must qualify by meeting all faculty and department course, residence, grade, and average requirements for the honours degree, and must complete a minimum of 18 additional credits at StFX towards the second degree. See section 3.5.

3.18 Online Learning and Professional Studies

Online Learning & Professional Studies offers degrees, programs, courses, and alternative credential opportunities onsite and online during fall, winter, spring, and summer sessions.

For degree-credit courses, see specific departments in chapter 9; section 9.29 for information on part-time nursing programs; chapter 8 for programs leading to master's degrees in education. Open learning courses offered through Online Learning & Professional Studies are normally concentrated in two areas: general interest and professional development. University preparation courses are available in the areas of mathematics, chemistry and academic writing. Open learning workshops may also be offered on campus and online.

Current course and program offerings are available on the website at https://online.stfx.ca/ or by phone at 902-867-2372 or toll-free at 1-877-867-3906

3.19 Exchange and Study Abroad

Students on exchange remain full-time students at StFX while earning credit from one of our partner institutions. StFX students pay tuition to StFX and any other applicable fees to the host institution. A student may also apply to study abroad as a visiting student at any accredited university and pay tuition and fees directly to that university.

Exchange and study abroad students must first apply to the Education Abroad Advisor in the Office of Experiential Learning and International Programs (Coady 370) and be approved by the dean of their department to have courses credited towards their StFX degree. Students may apply for exchange after their first semester of study at StFX, with the exchange typically taking place in their third year. To apply, students must be in good academic standing and must have a minimum average of 70% at the time of application. Students may not participate in exchange during their final term of study at StFX.

Exchange and study abroad students are held to the academic rules and regulations of the host university, part of the contract between learner and institution which comes into effect with registration.

Effective September 2024, students who participate in an international exchange via the Education Abroad Department will be assessed for scholarship renewal, see section 2.6.1 for additional information.

For more information, contact the Education Abroad Advisor in the Office of Experiential Learning and International Programs (Coady 370) or by email: ntaylor@stfx.ca.

Exchange Institutions by Country

Argentina	Universidad del Salvador
Belize	Galen University
Barbados	University of the West Indies – Cave Hill
Czech Republic	Charles University

Denmark	Aalborg University University of Southern Denmark
Finland	Hanken School of Economics
France	Catholic University of Lille ESSCA School of Management IESEG Business School Institut d'Etudes Politiques de Lille (Sciences Po Lille) Université Polytechnique Hauts-de-France Universite Catholique de L'ouest en Angers Universite Catholique de Lyon - ESDES Business School University of Bordeaux
Germany (winter semester of full year only)	Universitat Stuttgart ESB Business School, Reutlingen University International School of Management, Dortmund University of Muenster, Institute of Sport and Exercise Sciences
Ireland	University of Limerick
Israel	Reichman University
Japan	iCLA (International College of Liberal Arts) Yamanashi-Gakuin
Mexico	Universidad de Guanajuato Universidad Iberoamericana Santa Fe
Netherlands	HAN University of Applied Sciences
Norway	Nord University
Peru	Pontificia Universidad Catolica del Peru
Poland	Warsaw School of Economics
Spain	CEU Universidad San Pablo UCAM Universidad Católica San Antonio de Murcia
United Kingdom	Leeds Trinity University University of Exeter Bangor University Winchester University University of Worcester

3.20 Dean's List

At the end of each academic year undergraduate students who have earned at least 24 credits, and who have earned an average of at least 75%, will be named to the Dean's List if they rank in the top 25% of their class in their Faculty. Bachelor of Education students are not eligible for Dean's List.

Students who participate in international education (i.e., exchange and study abroad opportunities) and co-op programs will be eligible for the Dean's list provided that the student has completed a minimum of 12 credits at StFX in the year of eligibility. For any inquiries, contact your Dean.

3.21 Distinction, First Class Honours and University Medals

Faculty of Arts and the Faculty of Business

a) The designation of distinction is awarded to students whose general average over the final three years of the program is at least 80.
b) Candidates in the Faculty of Arts and Business who satisfy requirements for the degree with honours will be awarded the designation of first class honours when their general average is 80 or higher over the final three years, with an average of 80 or higher in all courses taken in the honours subject over the final three years.
c) Students who have graduated and return to complete a minimum of 18 credits toward an honours degree are not eligible for the first class honours designation.
d) For students who complete part, or all, of a degree through part-time study, the designation of distinction is awarded to those who earn an average of at least 80 over the last 90 credits. Students must complete 80% of the courses at StFX.

Faculty of Science

a) The designation of distinction is awarded to students whose combined average over the final three years of the program is at least 80 with a minimum average of 75 in each of the three years.
b) In the Faculty of Science, the designation of first class honours is awarded to students whose general average over the final three years is 80 or higher, with a minimum average of 75 in each year of the final three years, and who have satisfied all other requirements for the degree with honours.

c) Students who return to complete a minimum of 18 credits toward an honours degree are not eligible for the first class honours designation.
d) For students who complete part, or all, of a degree through part-time study, the designation of distinction is awarded to those who earn an average of at least 80 on the best 60 credits completed at StFX, with none of these grades below 75.

Accelerated and Distance Nursing Programs

a) For students in the BSc Nursing for registered nurses by distance program, the average of at least 80 will be calculated on the best 33 credits completed at StFX if the student's program is 63 credits. Of the grades considered in calculating the above average, none shall be below 75.
b) For students in the BSc Nursing, accelerated option, the average of at least 80 will be based on the credits completed at StFX by calculating three averages, with no average less than 75, as follows:
    i) semesters 3 and 4, (LPN pathway semester 4 only)
    ii) semesters 5 and 6, and
    iii) semesters 7 and 8.

Courses offered in each semester are listed in section 9.29.

University Medals

University gold medals are awarded to the student with the highest average in the final three years of an honours, advanced major or major degree program or the final two years of a diploma or education degree program. The ONEX Corporation gold medal is awarded to the student with the highest average in the final three years of a Bachelor of Business Administration program.
The Governor General gold medal is awarded to the student with the highest overall average in a thesis-based graduate program. The Governor General silver medal is awarded to the student with the highest average in the final three years of study in an undergraduate program.

3.22 Leave of Absence

a) A leave of absence may be granted when a student is unable to work on their program because of serious constraints such as a family emergency, personal or family medical requirements, parental or care-giving responsibilities, or required military service. Work, holiday, or travel during a single term is not justification for a leave of absence. The leave of absence policy can be found at https://www.stfx.ca/applications-admissions/registrars-office
b) The leave of absence request form is available on the StFX Services Portal. Responsibility for approving or denying a leave of absence rests with the Dean. Students who are approved for a full term leave of absence will be registered in a leave of absence holding course to maintain their active student status to facilitate their return the following year.
c) Students should apply for a leave of absence before the starting date of the anticipated leave, or as soon as possible after the event necessitating the leave occurs. Leaves of absence are not granted retroactively beyond the beginning of the current term nor to students who have withdrawn or are deemed to be withdrawn from their program.
d) In the case of students in limited-enrolment, cohort-based or professional programs the Dean may consult with the Chair/Co-ordinator/Director of the program before making their decision. Professional programs may impose constraints to application of the undergraduate leave of absence policy due to accreditation requirements or placement limitations. In such cases the Dean may request supporting documentation before approving the leave of absence.

3.22.1 Course Registration and Transcript Notation

a) During the period of a leave of absence a domestic student is not considered to be registered as a student at StFX, with the exception that they will not be required to reapply to resume studies as long as the student has not withdrawn or been withdrawn from StFX.
b) Students who are granted such a leave will have "Leave of Absence", including start and end dates, recorded on their transcript as a note on their academic summary.
c) Students approved for a leave of absence will have their course registration adjusted by the Registrar to drop them from any in-progress courses and any courses in which they are registered for future terms. The date courses are dropped will be determined based on the timing of the leave and when it was approved. Standard deadline dates, as outlined in the academic calendar of events, will be in effect. Tuition fees will be assessed in the normal fashion for any terms in the program before or after the leave period. Regular refund rules will be applicable.
    i) if the course drop occurs before the last day to drop courses for the term, the courses will not appear on a student's transcript.
    ii) courses dropped after the first week of classes but before the last day to drop courses for the term will appear on the student's transcript with the notation of DC for dropped course.
    iii) if the leave of absence begins after the drop deadline, the courses will appear with the notation DP (dropped with permission) and fees will be assessed for these courses.
    iv) courses in future terms will be dropped without penalty and removed from the student's record.
d) A leave of absence will be granted for a single term unless otherwise specified by the Dean. Students who wish to request an extension of their leave of absence must seek approval from their Dean prior to the end of their current leave. The Registrar will apply "withdrawn" status after one year of an approved leave of absence if the student has not returned to the University. Students who have withdrawn will be required to reapply for entry to StFX.
e) Time spent on leave of absence is not counted as part of the allowed time to complete a degree.
f) Specific regulations of IRCC affect international students and Leaves of Absence. Consult section 3.22.4.

3.22.2 Limitations and Access to Services

a) While on a leave of absence, students are not permitted to undertake any formal academic or research work related to the program from which they have taken leave. For the period of a leave of absence no letters of permission to study towards their program elsewhere will be granted and all existing letters of permission will be canceled.
b) While students may not be required to pay tuition or fees during an approved leave of absence, they are not exempt from other financial obligations (i.e. interest charges on outstanding balance, standard collections processes, etc.). Students will be charged a one-time fee of $100 to cover the costs of maintaining access to select services during their leave of absence.
c) University services are only available to students currently enrolled in a program of study. During a leave of absence, access to StFX services will be restricted to maintaining an active student ID card, access to StFX e-mail and use of the Library. Students will maintain the ability to access campus services that will help them transition back into their studies, including Academic Advising and Financial Aid.
d) Students who are living in residence will not be permitted to remain in residence while they are on leave of absence.
e) Prior to resuming their studies, students must inform the Registrar and their Dean of their intent to return from a leave of absence.

3.22.3 Financial Aid, Bursaries, and Scholarships

a) Students on leave of absence are not eligible to receive internal awards or scholarships from StFX.
b) Students who are eligible for internal scholarship renewal will not have scholarship monies transferred to their account while they are on leave of absence but will maintain eligibility for renewal upon registration in subsequent terms. The leave of absence period is not included in the time for award tenure.
c) For students with external funding, including Indigenous Band funding, it is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any external granting agency from which funding would normally be received during the leave period, and that such agencies are informed of the proposed leave.
d) Students on leave of absence are not eligible to receive needs-based support through StFX's general, limited, emergency, or support bursary programs.
e) Students will also not be considered for bursary renewals and will not have bursary monies transferred to their account during a leave of absence.
f) Eligibility for renewable bursaries that a student held in a previous year of study is not guaranteed and will be assessed on a case-by-case basis upon the student's return to study. Students are responsible for understanding the impact of a potential leave of absence on bursary-related financial matters. Decisions regarding such matters shall be made by the University's Financial Aid Office, based on the terms of reference and cashflow related to the bursary in question.
g) Recipients of government student aid funding (i.e., student loans) are responsible for understanding the consequences that such a leave (including the cancellation of letters of permission that were previously approved) will have on their funding eligibility and repayment status.
h) Approved leaves of absence will be reported to government aid programs as withdrawals from study as per the policies of those programs. This may result in the assessment of over awards, the conversion of grants to loan funding, and restrictions or penalties being applied to the borrower's account with their aid program. It is the student's responsibility to consult with their aid program regarding these matters. Members of the StFX Financial Aid Office are available to help students navigate these programs but cannot provide an updated assessment in place of the aid programs.

3.22.4 Authorized Leave of Absence for International Students at StFX

a) International students with a valid study permit who are studying at StFX are required by Immigration, Refugees, and Citizenship Canada (IRCC) to be actively pursuing their studies. A temporary leave from StFX may be requested by an international student on a study permit to be absent from studies during a regularly scheduled term. By having an authorized leave of absence, an international student may satisfy IRCC requirements for students who are taking a break from studies.
b) An authorized leave cannot exceed 150 days from the date that the request is approved by StFX. International students who have questions about the authorized leave of absence process should consult with the International Student Advisor.
c) Only students who have completed at least one academic term and who are active in the program are eligible to request an authorized leave of absence. Leaves of absence will not be granted for newly admitted students.
    IRCC defines an authorized leave as:
    i) medical reasons or pregnancy
    ii) family emergency
    iii) death or serious illness of a family member
    iv) any other type of leave authorized by StFX
d) Prior to submitting a request for an authorized leave of absence, international students must meet with the International Student Advisor and obtain an understanding of the consequences of taking an authorized leave. Taking time away from studies could affect:
    i) student status in Canada
    ii) future eligibility for the Post-Graduation Work Permit
e) International students are not eligible to work on or off campus during an authorized leave of absence.
f) International students who are granted an authorized leave of absence from StFX do not need to inform IRCC, provided they have a valid study permit that covers the duration of the leave and their leave does not exceed 150 days. International students must request and retain a letter confirming their authorized leave of absence when proof is requested by IRCC.

3.23 Correspondence from the Registrar's Office to the Student

Upon registration at StFX, all official correspondence from the Registrar's Office, except for academic penalty letters, is sent to students via their StFX email account. Students are responsible for checking their StFX email regularly and ensuring their inbox is open for delivery.

4. Faculty of Arts Regulations

4.1 General Regulations
4.1.1 Degrees Offered
4.1.2 Subjects Available
4.1.3 Degree Patterns
4.1.4 Declaration of Major, Advanced Major, or Honours
4.1.5 Advancement & Graduation Requirements by Degree
4.1.6 Co-operative Education Program in Arts
4.1.7 Experiential Learning in Arts
4.2 Bachelor of Arts and Science
4.2.1 Climate and Environment
4.2.2 Health
4.3 Colloquia
4.3.1 Humanities
4.3.2 Social Justice
4.4 Inter-Departmental Concentrations
4.4.1 Ethics, Politics, and Law
4.4.2 Humanities

4.1 General Regulations

4.1.1 Degrees Offered

The Faculty of Arts offers degrees in Arts, Music, and Human Kinetics. Each of these degrees requires 120 credits. Students must fulfill the course and degree pattern requirements as outlined by their respective departments or programs.

Within the Bachelor of Arts, there are six degree options:

Bachelor of Arts with Major: in one of 19 subjects listed in 4.1.2. A major in aquatic resources combined with a major in economics, or a major in public policy and social research, is also available.

Bachelor of Arts with Joint Major: combines the study of two of 20 subjects listed in 4.1.2.

Bachelor of Arts with Advanced Major: in one of seven subjects listed in 4.1.2. Requires high academic achievement and a senior research paper.

Bachelor of Arts with Joint Advanced Major: an advanced major program that involves the combined study of two of eight subjects listed in 4.1.2; requires high academic achievement and a senior research paper. Designed for the student who wishes both depth and breadth in subjects.

Bachelor of Arts with Honours: in one of 14 subjects listed in 4.1.2; requires depth and breadth of subject study, superior academic achievement, and an honours thesis.

Bachelor of Arts Honours with Subsidiary: involves the combined study of two subjects, with honours in one of 17 subjects listed in 4.1.2; requires superior academic achievement and an honours thesis.

Within the Bachelor of Arts in Human Kinetics, there are two degree options, each with a choice of kinesiology (optional minor in sport management) or pre-education major:

Bachelor of Arts in Human Kinetics
Bachelor of Arts in Human Kinetics with Honours

Within the Department of Music, there are three degree options:

Bachelor of Arts with Major in Music
Bachelor of Music
Bachelor of Music with Honours

The Faculty of Arts, jointly with the Faculty of Science, offers

Bachelor of Arts and Science in Climate & Environment, see section 4.2.
Bachelor of Arts and Science in Climate & Environment with Honours, see section 4.2.
Bachelor of Arts and Science in Health, see section 4.2.
Bachelor of Arts and Science in Health with Honours, see section 4.2.

The Faculty of Arts, jointly with the Faculty of Education, offers

Bachelor of Arts in Human Kinetics with Bachelor of Education (five-year, two-degree program).

4.1.2 Subjects Available

Chart 4.1.2 lists the subjects available in the Bachelor of Arts, and how each subject may be used within each degree pattern. Additional information for each subject is provided in chapter 9.

4.1.2 Subjects Available M1 = Major 1; M2= Major 2; Mi = Minor; S = Subsidiary; E = Elective		BA Major	BA Joint Major	BA Adv Major	BA Joint Adv Major	BA Honours	BA Honours Subsidiary*
ANTH	Anthropology, see 9.2	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E
ECON	Economics, see 9.17	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E

ENGL	English, see 9.20	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E
FREN	French, see 9.27	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E
HIST	History, see 9.22	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E
PHIL	Philosophy, see 9.30	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E
PSCI	Political Science, see 9.32	M1, Mi, E	M1, M2, E	M1, Mi, E	M1, M2, E	M1, E	M1, S, E
AFPY	Applied Forensic Psychology, see 9.33, see note 1	M1	M1, M2	—	—	M1	M1
DEVS	Development Studies, see 9.15	Mi, E	M1, M2, E	Mi, E	M1, M2, E	E	M1, S, E
CELT	Celtic Studies, see 9.8	M1, Mi, E	M1, M2, E	Mi, E	E	M1, E	M1, S, E
CSCI	Computer Science, see 9.12	M1, Mi, E	M1, M2, E	Mi, E	E	M1, E	M1, S, E
MATH	Mathematics, see 9.26	M1, Mi, E	M1, M2, E	Mi, E	E	M1, E	M1, S, E
PSYC	Psychology, see 9.33	M1, Mi, E	M1, M2, E	Mi, E	E	M1, E	M1, S, E
RELS	Religious Studies, see 9.35	M1, Mi, E	M1, M2, E	Mi, E	E	M1, E	M1, S, E
SOCI	Sociology, see 9.36	M1, Mi, E	M1, M2, E	Mi, E	E	M1, E	M1, S, E
PGOV	Public Policy and Governance, see 9.34, see note 1	M1, Mi, E	M1, M2, E	Mi, E	E	E	M1, S, E
WMGS	Women's and Gender Studies, see 9.37	M1, Mi, E	M1, M2, E	Mi, E	E	E	M1, S, E
CATH	Catholic Studies, see 9.7	M1, Mi, E	M1, M2, E	Mi, E	E	E	S, E
MUSI	Music, see 9.28	M1, Mi, E	M1, M2, E	Mi, E	E	E	S, E
SPAN	Spanish, see 9.27	M1, Mi, E	M1, M2, E	Mi, E	E	E	S, E
AQUA	Aquatic Resources, see 9.3, see note 2	M2, E	E	E	E	E	S, E
ART	Art History, see 9.4	Mi, E	E	Mi, E	E	E	S, E
ART	Studio Art, see 9.4	Mi, E	E	Mi, E	E	E	E
BIOL	Biology, see 9.5	Mi, E	E	Mi, E	E	E	E
CHEM	Chemistry, see 9.9	Mi, E	E	Mi, E	E	E	E
CLEN	Climate and Environment, see 9.11	Mi, E	E	Mi, E	E	E	E
DSCI	Data Science, see 9.14	Mi, E	E	Mi, E	E	E	E
EESC	Earth and Environmental Sciences, see 9.16	Mi, E	E	Mi, E	E	E	E
PHYS	Physics, see 9.31	Mi, E	E	Mi, E	E	E	E
BSAD	Business Administration, see 9.6 and note 3	Mi, E	E	Mi, E	E	E	E
CLAS	Classical Studies, see 9.10	E	E	E	E	E	E
ENGR	Engineering, see 9.19	E	E	E	E	E	E
GERM	German, see 9.27	E	E	E	E	E	E
HKIN	Human Kinetics, see 9.23	E	E	E	E	E	E
HLTH	Health, see 9.21	E	E	E	E	E	E
HNU	Human Nutrition, see 9.24	E	E	E	E	E	E
IDS	Interdisciplinary Studies, see 9.25	E	E	E	E	E	E
MIKM	Mi'kmaq, see 9.27	E	E	E	E	E	E
NURS	Nursing, see 9.29	E	E	E	E	E	E
SMGT	Sport Management, see 9.37	E	E	E	E	E	E

*A subsidiary may be done only in a subject in which a major is offered in the BA program, with exceptions as noted.

Students in a BA program, including those who have transferred from another program, may count towards the BA a maximum of 18 credits in courses taken in professional programs (business administration, engineering, human kinetics, human nutrition, and nursing).

Note 1 The degree awarded is Bachelor of Arts with Major; Bachelor of Arts with Joint Major; Bachelor of Arts with Honours; or Bachelor of Arts with Honours with Subsidiary, as appropriate. (The name of the discipline is not included in the name of the degree awarded.)

Note 2 The program is BA Major in Economics, or Public Policy and Social Research, and Major in Aquatic Resources. The degree awarded is Bachelor of Arts with Major.

Note 3 Only students completing a major or advanced major in Economics may complete a minor in Business Administration.

4.1.3 Degree Patterns

Listed below are the degrees in the Faculty of Arts with their course patterns and credit requirements. Each degree requires 120 credits.

The six Bachelor of Arts degrees and the two Bachelor of Music degrees must also incorporate the distribution requirements outlined below chart 4.1.3.

4.1.3 Degree Patterns						
Bachelor of Arts	Major 1	Major 2	Minor	Open Electives		
BA Major	36 credits	—	24 credits	60 credits		
BA Joint Major	36	36 credits	—	48		
BA Advanced Major	36	—	24	60		
BA Joint Advanced Major	36, see note 1	36	—	48		
BA Honours	60	—	—	60		
BA Honours with Subsidiary	48	—	24	48		
Bachelor of Arts and Science	Core	Arts	Science	Arts or Science	Humanities	Open Electives
BASc	24	18	18	12	12	36
BASc Honours	30	18	18	12	12	30
BA in Human Kinetics	HKIN	Statistics	Arts Minor	Arts Electives	Open Electives	
BA HKIN Major Kinesiology	57	3	24	12	24	
BA HKIN Major Pre-Education	60	—	24, see note 2	12	24	
BA HKIN Honours Kinesiology	60	3	24	12	21	
BA HKIN Honours Pre-Education	60	3	24, see note 2	12	21	
BA HKIN Major Kinesiology with SMGT Minor	57	3	6 BSAD 18 SMGT	12	24	
BA HKIN Honours Kinesiology with SMGT Minor	60	3	6 BSAD 18 SMGT	12	21	
Music, see note 3	MUSI	Open Electives				
Bachelor of Music	78	42				
Bachelor of Music with Honours	90	30				

Note 1 A senior research paper is only required in Major 1.
Note 2 For students intending to pursue the secondary teaching stream, a minimum of 24 credits must be in one of the subject fields taught in Nova Scotia schools.
Note 3 Students who wish to complete the Bachelor of Arts with Major in Music follow the degree pattern for the BA Major.

Distribution and Level Requirements for Bachelor of Arts

Level Requirements: Each of the six degrees in the Bachelor of Arts requires at least 36 credits at the 300/400 level and can include a maximum of 48 credits at the 100 level.

Breadth Requirements: Courses used to satisfy the following requirements can also be used in fulfillment of requirements in a student's major (or advanced major or honours) and minor (or subsidiary). These requirements must be met by 24 credits of unique courses; no single course can be used to satisfy two different breadth requirements.

1. **6 credits from fine arts and languages:** 6 credits from one or a combination of fine arts and languages. Courses can be chosen from studio art; music; French; German; Mi'kmaq; Spanish (excluding SPAN 255); Celtic studies language courses (CELT 101, 102, 111, 201, 202, 300); classical studies language courses (CLAS 111, 112, 121, 122, 215); English creative writing courses (ENGL 223, 225, 267, 322, 422); modern languages/religious studies (MLAN/RELS) 209. (Transfer students with credits from other fine arts disciplines or languages will be permitted to use such transfer courses in fulfillment of this requirement.)
2. **6 credits from humanities:** 6 credits from one or a combination of the humanities. Courses can be chosen from art history; catholic studies; Celtic studies (excluding CELT language courses 101, 102, 111, 201, 202, 300); classical studies (excluding CLAS language courses 111, 112, 121, 122, 215); development studies*; English (excluding ENGL creative writing courses 223, 225, 267, 322, 422); history; modern languages (MLAN) 123; philosophy; religious studies (excluding RELS 209); Spanish (SPAN) 255; women's and gender studies*.
3. **6 credits from social sciences:** 6 credits from one or a combination of the social sciences. Courses can be chosen from anthropology; aquatic resources (AQUA) 202 (AQUA selected topics courses may be options, depending on the topic in a given year); climate and environment (CLEN) 201, 320, 355; development studies*; economics; interdisciplinary studies (IDS) 305; political science; psychology; public policy and governance; sociology; women's and gender studies*. (Completed courses in health can be used to fulfill this requirement if a student has not also completed credits from the social sciences listed above. BA students will only have completed HLTH credits if they changed program from the BASc in Health.)

4. **6 credits from sciences**:** 6 credits from one or a combination of disciplines from the Faculty of Science. Courses can be chosen from aquatic resources (excluding AQUA 202; AQUA selected topics courses may be options, depending on the topic in a given year); biology; chemistry; climate and environment (CLEN) 101, 102, 202, 303, 304; computer science; data science; Earth and environmental sciences; human nutrition (some HNU courses are restricted to HNU students); mathematics and statistics; nursing (NURS) 303; physics. (Completed courses in engineering, health, human kinetics, and nursing can be used to fulfill this requirement. BA students will normally only have completed credits in these disciplines if they changed programs. These disciplines are restricted to students in the relevant programs and BA students are normally not permitted to register in courses from these departments.)

*Courses in Development Studies (DEVS) and Women's and Gender Studies (WMGS) can be used to satisfy distribution requirements 2 and 3, but the same course cannot be used to satisfy both requirements. The humanities and social sciences requirements must be met with 12 credits of unique courses.

** Bachelor of Arts students are welcome to take any science course for which they have the appropriate background. In addition to the introductory courses in each of the above science departments, the following science courses may be of particular interest to students in the BA: BIOL 220 (6 credits); BIOL 221 (open to third- and fourth-year BA students); CSCI 128, 135, 215, 223, 225; EESC 173, 273, 274, 277; HNU 142, 145, 163, 405; MATH 101, 102, 105, 236; PHYS 108, 171, 172, 250; STAT 101, 331, 344.

Depth Requirements: 12 credits of courses at the 200 level or above are required from one or a combination of disciplines from outside of the student's primary (major, advanced major, honours) and, where relevant, secondary (minor, subsidiary, second major, second advanced major) areas of study.

Distribution Requirements for Bachelor of Music

Breadth Requirements: Bachelor of Music students must complete 12 credits from a minimum of two of the three distribution groups 2, 3, and 4 above. (Distribution requirement 1 is already met with the program's music courses.) Students can choose courses from all three groups; 6 credits each from two different groups; or 9 credits from one group and 3 credits from a second group. These requirements must be met by 12 credits of unique courses; no single course can be used to satisfy two different breadth requirements.

Depth Requirements: 12 credits of courses at the 200 level or above are required from one or a combination of disciplines from outside of music.

4.1.4 Declaration of Major, Advanced Major, or Honours

First-year students in the Bachelor of Arts are strongly encouraged to declare their major, advanced major, or honours subject(s) by the end of first year if they know the program they wish to pursue. Those who are still uncertain about their preference of program can submit their declarations in second year.

Human Kinetics students who plan to pursue the 5-year concurrent program with Bachelor of Education must apply for this program by the end of first year. All other human kinetics students may submit their declarations in first or second year.

Students in the Bachelor of Arts and the Human Kinetics programs who have 54 earned credits or more by the end of the academic year will be assigned earlier times for June registration if they have declarations on file. Students are strongly encouraged to submit their declarations by the end of March. Declarations received after April are not guaranteed to be fully processed prior to registration.

Bachelor of Music students are not required to submit declaration forms unless they intend to apply for the honours program, and those declarations are normally submitted in second year.

Bachelor of Arts and Science students in Health and in Climate and Environment are required to submit declaration forms by the end of second year and are encouraged to do so in first year. Honours forms are normally submitted in second year.

Forms and procedures to declare majors, advanced majors, and honours can be found on the Academic Advising website at https://www.stfx.ca/student-services/academic-services/academic-advising/major-declaration. Students are encouraged to meet with department chairs or program coordinators to discuss future course selection and program planning. In particular, students interested in an honours degree should meet with these faculty resources as early as possible in their academic programs.

4.1.5 Advancement & Graduation Requirements by Degree

All students must fulfill the pattern and credit requirements as specified above and the course, seminar, research report, senior paper, or honours thesis requirements of the major, advanced major, or honours department(s) of their chosen programs.

Candidates who fail to meet the requirements for the degree for which they have applied may be eligible for another degree, provided the relevant requirements are met.

Exceptions to these requirements need the approval of the Dean and the Department Chair.

4.1.5 Advancement & Graduation Requirements by Degree			
Degree	End of Second Year	Advancement End of Third to Fourth Year	Graduation and Fourth-Year Requirements

BA Major, BA Joint Major	—	—	average 55
BA Advanced Major	average 65 in each of first two years; grade of 65 in each major course	average 70; average 70 in the major courses	average 70; average 70 in the major courses
BA Joint Advanced Major	average 65 in each of first two years; grade of 65 in each course in each major	average 70; average 70 in each major	average 70; average 70 in each major
BA Honours	average 75 on 60 credits completed in the first two years; average 75 in all courses completed in the honours subject during the first two years; grade of 70 in each course in the honours subject	average 75; average 75 in the honours courses; grade of 70 in each course in the honours subject	average 75; average 75 in the honours courses; grade of 70 in each course in the honours subject
BA Honours with Subsidiary	same as above for BA Honours, and applied to both the honours and the subsidiary subjects	same as above for BA Honours, and applied to both the honours and the subsidiary subjects	same as above for BA Honours, and applied to both the honours and the subsidiary subjects
Bachelor of Music	—	—	average 55
Bachelor of Music with Honours	average 75 on 60 credits completed in the first two years; average 75 in MUSI courses completed during the first two years; grade of 70 in each MUSI course	average 75; average 75 in MUSI courses; grade of 70 in each MUSI course	average 75; average 75 in MUSI courses; grade of 70 in each MUSI course
BA Human Kinetics	—	—	average 55
BA Human Kinetics with Honours	average 75 in each of first two years; average 75 in HKIN courses (including STAT 101) completed during first two years; grade of 70 in each HKIN course (including STAT 101)	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course
BASc	—	—	average 55
BASc Honours	average 75 in each of the first two years; average 75 in core, required, and designated arts and science courses during first two years; grade of 70 in each core, required, and designated arts and science course	average 75; average 75 in core, required, and designated arts and science courses; grade of 70 in each core, required, and designated arts and science course	average 75; average 75 in core, required, and designated arts and science courses; grade of 70 in each core, required, and designated arts and science course

4.1.6 Co-operative Education Program in Arts

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience (12 months) with an employer partner in industry, government and not-for-profit across Canada. This optional academic program is available for students in BA in computer science, economics, or mathematics; BASc in Health; and BASc in Climate & Environment. Many of the StFX Co-op programs are accredited by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each COOP work term is two credits. Students who complete three COOP work terms receive six credits which can be used as major subject electives or as open electives. See section 9.13 for further information.

4.1.7 Experiential Learning in Arts

Students in the Faculty of Arts may participate in a range of experiential learning opportunities that complement their academic studies. These opportunities may include service learning, research experiences, internships, labs, co-operative education, exchange, and international experiences. Experiential learning may be embedded within courses or offered through co-curricular activities, enabling students to apply classroom knowledge in real-world contexts while reflecting on their experiences. Through these opportunities, students develop transferable skills such as critical thinking, problem solving, collaboration, and communication, while exploring potential career and academic pathways.

4.2 Bachelor of Arts and Science

The Bachelor of Arts and Science (BASc) is designed to expose students to both arts and science knowledge that inform a particular topic. Since many contemporary topics and issues are better understood through thorough engagement with both scientific and humanistic contributions, the degree is structured so that students engage with as many relevant disciplinary contributions as possible. Students completing Bachelor of Arts and Science programs will complete interdisciplinary core courses pertaining to their subject of study as well as science, arts, and humanities requirements. The BASc degree is 120 credits. Students complete 24 credits in interdisciplinary courses in their program subject. Students will be required to complete a minimum of 18 credits from the Faculty of Arts and 18 credits from the Faculty of Science as well as 12 credits in the humanities.

Currently, StFX offers a Bachelor of Arts and Science in Health and in Climate and Environment. Both programs are direct entry.

This degree program is not intended as a compromise for students who cannot decide between an arts and science degree. This degree is rather for students with specific topical interests that are better served by interdisciplinary study.

4.2.1 Climate and Environment

The program was carefully designed to provide students with maximum exposure to knowledge that will contribute directly to their understanding of climate and environmental topics while maintaining a liberal arts approach that encourages commitment to broad critical and scientific inquiry, logical rigour, and creative problem-solving. Students will complete courses across the Faculties of Arts and Science to gain a broad yet inclusive education in both climate and environment. This approach reflects the complexity of addressing climate and environment issues currently facing our planet. Global initiatives in tackling human and environmental issues highlight the need for an interdisciplinary approach, recognizing that solutions will only be found through integrated scientific, socio-political, and economic inquiry. See 9.11 for program requirements.

4.2.2 Health

The program aims to provide students with a contemporary education in health by drawing on knowledge from the natural sciences, social sciences, and humanities to engage students in nuanced and considered discussions about how we think about health, how we approach health, how we create health, what biases contribute to our understanding of health, and how health is interwoven into all aspects of our individual and collective lives. Students will gain a better understanding of the ways in which human health is determined and defined, by emphasizing what biology, chemistry, the social sciences, history, and other disciplinary fields of study contribute to an integrative understanding of health. Students select courses from the Faculties of Arts and Science that focus on biomedical science, social determinants of health, health equity, and the humanities. See 9.21 for program requirements.

4.3 Colloquia

4.3.1 Humanities Colloquium

The Humanities Colloquium (HC) is an interdisciplinary way of studying 18 credits in the first year, usually ENGL 100, HIST 101, 102, and PHIL 100. The courses are taught in a historically co-ordinated way with a focus on the great books of Western Civilization. These courses present an intensive introduction to four historical periods: The Ancient World; The Middle Ages; The Renaissance to the Enlightenment; and The Modern Age. In each period, students learn the history while simultaneously reading the philosophy and literature of the same era. Assignments, essays, and examinations are co-ordinated to reflect common themes across the courses. Courses taken for credit in the HC may be used to fulfil other university course requirements. Please see the website at https://www.stfx.ca/department/humanities-colloquium for additional information.

4.3.2 Social Justice Colloquium

The Social Justice Colloquium (SJC) is a first-year option for Bachelor of Arts students. Participants normally enrol in dedicated sections of anthropology, development studies, sociology, and women's and gender studies. The instructors work together to coordinate their teaching so that students learn about social justice from various perspectives. In addition, students will complete a service learning experience that will be interwoven with academic learning. Through theory and practice, participants will become better students and more engaged community members. Further information is available on the website at https://stfxuniversity.ca/department/social-justice-colloquium

4.4 Inter-Departmental Concentrations

4.4.1 Ethics, Politics, and Law

The departments of philosophy and political science offer a concentration in ethics, politics, and law to students doing a joint degree in these two departments. Students following this concentration will take courses in ethics, critical thinking, the philosophy of law, and political science. This concentration will be of particular interest to students planning to apply to law school. Interested students must take PHIL100 or 101, 102 and PSCI 101, 102 in their first year. See chapters 9.30 and 9.32.

4.4.2 Humanities

Students who have completed the HC courses have the option of taking additional courses to complete the HC concentration. The humanities colloquium concentration normally requires 36 credits:

a) ENGL 100, HIST 101 and 102, PHIL 100;
b) 12 additional credits that build on first year: 6 credits in ART history; 6 credits from RELS 212, 254, 311, 312, 365, or CATH;
c) 6 additional credits in any language taught at StFX, such as Arabic, Celtic Studies, French, German, Greek, Latin, Mi'kmaq, or Spanish (students are not required to take all 6 credits in the same language).

5. Faculty of Business Regulations

5.1 General Regulations
5.1.1 Degrees Offered
5.1.2 Degree Requirements
5.1.3 Electives
5.1.4 Application for Advanced Major or Honours
5.1.5 Advancement and Graduation Requirements by Degree
5.1.6 Co-op Education Programs in the Schwartz School of Business
5.1.7 Experiential Learning in the Schwartz School of Business

The Faculty of Business is located in the Gerald Schwartz School of Business. The Gerald Schwartz School of Business provides students with skills and knowledge to meet the challenges of managing effectively in the 21st century. The major benefactor of the school is Mr. Gerald Schwartz, CEO of Onex Corporation, and distinguished Canadian business leader. The Gerald Schwartz School of Business offers Bachelor of Business Administration (BBA) majors, advanced majors and honours degrees and Post-baccalaurate Diplomas in Business Students, Digital Marketing and Enterprise IT Management.

5.1 General Regulations

5.1.1 Degrees Offered

The following degrees are offered in Business Administration:

Bachelor of Business Administration with Major, Advanced Major, and Honours in accounting, entrepreneurship, enterprise systems, finance, international business, management and leadership, or marketing

Bachelor of Business Administration with Advanced Major

Bachelor of Business Administration with Joint Honours in business administration and economics

The Faculty of Business, jointly with the Faculty of Science, offers a Bachelor of Business Administration in Entrepreneurship with BSc in Human Nutrition.

5.1.2 Degree Requirements

All students in the BBA program will choose their area of concentration at the end of their second year of studies. Students will declare their major in one of the six streams identified above. Students who qualify academically for the advanced major or honours programs will be able to apply for these degree streams at that time. For more specific requirements for the advanced major and honours degrees see section 9.6. Chart 5.1.2 shows the structure of the BBA major, advanced major and honours degree programs.

BBA Degree Requirements Chart 5.1.2

Requirements	Major	Advanced Major	Honours
BSAD core credits	27	27	27
BSAD stream prescribed credits	21	27 (including capstone course)	30 (including a methods course and thesis)
BSAD electives	15	9	9
Total BSAD credits	63	63	66
Arts/Science prescribed credits	12*	12*	12*
Arts/Science electives	36**	36**	36**
Total Arts/Science credits	48	48	48
Open elective credits	9	9	6
Total credits	120	120	120

* For the finance stream: Art/Sc credits prescribed total 18
** For the finance stream: Arts/Sc electives total 30

5.1.3 Electives

a) Arts and Science Electives
   i) BBA students must earn 36 credits of arts/science electives (with the exception of students in the finance stream who need to earn 30 credits). Normally these credits are completed prior to the fourth year of study. The arts/science electives must include a pair (12 credits) in each of two different subjects offered by the Faculty of Arts or the Faculty of Science with exceptions noted below. The remaining credits of arts/science electives may be additional courses in paired subjects or courses in other subjects.
   ii) Economics, mathematics and statistics courses required to earn the BBA may not count as arts/science electives.
   iii) At least one of the two pairs must be in an arts subject. For maximum flexibility, students are advised to complete one arts/science pair by the end of their second year.
   iv) The following professional and applied subjects are not permitted as arts/science electives: Adult education, aquatic resources, education, engineering, human kinetics, human nutrition and nursing.

v) Economics courses beyond ECON 101 and 102 may count as an arts pair except for BBA students enrolled in the joint honours in business administration and economics program.

b) Earning a Minor in an Arts or Science Subject (BBA programs)

Any BBA student earning 24 credits in one arts or science subject may qualify for a minor in that subject. Any specific departmental requirements for the minor must be met. Students must also complete a pair (12 credits) in another subject. To have a minor officially recognized, a student must advise the Dean's office of the desire to have the minor noted on the academic record.

i) Students wishing to complete a minor in economics must complete 24 credits in addition to ECON 101 and 102.

ii) Students wishing to complete a minor in mathematics must complete 24 credits in addition to MATH 105 and STAT 101.

c) Open Electives

Most BBA programs include nine credits of open electives. Students may satisfy this requirement by completing BSAD courses, arts/science courses (as above) or, with permission of the appropriate chair, courses in selected subjects not normally permitted as arts/science electives including engineering, human kinetics, human nutrition and nursing.

5.1.4 Application for Advanced Major or Honours

In the second year of study, students apply for admission to an advanced major or honours program when they complete the appropriate application form and submit the form to the Dean's office by March 31. Students are advised of their acceptance to the program in the summer following submission of the form. Students in the advanced major or honours programs must be registered full-time in their final year of study. The forms are available at https://www.stfx.ca/programs-courses/business/dean-business/student-resources

5.1.5 Advancement and Graduation Requirements by Degree (see chart)

All students must fulfill the pattern and credit requirements as specified for the major, advanced major or honours programs. For BBA joint honours degrees, students submit only one honours thesis to the business administration or economics department.

Candidates who fail to meet the requirements for the degree for which they have applied may be eligible for another degree, provided those requirements are met.

Exceptions to these requirements need the approval of the Dean of Business.

5.1.5 Advancement and Graduation Requirements by Degree

Degree	Admission End of Second Year	Advancement End of Third to Fourth Year	Graduation and Fourth-Year Requirements
BBA Major	-	-	average 55
BBA with Advanced Major	average 65 in courses taken in the first two years; average 65 in the required first- and second-year BSAD, ECON, MATH and STAT courses	average 70; average 70 in the BSAD and required ECON courses taken in year three in the major subject	average 70; average 70 in the BSAD and required ECON courses taken in year four in the major subject
BBA with Honours	average 75 in courses taken in the first two years; average 75 in the required first- and second-year BSAD, ECON, MATH and STAT courses; grade of 70 in each of these required courses	average 75; average 75 in all BSAD and required ECON courses; grade of 70 in each course in the honours subject	average 75; average 75 in all BSAD and required ECON courses; grade of 70 in each course in the honours subject and the honours thesis
BBA with Joint Honours in Business Administration and Economics	average 75 in courses taken in the first two years; average 75 in the required first- and second-year BSAD, ECON, MATH and STAT courses; grade of 70 in each of these required courses	average 75; average 75 in BSAD and ECON courses; grade of 70 in each BSAD and ECON course	average 75; average 75 in BSAD and ECON courses; grade of 70 in each BSAD and ECON course; grade of 70 on the honours thesis

5.1.6 Co-operative Education Programs in the Gerald Schwartz School of Business

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience with an employer partner in industry, government and not-for-profit across Canada. Students enrolled in an undergraduate program complete 12 months of work experience and the Post-Baccalaureate Diploma students complete 4 months of co-op work experience. Many of the StFX Co-op programs are accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each undergraduate COOP work term is two credits. Students who complete three COOP work terms receive six credits which can be used as BBA elective or as an open elective. The Co-op work term for the PBD students is 3 credits which is additive to the 48 credits students need to complete their diploma. See section 9.13 for further information.

5.1.7 Experiential Learning in the Schwartz School of Business

Students in the Faculty of Business may participate in a range of experiential learning opportunities that complement their academic studies. These opportunities may include service learning, co-operative education, applied projects with industry and community partners, research experiences, exchange, and international experiences. Experiential learning may be embedded within courses or

offered through co-curricular activities, enabling students to apply classroom knowledge in professional settings while reflecting on their experiences. Through these opportunities, students develop transferable skills such as communication, teamwork, problem solving, and professional judgment, while exploring potential career paths.

6. Faculty of Education Regulations

6.1 B.Ed. Admission Requirements
6.2 B.Ed. Physical Education Specialization
6.3 B.Ed. Mi'kmaq Focus
6.4 B.Ed. Progression Requirements and Academic Penalties
6.5 B.Ed. Professional Conduct
6.6 B.Ed. Certification
6.7 Certificate in Elementary Mathematics Education
6.8 Certificate in Outdoor Education
6.9 Experiential Learning in Education

6.1 Admission Requirements

The Bachelor of Education (B.Ed.) is a 60-credit, after-degree program. The on-campus program takes place over two academic years. Off-campus programs are typically spread out over the course of 28-36 months in a modular format. Applicants must have completed or be in the process of completing an undergraduate degree in arts, science, human kinetics, kinesiology, physical education or equivalent. The B.Ed. program has both elementary and secondary streams. Specialist programs in teaching physical education, French as a second language, music, and visual arts are available in both streams, however for the elementary stream, the candidate must have completed 30 credit hours in an undergraduate degree in the area of specialization declared. In secondary all specializations are described in more detail in section 6.1.4.

6.1.1 Admission Process

Admission to the on-campus B.Ed. program is competitive and the process consists of the steps described below.

a) File Review

During the file review process, applicants are initially evaluated on the following criteria:

i) Academic record: Normally applicants must have at least a 70% average or a GPA of 2.5 in their most recent 60 undergraduate credits (e.g., 20 courses). Consideration is also given to the applicant's performance throughout the entire undergraduate program with attention to teachable subjects for secondary program applicants.

ii) Life experiences and community involvement: Both breadth and depth of involvement are evaluated, as is the applicant's experience with diversity and with inclusive practices.

iii) Statement on understandings of and interest in the teaching profession.

iv) References: Applicants are required to list 3 references who may be contacted. Referees should be able to speak to the applicant's personal and professional qualities and ideally should know the individual well as a student, worker, and/or community member-leader. References should not be relatives or family friends.

b) Interview

Based on file review, applicants will be short-listed for the next stage of the process, which normally includes an interview. Interviews include core questions asked of all applicants applying to the B.Ed. program as well as specific questions relating to the elementary or secondary stream, as applicable. Interview questions focus on a general understanding of teaching, teaching content and processes, personal and professional qualities, an understanding of diversity and inclusive practices, and communication skills. Information about the program is also shared with opportunity for applicants to ask questions.

c) Decision

Composite scores from the file review and interview form the basis for offers in each stream of the program, and within subject fields in the secondary stream.

d) Vulnerable Sector/Check and Child Abuse Registry Letter, and Updates

Applicants for the B.Ed. program must submit a Vulnerable Sector Check and a Child Abuse Registry Letter to the StFX B.Ed. Field and Admissions Coordinator each year in the program; these will be shared with the participating Regional Centres/Boards for EDUC 471; EDUC 472; EDUC 481; EDUC 482 (Field Practicum) in accordance with provincial regulations. While enrolled in the B.Ed. program, students are required to inform the Field and Admissions Coordinator and Chair of the Department of Teacher Education of any changes that occur to the Vulnerable Sector Check and Child Abuse Registry Letter that are submitted as part of the admissions requirements; changes in this status could result in denial of practicum and/or denial of teaching license. Adverse information located on police records management systems will need to be discussed with the Field and Admissions Coordinator and the Chair of Teacher Education.

6.1.2 Admission Deadline

Completed applications are due by December 1st for programs beginning in September of the following year. All applications received by December 1st will be considered. Late applications may be reviewed depending on seat availability. Application deadlines for off-campus programs vary based on program start dates.

6.1.3 Elementary Education (P-6) Requirements

There are four subject area requirements for entrance into the B.Ed. elementary stream.

Social Studies: Six credits are required in social studies from any one or combination of the following disciplines: history (with a preference for local and Canadian history), geography, economics, political science, anthropology, sociology, law, classics, Acadian studies, African-Canadian studies, Mi'kmaq studies, and/or philosophy.

Mathematics: Six credits are required in the subject field of mathematics. Three of the six credits must include the investigation of fundamental concepts and ideas.

English or French: Six credits are required in the subject field of English, if the undergraduate degree was delivered in English. Six credits are required in the subject field of French, if the undergraduate degree was delivered in French. Applicants for the specialist program for teaching French are encouraged to have courses in oral and written communication; communication strategies (speaking, listening, reading, writing strategies); Acadian, Quebec and Francophone culture courses; an introduction to French literature, which could include literature throughout the Francophone world. In addition, elementary applicants are encouraged to have a course in children's French literature taught in French.

Science: Six credits are required in science from any one or combination of: biology, chemistry, physics, Earth and environmental sciences, oceanography, and environmental studies. Please note that a full laboratory component is recommended and is required for teacher certification in some Canadian provinces outside of Nova Scotia.

A maximum of six (6) credits of cognate courses may be recognized in fulfilment of the individual subject field requirements identified above.
Cognate coursework refers to coursework in which the content is consistent with the content in the discipline for which credit is being allocated, for example, classics as history. Final decisions on cognates are determined by the Faculty of Education in consultation with the NS Department of Teacher Certification.

6.1.4 Secondary Education (7-12) Requirements

There are two requirements for entrance into the B.Ed. secondary stream.

a) Major Subject Field
   A minimum of 30 credit hours of university coursework in one discipline of a subject field taught in Nova Scotia secondary schools. A maximum of six (6) credit hours of cognate university coursework may be included in fulfilment of this requirement.

b) Minor Subject Field
   A minimum of 18 credit hours of university coursework in one discipline of a second subject field taught in Nova Scotia secondary schools. A maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement.

Cognate coursework refers to coursework in which the content is consistent with the content in the discipline for which credit is being allocated. Final decisions on cognates are determined by the Faculty of Education in consultation with the NS Department of Teacher Certification.

Note: Many applicants have at least 18 credit hours in a second minor subject field. This may give potential teachers an advantage in applying for middle school or junior high school positions. With appropriate methods courses, endorsation (awarded by the Office of Teacher Certification following graduation) could be achieved in three subject areas rather than the customary two.

Secondary education students must prepare to teach two subject fields normally taught in the public secondary schools of Nova Scotia (English, French, social studies, mathematics, science, physical education/health education, fine arts, Gaelic, family studies, Spanish, business). Information on subject fields and related disciplines:

English: Applicants are encouraged to have courses in Canadian, American, British (including Shakespeare), and post-colonial literature.

French: Applicants are encouraged to have courses in oral and written communication; communication strategies (speaking, listening, reading, writing strategies); Acadian, Québécois, and francophone culture courses; and an introduction to French literature which could include literature throughout the francophone world.

Social Studies: Applicants must have a concentration in one of the following related disciplines: African-Canadian studies, classics, Acadian studies, economics, geography, history, law, Mi'kmaq studies, political science, or sociology. Anthropology may be used for a minor subject field or Anthropology courses can be used towards a Sociology teachable if they are cross-listed with Sociology.

Mathematics: Applicants are encouraged to take courses in calculus, algebra, geometry, and statistics.

Science: Applicants must have a concentration in one of the following related disciplines: biology, chemistry, Earth sciences, environmental studies, oceanography, or physics.

Physical Education/Health Education: See section 6.2.

Gaelic: Applicants must have a concentration in one of the following related disciplines: Celtic studies, Scottish Gaelic, or Irish Gaelic.

Fine Arts: Applicants must have a concentration in one of the following related disciplines; art, drama, music or theatre studies.

Family Studies: Applicants must have a dual concentration which covers two of the three threads of the family studies program: food and nutrition; textile arts and family dynamics. Applicants' transcripts will be assessed individually for suitability by the NS Department of Teacher Certification for the family studies field, but generally, a concentration in human nutrition, family studies, sociology, psychology, or consumer education is recommended. (Offered subject to program availability. Please contact the B.Ed. Program Manager for more information.)

Mi'kmaw: Applicants must have a concentration in Mi'kmaw Language with an emphasis on oral and written communication.

Spanish: Applicants must have a concentration in Spanish with an emphasis on oral and written communication. (Subject to program availability please contact the B.Ed. Program Manager.)

Business: Applicants must have a background in one of the related disciplines of business administration or commerce.

6.2 Physical Education Specialization

As a specialist discipline, physical education requires that prospective students normally meet recognized CCUPEKA standards. In addition to the general requirements for either the elementary or secondary stream, applicants must have a minimum of 30 credits in the major subject for their first degree in the related disciplines of physical education, human kinetics, or kinesiology, with at least half consisting of courses beyond the introductory level. In addition, students should present among their required courses the following:

a) Courses illustrating knowledge of disciplinary content, including but not limited to, human anatomy/physiology, motor learning and control, biomechanics, and psychology of physical activity.
b) Courses related to the curriculum of the provincial school system including basic movement, gymnastics, dance, and team/individual sports, recreation and leisure pursuits, outdoor pursuits, and exercise and health-related fitness.
c) Courses in health education and growth and development.
d) A course in special populations in physical education.

Consideration may be given to applicants with unique skill sets or experiences.

6.3 Mi'kmaq Focus

Applicants pursuing a Mi'kmaq focus in their B.Ed. may develop a concentration in language and/or culture. The language focus requires oral fluency in Mi'kmaq, and at least 18 credits in Mi'kmaq language-related courses in the first degree.

6.4 Progression Requirements and Academic Penalties

To qualify for the B.Ed. degree an average of at least 65% is required in the program. The pass mark in each course is 60.

Given the compressed time frame of the B.Ed. program, students will be reviewed at the end of each term. Students are expected to pass all of their academic courses and practicum each term.

a) Students who fail one academic course in one term will normally be placed on academic probation and may be withheld from practicum.
b) Students who fail more than one academic course in a term will normally be suspended from the B.Ed. program.
c) Students who fail practicum (i.e. a student who receives two unsatisfactory reports in any single practicum term) will normally be suspended from the B.Ed. program.
d) If a student is re-admitted to the program after the suspension period and fails one or more courses or receives two more unsatisfactory practicum reports in a single practicum term, the student will normally be dismissed from the program.

The procedure for appealing an academic penalty is given in section 3.13. Students who successfully appeal will be permitted return to the B.Ed. program as soon as course availability permits. Consideration for alternative arrangements to complete coursework will be made at the discretion of the Chair of Teacher Education. A student who is suspended from the B.Ed. program may re-apply after a period of one year. Other regulations in 3.12 may apply.

6.5 Professional Conduct

In the event of unprofessional conduct of a B.Ed. student, a Field Advisor or faculty member is required to bring it to the immediate attention of the Chair of Teacher Education. The Chair of Teacher Education shall call a meeting of the B.Ed. Professional Committee, which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a B.Ed. student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field experience, the Chair of Teacher Education and the B.Ed. Professional Committee may request investigative assistance from other university officers (e.g., Human Rights and Equity Advisor). In instances where conduct is related to alleged violations of the StFX Community Code or the StFX Sexual Violence Policy, cases would be referred to those relevant bodies (i.e., Discipline Committee, Responsible Authority for Sexual Violence). Findings and/or penalties imposed from these bodies will also inform the decisions made by the B.Ed. Professional Committee.

This committee may recommend to the Dean of Education the imposition of penalties, which may include delay or failure of the field experience, or suspension or dismissal from the B.Ed. program. Students may appeal the penalty to the Committee on Studies - Professional Programs within seven days of receiving the B.Ed. Professional Committee's decision.

6.6 Bachelor of Education Certification

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law which resulted in penalty.

Upon completion of all B.Ed. program requirements and undergraduate licensing requirements, students are eligible to apply for a Teacher's Certificate, ITC, awarded by the Nova Scotia Department of Education.

6.7 Certificate in Elementary Mathematics Education

This program has been developed in response to a need identified by the Nova Scotia Department of Education and school board partners. The Certificate in Elementary Mathematics Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of ten courses focusing on content and pedagogy suitable for the elementary and middle years and is offered to cohorts of in-service teachers on a part-time basis.

6.8 Certificate in Outdoor Education

This certificate program is designed to fulfill a need identified by teachers across Nova Scotia in response to physical education curriculum changes. The Certificate in Outdoor Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of eleven courses which focus on the skills and pedagogy required to offer outdoor pursuits to students primary to grade 12. This certificate is offered to cohorts of in-service teachers on a part-time basis.

6.9 Experiential Learning in Education

Experiential learning is a core pillar of the Faculty of Education at St. Francis Xavier University and is central to the preparation of future educators. Throughout their program, students engage in a variety of experiential learning opportunities, including school-based practica, community-based experiences, and applied learning activities that connect educational theory with professional practice. These experiences allow students to apply their knowledge in authentic educational settings, reflect on their development as educators, and build the professional skills required for teaching and leadership in diverse learning environments. Students can learn about and access these opportunities through their academic programs, faculty and department communications.

7. Faculty of Science Regulations

7.1 General Regulations
7.1.1 Degrees, Diplomas, and Certificate Offered
7.1.2 Subjects Available
7.1.3 Degree, Diploma, and Certificate Patterns
7.1.4 Declaration of Major or Honours
7.1.5 Advancement and Graduation Requirements by Degree
7.1.6 Bachelor of Science with Joint Major
7.1.7 Bachelor of Science with Joint Honours
7.1.8 Co-operative Education Program in Science
7.1.9 Experiential Learning in Science
7.2 Engineering
7.2.1 Diploma in Engineering with Bachelor of Science (3-year program)
7.2.2 Diploma in Engineering with Bachelor of Science with Major (4-year program)
7.3 Bachelor of Arts and Science
7.3.1 Climate and Environment
7.3.2 Health

7.1 General Regulations

The degrees, diplomas, and certificate offered by the Faculty of Science are listed below in 7.1.1. All degrees require 120 credits, with three exceptions: the BSc in Human Nutrition with Dietetic Internship requires 138 credits; an accelerated BSc in Nursing option for students with some university credits requires 90 credits; and an accelerated BSc in Nursing option for LPNs requires 69 credits after completion of a 15-credit pathway program. The Diploma in Engineering requires 69 credits. The Post-baccalaureate Diplomas in Actuarial Science and in Artificial Intelligence require 48 credits and the PBD in Data Science requires 60 credits. The Post-baccalaureate Certificate in Actuarial Science requires 30 credits. Students must fulfill the course and degree pattern requirements as outlined by their respective departments or programs.

Re-entry to degree programs in the Faculty of Science will not be granted automatically to students who have been absent from the university for more than 10 years. Readmission will be at the discretion of the dean.

7.1.1 Degrees, Diplomas, and Certificate Offered

The Faculty of Science offers undergraduate degrees in the natural and applied sciences (applied forensic psychology, aquatic resources, biology, chemistry, computer science, data science, Earth and environmental sciences, economics, mathematics, physics, psychology) and in the health sciences (human kinetics, human nutrition, nursing). It also offers a diploma in engineering, three post-baccalaureate diplomas, and a post-baccalaureate certificate. The full list of credentials offered is below.

Students wishing to apply for an honours program are advised to consult with the department chair or program coordinator as early as possible.

Within the Bachelor of Science, there are several degree options:

Bachelor of Science with Major: in one of ten majors listed below in chart 7.1.2 (noted as “A” in the chart). An optional minor is available in an arts or science subject. An option with business administration courses is available. A major in aquatic resources is available if combined with a major in biology, Earth and environmental sciences, or mathematics.

Bachelor of Science with Joint Major: combines the study of two science subjects; see chart 7.1.6 for combinations.

Bachelor of Science with Honours: offered in one of ten subjects listed in chart 7.1.2 (noted as “A” in the chart); requires superior academic achievement. An optional minor is available in an arts or science subject.

Bachelor of Science with Joint Honours: combines the study of two science subjects; see chart 7.1.7 for combinations.

Within the Bachelor of Science in Human Kinetics, there are two degrees, each with a choice of kinesiology or pre-education major:

Bachelor of Science in Human Kinetics

Bachelor of Science in Human Kinetics with Honours

For the BA in Human Kinetics, see chapter 4 and section 9.23.

Within the Bachelor of Science in Human Nutrition, there are three degrees:

Bachelor of Science in Human Nutrition

Bachelor of Science in Human Nutrition with Honours

Bachelor of Science in Human Nutrition with Honours with Integrated Dietetic Internship

Within the Bachelor of Science in Nursing, there are two degrees:

Bachelor of Science in Nursing: Four-year option for students direct from high school; accelerated option for internal applicants and transfer students; accelerated option for LPN to BScN; see sections 1.2 and 1.4.

Bachelor of Science in Nursing with Honours: available with the four-year option only

The Faculty of Science, jointly with the Faculty of Business, offers
Bachelor of Science in Human Nutrition with Bachelor of Business Administration in Entrepreneurship (five-year, two-degree program)

The Faculty of Science, jointly with the Faculty of Education, offers
Bachelor of Science in Human Kinetics with Bachelor of Education (five-year, two-degree program)

The Faculty of Science, jointly with the Faculty of Arts, offers
Bachelor of Arts and Science in Climate and Environment, see section 7.3.
Bachelor of Arts and Science in Climate and Environment with Honours, see section 7.3.
Bachelor of Arts and Science in Health, see section 7.3.
Bachelor of Arts and Science in Health with Honours, see section 7.3.

The Faculty of Science offers four diplomas and one certificate:
Diploma in Engineering
Post-baccalaureate Diploma in Actuarial Science
Post-baccalaureate Diploma in Artificial Intelligence
Post-baccalaureate Diploma in Data Science
Post-baccalaureate Certificate in Actuarial Science

The Diploma in Engineering can be completed concurrently with a Bachelor of Science degree (see section 7.2) or the Bachelor of Science in Human Kinetics degree (see section 9.23).

7.1.2 Subjects Available

Chart 7.1.2 lists the science subjects available for study in the standard Bachelor of Science degrees, where each subject may be used within the degree pattern, and where two subjects may be combined in a joint major or joint honours degree.

A = Science A (primary major or honours subject); B = Science B (12-credit science subject, or science minor, or secondary major or honours subject); C = Science C (6-credit science subject); E = Elective

Code	Subject	BSc Major	BSc Joint Major (See chart 7.1.6)	BSc Honours	BSc Joint Honours (See chart 7.1.7)
BIOL	Biology	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
CHEM	Chemistry	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
CSCI	Computer Science	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
DSCI	Data Science	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
EESC	Earth and Environmental Sciences	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
MATH	Mathematics	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
PHYS	Physics	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
ECON	Economics*	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
PSYC	Psychology*	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
AFPY	Applied Forensic Psychology	A	A	A	—
AQUA	Aquatic Resources	See note **	—	See note**	—
CLEN	Climate and Environment	B, C, E	C, E	B, C, E	C, E
HLTH	Health*** see note	B, C, E	C, E	B, C, E	C, E

*Of science A, B, and C, only one may be economics or psychology.
**The Aquatic Resources program is available with biology, Earth and environmental sciences, or mathematics.
***HLTH courses are only available to students in the BASc HLTH program. Students who transfer out of the BASc HLTH can use completed HLTH credits as B, C, or E, or as arts electives (see 7.1.3).

7.1.3 Degree, Diploma, and Certificate Patterns

Chart 7.1.3 lists the degree options in the Faculty of Science, with the credit patterns required for each. All 120-credit degree programs require a minimum of 18 credits at the 300/400 level in the major discipline, with a minimum of 3 credits at the 400 level. Honours degrees require a minimum of 30 credits at the 300/400 level in the honours discipline, with a minimum of 6 credits at the 400 level.

Arts electives are chosen from the following: anthropology; aquatic resources (AQUA 202 only); art; Catholic studies; Celtic studies; classical studies; climate and environment (CLEN 201, 320, 355 only); development studies; economics; English; French; German; health (only for students who transfer out of the BASc in Health); history; interdisciplinary studies; Mi'kmaq; music; philosophy; political science; psychology; public policy and governance; religious studies; sociology; Spanish; and women's and gender studies.

Science electives are chosen from the following: aquatic resources (excluding AQUA 202); biology; chemistry; climate and environment (excluding CLEN 201, 320, 355); computer science; data science; Earth and environmental sciences; engineering*; health*; human kinetics*; human nutrition; mathematics and statistics; nursing (NURS 303)*; and physics.
*Courses in engineering, health, human kinetics, and nursing (other than NURS 303) are normally restricted to students in those programs.

7.1.3 Credit Patterns for Degree Options, Diplomas, and Certificate (Req = Required; Elec = Electives)

Bachelor of Science	Science A	Science B	Science C	Arts Elec	Science (Req/Elec)	Other Req	Open Elec		
BSc Major, see notes 1, 2, 3	42 credits	12 credits	6 credits	12 credits	12 credits	—	36 credits		
BSc Major with arts minor, see notes 1, 2, 7, 10	42	12	6	24	12	—	24		
BSc Major with science minor, see notes 1, 2, 8, 10	42	24	6	12	—	—	36		
BSc Major with BSAD, see notes 1, 2, 10	42	12	6	6 plus ECON 6	9 plus CSCI 3	BSAD 30	6		
BSc Joint Major, see notes 1, 2	42	36	6	12	12	—	12		
BSc Honours, see notes 1, 2	60	12	6	12	12	—	18		
BSc Honours with arts minor, see notes 1, 2, 7, 11	60	12	6	24	12	—	6		
BSc Honours with science minor, see notes 1, 2, 8, 11	60	24	6	12	—	—	18		
BSc Joint Honours, see notes 1, 2	Total of 84 in A & B		6	12	12	—	6		

BSc in Human Kinetics	HKIN	Statistics	Science Minor	Science Elec	Arts Elec	Open Elec			
BSc HKIN Major Kinesiology, see note 4	57	3	24	6 (non-HKIN)	12	18			
BSc HKIN Major Pre-Education	60	—	24, see note 5	6 (non-HKIN)	12	18			
BSc HKIN Honours Kinesiology, see note 4	60	3	24	6 (non-HKIN)	12	15			
BSc HKIN Honours Pre-Education	60	3	24, see note 5	6 (non-HKIN)	12	15			

BSc in Human Nutrition	HNU	BIOL	CHEM	BSAD	MATH/STAT	Arts Elec	Open Elec	ECON	
BSc HNU, see note 6	48 or 54	12	12	3	3	12	30 or 24	—	
BSc HNU Honours, see note 6	54 or 60	12	12	3	3	12	24 or 18	—	
BSc HNU with BBA in Entrepreneurship	39	12	12	54	3/3	12	9	6	

BSc in Nursing	NURS Req	BIOL	ENGL	STAT	CHEM	HNU	PHIL/RELS	PSYC	Open Elec
BSc Nursing	84	9	3	3	3	3	3	3	9
BSc Nursing Honours	90	9	3	3	3	3	3	3	3
BSc Nursing Accelerated	84	—	—	—	—	—	—	—	6
BSc Nursing for LPNs	69	—	—	—	—	—	—	—	—
BSc Nursing for RNs - no new admission	42, see note 9	12	—	—	—	—	—	—	NURS 9

Bachelor of Arts and Science	Core	Arts	Science	Arts/Science	Humanities	Open Elec			
BASc	24	18	18	12	12	36			
BASc Honours	30	18	18	12	12	30			

Engineering	ENGR Req	Discipline Elec	CHEM	PHYS	Writing Elec	Sci Elec	Open Elec		
Diploma in Engineering	42	9	6	6	6	—	—		

Diploma in Engineering with BSc (3-year), see notes 12, 13	42	9	6	6	6	9	12		
Post-baccalaureate Programs	BSAD	CSCI	DSCI	ECON	MATH	STAT	DSCI Designated	MATH/STAT/ CSCI Elec	
Post-baccalaureate Diploma in Actuarial Science	12	—	—	6	18	12	—	—	
Post-baccalaureate Diploma in Artificial Intelligence	—	45	—	—	—	—	—	3	
Post-baccalaureate Diploma in Data Science	—	3	21	—	18	9	9	—	
Post-baccalaureate Certificate in Actuarial Science (one-year, see note 14)	12	—	—	6	18	12	—	—	

Note 1 Of science A, B and C, one must be mathematics, and six credits must be calculus. In the BSc Major in Science with Business Administration, either science A or B must be mathematics/statistics and must include six credits of calculus.

Note 2 With permission of the chair of the department of the student's major, courses from other science departments may be used to satisfy major or honours program requirements: up to 12 credits for the major, joint major, or the major with business administration; up to 18 credits for the honours; up to 12 credits for the joint honours.

Note 3 Students are permitted to use up to 30 credits from professional programs (business administration, engineering, human kinetics, human nutrition, nursing) as open or science electives.

Note 4 For students pursuing the nutrition minor, there are 15 credits fewer human kinetics electives and 15 credits of additional science requirements. For students pursuing the health sciences minor, the 30 credits of science A and B are a combination of courses from biology, chemistry, and physics. See section 9.23.

Note 5 For students pursuing the secondary teaching stream option, a minimum of 24 credits must be in one of the subject fields taught in Nova Scotia schools.

Note 6 HNU and open elective credits vary depending on chosen concentration. See section 9.24

Note 7 Available minors in arts are anthropology, art history, studio art, Catholic studies, Celtic studies, climate and environment, development studies, economics, English, French, history, music, philosophy, political science, psychology, public policy and governance, religious studies, sociology, Spanish, women's and gender studies.

Note 8 Available minors in science are biology, chemistry, climate and environment, computer science, data science, Earth and environmental sciences, economics, mathematics, physics, and psychology.

Note 9 Includes 12 credits of humanities requirement: NURS 300 and NURS 330.

Note 10 The degree awarded is Bachelor of Science with Major.

Note 11 The degree awarded is Bachelor of Science with Honours.

Note 12 Two credentials are awarded: Diploma in Engineering; Bachelor of Science.

Note 13 The science electives and open electives can be used to complete an optional concentration in Earth and environmental sciences, mathematics, or physics. See section 9.19.

Note 14 A minimum of 18 credits and maximum of 30 credits of the required 48 must be completed prior to admission to the certificate program; the remaining courses are intended to be completed in one year of study.

7.1.4 Declaration of Major or Honours

First-year students in the Bachelor of Science are strongly encouraged to declare their major or honours subject(s) by the end of first year if they know the program they wish to pursue. Those who are still uncertain about their preference of program can submit their declarations in second year.

Human Kinetics students who plan to pursue the 5-year concurrent program with Bachelor of Education must apply for this program by the end of first year. All other human kinetics students may submit their declarations in first or second year.

Students in the Bachelor of Science and the Human Kinetics programs who have 54 earned credits or more by the end of the academic year will be assigned earlier times for June registration if they have declarations on file. Students are strongly encouraged to submit their declarations by the end of March. Declarations received after April are not guaranteed to be fully processed prior to registration.

BSc in Human Nutrition students are not required to submit declaration forms unless they intend to apply for the honours program, or if they wish to declare one of the optional concentrations or an optional minor.

BSc in Nursing students are not required to submit declaration forms unless they intend to apply for the honours program, and those declarations are to be submitted in second year.

Bachelor of Arts and Science students in Health and in Climate and Environment are required to submit declaration forms by the end of second year and are encouraged to do so in first year. Honours forms are normally submitted in second year.

Diploma in Engineering students do not complete declaration forms unless they are in a concurrent BSc with Major (in which case they complete a standard BSc declaration form), or a concurrent 3-year BSc in which they wish to complete an optional concentration.

Forms and procedures to declare majors and honours can be found on the Academic Advising website at https://www.stfx.ca/student-services/academic-services/academic-advising/major-declaration. Students are encouraged to meet with department chairs or program coordinators to discuss future course selection and program planning. In particular, students interested in honours degrees should meet with these faculty resources as early as possible in their academic programs.

7.1.5 Advancement and Graduation Requirements by Degree

All students must fulfill the advancement and graduation requirements outlined in chart 7.1.5, and the course, seminar, research report, senior paper, or honours thesis requirements of the major or honours department(s). For joint degrees, students submit a research report, senior paper, or honours thesis in science A only.

Candidates who fail to meet the requirements for the degrees for which they have applied may be eligible for other degrees, provided those degree requirements are met. Exceptions to these requirements need the approval of the dean and the department chair.

7.1.5 Advancement and Graduation Requirements by Degree

Degree	Admission End of Second Year	Advancement End of Third to Fourth Year	Graduation and Fourth-Year Requirements
BSc Major	—	—	average 55
BSc Joint Major	—	—	average 55
BSc Major Science with Business Administration, see note 1	—	—	average 55
BSc Honours	average 75 in each of first two years; average 75 in Science A courses completed during the first two years; grade of 70 in each course in Science A	average 75; average 75 in Science A courses; grade of 70 in each course in Science A	average 75; average 75 in Science A courses; grade of 70 in each course in Science A
BSc Joint Honours	average 75 in each of first two years; average 75 in Science A courses and average 75 in Science B courses completed during the first two years; grade of 70 in each course in Science A and B	average 75; average 75 in Science A courses; average 75 in Science B courses; grade of 70 in each course in Science A and B	average 75; average 75 in Science A courses; average 75 in Science B courses; grade of 70 in each course in Science A and B
BSc Human Kinetics	—	—	average 55
BSc Human Kinetics with Honours	average 75 in each of first two years; average 75 in HKIN courses (including STAT 101) completed during the first two years; grade of 70 in each HKIN course (including STAT 101)	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course
BSc Human Nutrition	—	—	average 55
BSc Human Nutrition with Honours	average 75 in each of first two years; combined average 75 in HNU and science courses in first year; average 75 in HNU courses in first two years; grade of 70 in each HNU course	average 75; average 75 in HNU courses; grade of 70 in each HNU course	average 75; average 75 in HNU courses; grade of 70 in each HNU course
BSc Human Nutrition with Honours and Integrated Dietetic Internship	—	acceptance into the IDI Program; Overall course average 70, overall HNU course average 75; minimum course grade of 65 in HNU 351,355	acceptance into the IDI Program; Overall course average 70, overall HNU course average 75; minimum course grade of 65 in HNU 351,355,452. Completion of HNU 481,482,483

BSc Nursing	successful completion of all courses (includes bridging courses in LPN-BScN program): average 65 in core courses (BIOL 115, ENGL 111, HKIN 161, 162, STAT 101); grade of 65 in each NURS course; pass for all clinical practice portions of courses	successful completion of all courses; grade of 65 in each NURS course; pass for all clinical practice portions of courses	grade of 65 in each NURS course; pass for all clinical practice portions of courses
BSc Nursing with Honours	average 75 in first year; average 80 in second year; grade of 75 in each NURS course; no nursing practice infractions in second year	average 80; grade of 75 in each NURS course; no nursing practice infractions	average 80; grade of 75 in each NURS course; no nursing practice infractions
BSc Nursing for Registered Nurses (program being phased out)	grade of 60 in each NURS course	—	grade of 60 in each NURS course
BASc	—	—	average 55
BASc Honours	average 75 in each of the first two years; average 75 in core, required, and designated arts and science courses during first two years; grade of 70 in each core, required, and designated arts and science course	average 75; average 75 in core, required, and designated arts and science courses; grade of 70 in each core, required, and designated arts and science course	average 75; average 75 in core, required, and designated arts and science courses; grade of 70 in each core, required, and designated arts and science course
Diploma in Engineering	average 60 to advance to second year	—	average 60 over the program

Note 1 The degree awarded is Bachelor of Science with Major.

7.1.6 Bachelor of Science with Joint Major

A joint major program, which involves combined study of two science subjects, is available with the following combinations, where Y is indicated:

with	AFPY	BIOL	CHEM	CSCI	DSCI	ECON	EESC	MATH	PHYS	PSYC
AFPY	—	Y	Y	Y	Y	—	Y	Y	Y	—
BIOL	Y	—	Y	Y	Y	Y	Y	Y	Y	Y
CHEM	Y	Y	—	Y	Y	Y	Y	Y	Y	Y
CSCI	Y	Y	Y	—	Y	Y	Y	Y	Y	Y
DSCI	Y	Y	Y	Y	—	Y	Y	—	Y	Y
ECON	—	Y	Y	Y	Y	—	Y	Y	Y	—
EESC	Y	Y	Y	Y	Y	Y	—	Y	Y	Y
MATH	Y	Y	Y	Y	—	Y	Y	—	Y	Y
PHYS	Y	Y	Y	Y	Y	Y	Y	Y	—	Y
PSYC	—	Y	Y	Y	Y	—	Y	Y	Y	—

7.1.7 Bachelor of Science with Joint Honours

A joint honours program, which involves combined study of two science subjects, is available with the following combinations, where Y is indicated:

with	BIOL	CHEM	CSCI	DSCI	ECON	EESC	MATH	PHYS	PSYC
BIOL	—	Y	Y	Y	Y	Y	Y	Y	Y
CHEM	Y	—	Y	Y	Y	Y	Y	Y	Y
CSCI	Y	Y	—	Y	Y	Y	Y	Y	Y
DSCI	Y	Y	Y	—	Y	Y	—	Y	Y
ECON	Y	Y	Y	Y	—	Y	Y	Y	—
EESC	Y	Y	Y	Y	Y	—	Y	Y	Y

MATH	Y	Y	Y	—	Y	Y	—	Y	Y
PHYS	Y	Y	Y	Y	Y	Y	Y	—	Y
PSYC	Y	Y	Y	Y	—	Y	Y	Y	—

7.1.8 Co-operative Education Program in Science

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience (12 months) with an employer partner in industry, government and not-for-profit across Canada. Students enrolled in biology, climate & environment, computer science, data science, Earth and environmental sciences, economics, health, human nutrition, or mathematics are eligible to apply. Many of the StFX Co-op programs are accredited by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each COOP work term is two credits. Students who complete three COOP work terms receive six credits which can be used as major subject electives or as science or open electives. See section 9.13 for further information.

7.1.9 Experiential Learning in Science

Students in the Faculty of Science may participate in a range of experiential learning opportunities that complement their academic studies. These opportunities may include research with faculty, field experiences, laboratory- and simulation-based learning, skills development courses, service learning, clinical and community placements, practicums, internships, co-operative education, exchange, and international experiences.

Experiential learning may be embedded within courses—such as through structured laboratory work, applied projects, or practice-integrated learning—or offered through co-curricular activities. In some programs, students engage in supervised clinical or professional practice experiences, including educator-led and preceptored placements in community or professional settings.

Through these opportunities, students apply disciplinary knowledge in real-world contexts while engaging in reflection, and develop transferable skills such as critical thinking, problem solving, collaboration, and communication, while exploring potential career and academic pathways.

7.2 Engineering

The StFX Engineering Diploma consists of 69 credits normally taken over two academic years. During the second term of the first year, students apply for conditional acceptance into one of the following engineering programs at Dalhousie University: chemical, civil, electrical, environmental, industrial, or mechanical engineering. Conditional acceptance into a program allows the student to choose the appropriate courses to take in the second year of the diploma program at StFX.

Dalhousie and the associated universities form a unified system of engineering education. Therefore, all diploma graduates from the associated universities are guaranteed admission into the Faculty of Engineering at Dalhousie University. However, it is not possible for Dalhousie to guarantee that students will gain entry to the program of first choice, since all programs are subject to a maximum number of admissions. Thus, normally in the second half of the first year, students are required to apply for a placeholder specifying their choices of programs in preferential order. The Dalhousie Faculty of Engineering notifies each student of the results of their application. The notification is normally sent in June. Placement of students into programs is based on academic performance. StFX, along with the other associated universities, has a formal Memorandum of Understanding (MOU) with Dalhousie University that addresses admissions. Article 5.2 a of the MOU states, “Dalhousie shall treat students from each Associated University and from Dalhousie the same for purposes of admission in the third year of the programs at Dalhousie.” Students who do not gain entry to their preferred programs or do not wish to continue their studies at Dalhousie University may apply to an engineering program at any other institution and transfer the credits earned that the institution would allow.

Students who transfer to the StFX diploma program from other universities must obtain at least 36 credits taken at StFX in order to receive a diploma from StFX. Students cannot normally use a distance or online course to satisfy the requirement of an engineering science course. An engineering science or design course may normally be taken during spring or summer only if the course was taken during the regular academic term but the student obtained a failing grade.

The StFX Engineering Diploma program is an accredited professional program associated with Dalhousie University. To fulfill our commitments to Dalhousie and to the accreditation board, graduate attribute results for each student will be sent to Dalhousie. In addition, grades for students who apply for placeholders at Dalhousie Faculty of Engineering, and transcripts of students who have earned the Diploma from StFX and have a placeholder at Dalhousie University will be sent to Dalhousie. For more details, please see section 3.16.1.

7.2.1 Diploma in Engineering with Bachelor of Science (3-year program)

Students who wish to earn the engineering diploma and a three-year BSc credential can do so concurrently. Optional concentrations are available in Earth and environmental sciences, mathematics, or physics. Students should consult with the Chair of the department of the concentration or academic advising regarding course selection.

7.2.2 Diploma in Engineering with Bachelor of Science with Major (4-year program)

Students who wish to earn a bachelor of science with major concurrently with the diploma in engineering can so do with a major in biology, chemistry, computer science, Earth and environmental sciences, economics, mathematics, physics, or psychology. Students interested in pursuing an honours degree concurrently with a diploma in engineering may do so, though it will require additional credits

above the standard 120 credits for the four-year BSc program. Contact academic advising for available options.

7.3 Bachelor of Arts and Science

The Bachelor of Arts and Science (BASc) is designed to expose students to both arts and science knowledge that inform a particular topic. Since many contemporary topics and issues are better understood through thorough engagement with both scientific and humanistic contributions, the degree is structured so that students engage with as many relevant disciplinary contributions as possible. Students completing Bachelor of Arts and Science programs will complete interdisciplinary core courses pertaining to their subject of study as well as science, arts, and humanities requirements. The BASc degree is 120 credits. Students complete 24 credits in interdisciplinary courses in their program subject. Students will be required to complete a minimum of 18 credits from the Faculty of Arts and 18 credits from the Faculty of Science as well as 12 credits in the humanities.

Currently, StFX offers a Bachelor of Arts and Science in Health and in Climate and Environment. Both programs are direct entry.

This degree program is not intended as a compromise for students who cannot decide between an arts and science degree. This degree is rather for students with specific topical interests that are better served by interdisciplinary study.

7.3.1 Climate and Environment

The program was carefully designed to provide students with maximum exposure to knowledge that will contribute directly to their understanding of climate and environmental topics while maintaining a liberal arts approach that encourages commitment to broad critical and scientific inquiry, logical rigour, and creative problem-solving. Students will complete courses across the Faculties of Arts and Science to gain a broad yet inclusive education in both climate and environment. This approach reflects the complexity of addressing climate and environment issues currently facing our planet. Global initiatives in tackling human and environmental issues highlight the need for an interdisciplinary approach, recognizing that solutions will only be found through integrated scientific, socio-political, and economic inquiry. See 9.11 for program requirements.

7.3.2 Health

The program aims to provide students with a contemporary education in health by drawing on knowledge from the natural sciences, social sciences, and humanities to engage students in nuanced and considered discussions about how we think about health, how we approach health, how we create health, what biases contribute to our understanding of health, and how health is interwoven into all aspects of our individual and collective lives. Students will gain a better understanding of the ways in which human health is determined and defined, by emphasizing what biology, chemistry, the social sciences, history, and other disciplinary fields of study contribute to an integrative understanding of health. Students will complete courses in biomedical sciences, social determinants of health, health equity, and the humanities. See 9.21 for program requirements.

8. Graduate Studies

8.1 Master of Arts and Master of Science
8.2 Master of Applied Computer Science
8.3 Master of Adult Education
8.4 Master of Education
8.5 Master of Enterprise Technology Management
8.6 Master of Health Equity and Graduate Diploma in Health Equity
8.7 Ph.D. in Educational Studies
8.8 Regulations

Graduate Studies is under the direction of the Associate Vice-President Research and Graduate Studies who is advised by the committee on graduate studies. Courses of study leading to the following graduate degrees are currently offered:

Master of Arts (MA)
Master of Science (M.Sc.)
Master of Applied Computer Science (MACS)
Master of Adult Education (M.Ad.Ed.)
Master of Education (M.Ed.)
Master of Enterprise Technology Management (METM)
Master of Health Equity (MHE) and Graduate Diploma in Health Equity (GDipHE)
Ph.D. in Educational Studies

For fee information, see https://www.stfx.ca/student-accounts

8.1 Master of Arts and Master of Science

8.1.1 Admission Requirements and Procedures

Minimum admission requirements are:

a) a bachelor's degree with the equivalent of an undergraduate major (36 credits) normally in the same field of study;
b) an overall average of 70 (B) or higher in the bachelor's program;
c) proof of English language proficiency when applicable.

Admission to these programs is based on the following factors:

a) The university must be able to provide a program of study and research that meets the expectations of the applicant as specified in the application for admission.
b) The candidate's academic performance and references must indicate that the candidate is able to complete the program of study and research prescribed in the degree program.
c) A faculty member must be available who is competent to supervise the program of study and the research prescribed for the degree.

Applications for admission must be sent to the university admissions office. Prior to submitting the application at https://www.stfx.ca/applications-admissions/admissions-information, MA and MSc students must contact the academic department to determine if a supervisor is available, and must discuss opportunities for scholarships and funding with a potential supervisor. To be eligible for scholarships and funding, applications must be received by February 15. Incomplete applications will not be considered.

Occasionally, incoming MA or M.Sc. students may be required to take up to 6-credits of undergraduate courses to fill in specific content gaps from their undergraduate preparation. Students will be notified in their letter of acceptance if they are required to do so. These courses must be completed by the end of the first year of the master's or the students will be withdrawn from the program. The undergraduate courses must be taken for credit, and students pay the normal undergraduate tuition rate for the courses. Credit for these undergraduate courses does not count toward the graduate degree. Students who require more than 6 credits of undergraduate courses may enrol at StFX as non-degree undergraduate students. Once they have successfully completed the required courses, students can reapply for admission to the MA or M.Sc. program.

8.1.2 Program Requirements

Master of Arts

a) A minimum residence of 12 months for candidates with an honours degree, and a minimum residence of 18 months for other candidates.
b) Students must earn a total of 36 credits in graduate work; the thesis will count for 18 credits.
c) Candidates must satisfy degree requirements as determined by the candidate's supervisory committee and approved by the department chair.
d) On the recommendation of the department chair, candidates may be required to demonstrate a reading knowledge of a second language relevant to their studies, and an examination in the designated language must be passed within six months after registration.

Master of Science

a) A minimum residence of 12 months for candidates with an honours degree, and a minimum residence of 18 months for other candidates.

b) Students must earn a total of 36 credits in graduate work; the thesis will count for 18 credits.
c) Candidates must satisfy degree requirements as determined by the candidate's supervisory committee and approved by the department chair.

8.2 Master of Applied Computer Science

8.2.1 Admissions Procedures

Minimum requirements are:
a) a bachelor's degree with the equivalent of an undergraduate major (36 credits) normally in the same field of study;
b) an overall average of 70 (B) or higher in the bachelor's program.

8.2.2 Program Requirements

a) A minimum residence of 12 months.
b) Students must earn a total of 36 credits.
c) Candidates must satisfy degree requirements as determined by the program.

8.2.3 Cooperative Education

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience with an employer partner in industry, government, and not-for-profit across Canada. Master of Applied Computer Science (MACS) students can confirm their Co-op status before the add/drop course date in September of their first year of the program. MACS students complete professional development training, two four-month work terms, and a capstone course, COOP 530. See section 9.13 for further information.

8.3 Master of Adult Education

The M.Ad.Ed. program is, in general, a distance-learning program. This program provides an effective learning experience for professional adult educators. Candidates come from a wide variety of career areas such as literacy, health education, higher education, vocational education, human resources training and development, community development, and educational technology.

8.3.1 Admissions Procedures

For admission to the M.Ad.Ed. program, applicants must:
a) have completed an appropriate bachelor's degree with an overall average of 70 (B) or higher; and
b) have a minimum of two years dedicated post-baccalaureate experience in work relating to adult education.

Exceptionally: applicants with an incomplete undergraduate degree who have exceptional and relevant practitioner experience in adult education/community development, and can demonstrate excellent analytical and writing skills which are required for graduate studies, may be considered for special admission if they provide evidence of:
a) having completed a minimum of 3 (3-credit) undergraduate university courses and have extensive experience working with adults in an educational setting for at least five years.
b) having been recognized for 'exceptional' contributions in their professional practice or community development work; and
c) provide a dossier that includes significant examples to demonstrate excellent analytical and writing skills.

Individuals seeking entry under this special admission provision should contact the Chair of the Department of Adult Education to inquire about the criteria, processes, and timelines for admission via this route.

8.3.2 Program Requirements

Students must earn a total of 30 credits in graduate work. Those students who have successfully completed the Nova Scotia Community College Professional Development Program may apply to receive one course (3-credits) for ADED 535 when applying for admission. Other applicants may request permission to transfer a maximum of one course (3 credits) prior to acceptance to the M.Ad.Ed. program.

There are two routes by which a student may complete the requirements for the M.Ad.Ed.: a course-based route or a combined course and thesis route. Students in the course-based route complete 30 credits in graduate education courses, whereas students in the thesis route complete 18 credits of graduate education courses and a 12-credit thesis (see section 9.1).

8.4 Master of Education

8.4.1 Admission Requirements and Procedures

The deadline for application to the M.Ed. program is normally February 15, with courses beginning in July of the same year. Students are responsible for checking with the admissions office to make sure their application is complete, as only completed applications will be considered.

Admission to the M.Ed. program is competitive and based on:
a) completion of a B.Ed. degree or an equivalent Bachelor-level degree, with an overall average of at least 70;
b) at least two years of teaching experience prior to enrolment in the first graduate course.
Graduates who do not possess a B.Ed. degree will normally be considered when they have:

c) gained a teaching license equivalent to a Nova Scotia Initial Certificate (ITC) or been employed in a teaching-related capacity for at least two years in professional school, post-secondary institution, or equivalent field;
d) met all other conditions.

Meeting the minimum admission requirements does not ensure acceptance into the program. Admission decisions are final.

8.4.2 Program Requirements

StFX offers the M.Ed. degree with a specialization in educational administration and policy, or in curriculum and instruction. In both streams, students must complete the specified core and elective courses.

There are two options by which a student may complete the requirements for the M.Ed.: a thesis route and a course-based route; see section 9.18. Students who choose the thesis route must complete 18 credits in graduate education courses, as well as a thesis worth 12 credits. Those in the course-based route must complete 30 credits in graduate education courses.

Concentrations, which are comprised of 15 credits of specified coursework, include the following areas: Educational Administration and Policy: Culturally Responsive Pedagogy, Inclusive Education, Physical and Health Education, and Women in Leadership; Curriculum and Instruction: Early Elementary Pedagogy, Inclusive Education, Mathematics Teaching and Learning, Land- and Sea-based Learning, and Mental Health. A successfully completed concentration is included in the student's official academic record and appears on any transcript issued.

8.5 Master of Enterprise Technology Management - Expected start Fall 2027

8.5.1 Direct Entry Admissions Procedures

Minimum requirements are:
a) bachelor's degree with the equivalent of an undergraduate major (36 credits) in a Business, Management, Mathematics, or a technology-related field of study.
b) In lieu of (a), an undergraduate major in any field of study, along with coursework across the fields of Business, Management, Mathematics, or a technology-related area or a post-baccalaureate certificate or diploma in a business or technology-related field of study may also be considered.
c) an overall average of 70 (B) or higher in the bachelor's and post-baccalaureate (if applicable) program.

8.5.2 METM Foundation Year Program Admissions Procedures

a) Students not meeting 8.5.1 may be granted admittance to the METM program through the METM Foundation Year Program.
b) Students are required to successfully complete 24 undergraduate BSAD credits: BSAD 281, 382, 384, 386, 389, 482, 483, and one elective from a prescribed list of technology-related BSAD courses. See Section 9.6 for course descriptions.
c) Upon successful completion of the above (b) courses, foundation year students will be awarded the Post-Baccalaureate Certificate in Enterprise IT Management.
d) Students with an overall average of 70% will migrate automatically into the graduate portion of the METM program.

8.5.3 Program Requirements

a) A minimum residence of 8 months for direct (8.5.1) and 16 months for foundation year (8.5.2) entry.
b) Students must earn a total of 30 graduate BSAD credits.
c) Candidates must satisfy degree requirements as determined by the program.

8.6 Master of Health Equity and Graduate Diploma in Health Equity

8.6.1 Direct Entry Admission Procedures

Minimum requirements are:
a) Completion of a bachelor's degree with the equivalent of an undergraduate major (36 credits) in any field of study.
b) An overall average of 70 (B) or higher in the bachelor's and post-baccalaureate (if applicable) program.
c) A minimum 1-year of professional experience in health or community settings, government or non-for-profit sector. Applications from those without the required one-year professional experience will be considered on a case-by-case basis. The committee will consider a combination of a shorter period of professional experience, relevant lived experience, volunteer experience, specific undergraduate courses/research experience, etc.
d) Proof of English language proficiency when applicable.

8.6.2 Program Requirements

a) Students must earn a total of 30 graduate HEEQ credits to receive the MHE and a total of 15 graduate HEEQ credits to receive the GDipHE.
b) Core courses HEEQ 501 and HEEQ 502 must be completed before any other courses.
c) Students completing the MHE must complete six core HEEQ core courses (18 credits), two electives (6 credits) and two capstone courses (6 credits). Students completing the GDipHE must complete 5 of 6 core HEEQ core courses (15 credits).
d) Candidates must satisfy degree requirements as determined by the program.

8.7 Ph.D. in Educational Studies

The Ph.D. in Educational Studies is offered in partnership by St. Francis Xavier University, Mount Saint Vincent University, and Acadia University. This research-oriented doctoral program is jointly administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that home institution of record.

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.

Regulations for students enrolled in the Interuniversity Ph.D. in Educational Studies are determined jointly by the partner institutions. Additional information is available at http://www.nsphdeducation.ca/en/home/default.aspx

8.7.1 Admission Requirements and Procedures

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, typically distributed as follows: six at MSVU, four at StFX, and four at Acadia. 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 for that year.

Minimum admission requirements are:

a) A master's level degree from a recognized university in education or in a related field of study (a cognate discipline);
b) 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;
c) Evidence of scholarly preparation to conduct research, normally including graduate level courses in quantitative and/or qualitative research methods and design;
d) Three letters of reference, normally including two academic and one professional;
e) A recent curriculum vitae indicating current initiatives in education and any academic, scholarly work to date;
f) A letter of intent indicating a proposed area of study from among the six interrelated themes of educational studies;
g) A minimum of A- or 80% average in highest earned degree.

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.

The application package is available from the doctoral program office in the faculty of education and online at the Inter-University Ph.D. website www.educationphd.ns.ca

a) Applicants apply for their institution of choice (Acadia, MSVU or StFX) through the doctoral program office by November 15 for July 1 entry;
b) The IDAC will review all applications and, by majority agreement, recommend acceptance of applicants to the participating institutions;
c) The StFX admissions office will inform the applicant, in writing after March 1, regarding the decision of the IDAC. StFX becomes the institution of record for all doctoral students formally admitted to StFX.
d) In addition to specific doctoral program requirements and regulations, StFX students are bound by the regulations and procedures pertaining to graduate studies at StFX.
e) Each doctoral supervisor will arrange for an entry meeting for his/her/their student(s) to develop a preliminary program plan and an initial outline of the proposed research area. This preliminary plan will be submitted in writing to the IDAC for approval (within a time frame specified by the IDAC), through the Doctoral Program Coordinator. Normally, this plan is completed before the July 1 start date.

8.7.2 Program Requirements

Students must complete EDUC 9001-9005 and 9010 during four consecutive semesters (14-month residency). Students normally defend their dissertation within two years after the portfolio examination, but no later than six years after entering the doctoral program, unless an extension has been granted. Students must register in a minimum of one course per year. Active students in the program are considered full-time throughout the program.

Students enrol in EDUC 9001 and 9002 on site in July at one of the three universities. The site for these two courses will rotate amongst the three universities from year-to-year. Students complete EDUC 9010 and 9100 with their doctoral supervisor and their committee at their home institution of record. The remaining courses are delivered using an e-learning platform. In some instances, doctoral students may arrange to enrol in an existing topic-related Master level course, augmented with doctoral level analysis and applications. Doctoral students have the right to take courses and seminars and use the academic facilities of any of the three participating universities in accordance with their approved plan of study.

The required courses are: 9001; 9002; 9003; 9004, 9005; 9010, and 9100. At the time of admission, students will be advised if they are required, and they may choose, to complete (in consultation with doctoral supervisor and with approval from IDAC): EDUC 9006, 9007, 9008, and 9009. See section 9.18.3 for course information.

8.8 Regulations

Students are expected to be familiar with all university and department regulations. See chapter 3 and the relevant department in chapter 9.

8.8.1 Residency, Expected Time to Completion, Maximum Time to Completion

Each graduate program at StFX has a defined minimum residency and defined expected and maximum times to completion. The residency period is the length of time during which the student is expected to be on campus working full-time toward the completion of program requirements. These timeframes are outlined in the following table:

Program	Minimum Residence	Expected time to complete	Maximum time to complete
MA	12 or 18 months*	24 months	5 years
M.Sc.	12 or 18 months*	24 months	5 years
MACS	12 months	16 months or 2 years	6 years
M.Ad.Ed.	N/A	32 months	40 months**
M.Ed.	N/A	24 months	6 years
METM	8 months	16 months	5 years
METM (Foundation Year Pathway)	16 months	28 months	6 years
MHE	N/A	30 months	6 years
GDipHE	N/A	15 months	3 years
Ph.D. in Educational Studies***	14 months	4 years	6 years

Note: Students who started the program in 2022-2025, have a maximum of 32 months to complete the program.
Students who start the program in January 2026 and onwards have a maximum of 40 months to complete the program.

*12 months for candidates holding an honours degree and 18 months for all other candidates.
** See section 8.8.7.
***Regulations for students enrolled in the Inter-university Ph.D. in Educational Studies are determined jointly with the partner institutions. Please consult http://www.nsphdeducation.ca/en/home/default.aspx for registration and fee information.

8.8.2 Enrolment Status and Withdrawal

Students remain enrolled in the program and are charged all relevant fees until they formally notify the Dean's office that they are withdrawing from the program. Students who have withdrawn from a program must re-apply for admission before returning.

8.8.3 Continuing Status and Continuation Fees

Students in the MA and MSc programs who have passed the expected time to completion (24 months) are automatically registered as part-time, continuing students. The status of students in the Ph.D. in Educational Studies program is determined by the Interuniversity Doctoral Program in Educational Studies.

After the expected time to completion, MA and MSc students are registered in 4-month continuation courses and charged the equivalent of 3 credits tuition and fees until they have completed their degree requirements or until they reach the maximum time to completion.

Students who have outstanding fees at the beginning of a continuation period will not be eligible for continuation status and will, if the situation is not resolved, be designated inactive. Inactive students lose their rights and privileges as StFX students. The Registrar's Office will notify students who are not eligible for continuation status through the student's StFX email account; students will have 7 days to resolve the issue with the Business Office.

International and domestic students pay the same continuation fee.

Program	Continuation Fee
MA, M.Sc., M.Ed.(thesis-based)	The equivalent of tuition and fees for a 3-credit course for each 4-month continuation period
MACS, M.Ad.Ed., M.Ed.(course-based), METM, MHE, GDipHE	Tuition paid at course enrolment
Ph.D. in Educational Studies	As determined by the Interuniversity Ph.D. Committee, see the website: www.educationphd.ns.ca

8.8.4 Full-time and Part-time Status

Students in flat fee programs, such as the MA and M.Sc. programs maintain full-time status for the first 24 months. After the first 24 months, students are automatically classified as part-time until they have reached the maximum time to completion. Students in the M.Ad.Ed. program maintain part-time status throughout the program. Ph.D. in Educational Studies students are considered full-time students throughout their program.

In exceptional cases and for a limited period, MA and M.Sc. students may apply to the AVPRGS to be considered full-time after the first 24 months. In order for full-time status to apply, students must demonstrate all of the following:

a) They are geographically available to campus.
b) They visit the campus regularly.
c) They are not engaged in full-time employment on or off campus.
d) They are engaged in their academic work full-time.

If any of these conditions change, the student will no longer be considered full-time. The continuation fee for full-time students is the same as the continuation fee for part-time students.

Students in the M.Ed., MACS or METM are considered full-time or part-time based on the number of credits in which they are enrolled in a given period. The full- or part- time status is assessed on a term-by-term basis, so a student can be full-time for part of the year and part-time for the remainder. A student is considered full-time when enrolled in 18 or more credits during the period of September to May. Students are also considered full-time for the given period when registered in six credits for the period May-June or for the period July-August.

8.8.5 Academic Standing

To maintain satisfactory standing, graduate students must achieve a passing grade of 70 in each course.

Master of Adult Education or Master of Education

a) After each term grade submission deadline (dates will vary by year, but generally mid- January, mid-May, end of June, mid-July, early August), a student who has failed a course by earning less than 70% is notified through their StFX email by the Office of the Associate Vice-President, Research, Graduate and Professional Studies.
b) A student who fails a required course must repeat that course. A student who fails an elective course may repeat that course or complete another elective course.
c) A student with two failures will be dismissed from the program and will be dropped from future course registrations. The student may appeal the dismissal to the Dean. The Dean's Committee hears the appeal according to the process described below. If the appeal is successful, the student may repeat a second failed course or take a replacement elective course if applicable.
d) A student who fails three times in total is dismissed from the program. There is no appeal after a third failure.

Master of Applied Computer Science

a) After each term grade submission deadline (e.g., mid-January, mid-May), a student who has failed a course by earning less than 70% is notified through their StFX email by the Office of the Associate Vice-President, Research, Graduate and Professional Studies.
b) A student who fails a required course must repeat that course. A student who fails an elective course may repeat that course or complete another elective course. Students in the MACS program may repeat up to two failed courses.
c) A student with three failures will be dismissed from the program and will be dropped from future course registrations. The student may appeal the dismissal to the Dean. The Dean hears the appeal according to the process described below. If the appeal is successful, the student may repeat a failed course or take a replacement elective course if applicable.
d) A student with four failures in total is dismissed from the program. There is no appeal after a fourth failure.

Master of Arts or Master of Science

a) An annual assessment of progress of students in the MA or MSc is made through the completion of the Annual Progress Report form (See 'Forms" section of the Graduate Studies website). This process is completed at least once during the student's degree, and is a separate process from the adjudication of the thesis (thesis defense).
b) The Associate Vice President Research, Graduate, and Professional Studies (AVPRGPS) Office coordinates the annual progress review. The process requires input from the student and the supervisory committee and considers performance across all courses and in thesis research undertaken to that point.
   The review will return one of three decisions:
   - Satisfactory: Student meets or exceeds minimum expectations
   - Needs improvement: The committee & student must submit a plan to improve performance over 4-6 months.
   - Unsatisfactory: A student who receives a rating of 'unsatisfactory' or two ratings of 'needs improvement' will be dismissed from the program.
c) Notification of the results of the annual progress review is sent to the student by the AVPRGPS Office (copied to the Dean of the student's program and Graduate Student Coordinator/ Chair). The Registrar's Office is notified when a student is dismissed prior to the beginning of any potential appeal.
d) The student may appeal the dismissal to the Dean of their program following the process described below.
e) Adjudication of the thesis is overseen through the AVPRGPS and returns decisions based on the criteria outlined in the master's thesis examination form.

Master of Enterprise Technology Management

a) After each term grade submission deadline (e.g., mid-January, mid-May), a student who has failed a course by earning less than 70% is notified through their StFX email by the Office of the Associate Vice-President, Research, Graduate and Professional Studies.
b) A student who fails a required course must repeat that course. A student who fails an elective course may repeat that course or complete another elective course. Students in the METM program may repeat up to two failed courses.

c) A student with three failures will be dismissed from the program and will be dropped from future course registrations. The student may appeal the dismissal to the Dean. The Dean hears the appeal according to the process described below. If the appeal is successful, the student may repeat a failed course or take a replacement elective course if applicable.
d) A student with four failures in total is dismissed from the program. There is no appeal after a fourth failure.

Master of Health Equity and Graduate Diploma in Health Equity

a) After each term grade submission deadline (after each course), a student who has failed a course by earning less than 70% is notified through their StFX email by the Office of the Associate Vice-President, Research, Graduate and Professional Studies.
b) A student who fails a required course must repeat that course. A student who fails an elective course may repeat that course or complete another elective course. Students in the MHE and the GDipHE programs may repeat up to two failed courses.
c) A student with three failures will be dismissed from the program and will be dropped from future course registrations. The student may appeal the dismissal to the Dean. The Dean hears the appeal according to the process described below. If the appeal is successful, the student may repeat a failed course or take a replacement elective course if applicable.
d) A student with four failures in total is dismissed from the program. There is no appeal after a fourth failure.

PhD in Educational Studies

a) Regulations for students enrolled in the Interuniversity Ph.D. in Educational Studies are determined jointly by the partner institutions. Additional information is available at http://www.nsphdeducation.ca/en/home/default.aspx.
b) In addition to following policies set by the Interuniversity Doctoral Advisory Committee (IDAC), StFX students enrolled in the PhD are also subject to all StFX academic regulations.
c) To maintain satisfactory standing, students must pass each course. Students who fail one course are required to withdraw from the program. Normally, a failed portfolio (EDUC 9010) will result in academic dismissal from the program, even if all course work is completed successfully.
d) Students who are required to withdraw may appeal to the Dean according to the process described below.
e) The decision of the Committee is final.

8.8.6 Appeal of an Academic Dismissal for Graduate Level Programs

a) A student who has been dismissed may appeal the dismissal to the Dean of the student's faculty. The Dean will chair a committee that will include the AVPRGPS and the Committee on Graduate Studies representative from the appropriate Faculty.
b) The student will submit an appeal of dismissal through the form provided on the Registrar's Office Service Portal. NOTE: Graduate Student Appeals must be submitted within 15 business days of notification of dismissal.
c) A student who has started a course while waiting an appeal decision may remain enrolled in that course.
d) The Dean's Appeal Committee will return a decision within 15 business days of receiving the appeal.
e) The Dean's Appeal Committee may return any (or some) of the following decision(s):
    - that the academic dismissal stands;
    - that the student be permitted to continue in the program;
    - that the student be required to meet certain conditions (e.g. requiring regular check- ins with a Dean or designate; a reduced course load);
    - another decision appropriate to the specific situation.
    - on a case-by-case basis, the Dean may also make recommendations or set conditions with respect to data from in-progress research, research funding, etc.
f) The decisions of the Dean's Appeal Committee are final.
g) Students who have been academically dismissed may reapply for admission to StFX after waiting a minimum of two years (24 months) before reapplying.

8.8.7 Extension

Students who have not completed their program requirements by the maximum time to completion (see section 8.8.2) may apply to the AVPRGS for a maximum one-year program extension.

An application for an extension will normally be submitted at least two months before the maximum time to completion. Extensions are deliberated on a case-by-case basis. They require a plan to outline how the program requirements will be completed in the extension year. If an extension is denied, no further registration or reinstatement will be permitted.

If the extension is approved, students who are using the extension to complete a thesis will be charged an extension fee (the equivalent of 3 credits tuition and fees) for each 4-month term in the extension period. Students who are not completing a thesis but are using the extension period to complete course work, will pay tuition at course enrolment. A student who does not complete the degree requirements by the end of the extension period will be declared inactive and removed from the program. Students on extension are normally considered part-time.

8.8.8 Inactive Status

Students who have not met the requirements for graduation by the maximum time for completion are automatically designated inactive unless they have applied for and been granted an extension. Inactive students lose their rights and privileges as StFX students.

Once designated inactive, students must reapply for admission and are subject to all rules and procedures for new admissions. Students on approved leaves of absence are temporarily designated inactive; they need not reapply for admission at the end of the leave.

8.8.9 Leaves of Absence

Circumstances can lead to situations in which graduate students are obliged to step away from their study. A leave of absence may be granted for a specific length of time, up to a maximum of one year.

Examples of exceptional situations where a leave may be considered include: medical reasons; family duress or unforeseen family responsibilities including parental leave; pursuit of an employment opportunity that makes a positive contribution to the student's graduate program. Requests for leaves of absence will be reviewed by the appropriate Graduate Studies Coordinator or Chair (and Supervisory Committee when appropriate) and approved by the relevant Dean. Leaves of absence are usually dependent upon students previously showing adequate progress in their program of studies. The request must be supported by documentation explaining the exceptional circumstances that would prevent continuation of the program during the period for which the leave applies. In addition, the request should include a plan for the return to the program.

Once an initial leave of absence has been granted, additional leaves are only possible in extraordinary circumstances and require special approval by the AVPRGS.

Students on leaves of absence are designated inactive, and the academic mentorship of the supervisor and access to laboratories is suspended. Students on leaves are charged a nominal fee of $100, which allows them to maintain a StFX email account.

Time that a student spends on a leave of absence does not count toward the maximum time for completion.

8.8.10 Graduation

Students are responsible for ensuring that they have registered for convocation by the required date and that they have fulfilled all degree requirements by the requisite deadline. Supervisors must ensure that all grades (including the thesis grade) have been submitted at least one week prior to convocation.

8.8.11 Non-degree Graduate-level Students

Students without previous admission to a degree program may be permitted to register in graduate courses offered in the M.Ad.Ed., MA, MACS, M.Sc. and M.Ed. programs provided they meet the program's admission requirements and obtain the approval of the instructor and department chair and notification of the chair of the committee on graduate studies.

Non-degree students taking StFX courses are distinct from non-degree visiting research students. Visiting research students are enrolled at other universities and visit StFX to further their research. See Guide to Graduate Studies for procedures.

A student who has registered in courses in compliance with the previous paragraph, and who is later admitted to a degree program without condition, may, upon recommendation of the department chair, be granted advanced standing to a maximum of 6 credits provided they are acceptable as part of the program in which the student is enrolled.

8.8.12 Visiting M.Ed. and M.Ad.Ed. Students

Normally, only students who have been accepted into the StFX M.Ed. and M.Ad.Ed. programs are eligible to enroll in M.Ed. and M.Ad.Ed courses offered by the university. Graduate students in good standing in M.Ed. programs at other universities may also apply to take up to six credits of M.Ed. courses. Such students are encouraged to contact the StFX Centre for Online Learning and Professional Studies to determine course availability and eligibility. Graduate students in good standing in adult education or discipline relevant programs at other universities may apply to take up to three credits of M.Ad.Ed courses at StFX. Such students are encouraged to contact the Department of Adult Education to determine course availability and eligibility. Students should apply for admission as non-degree students with a letter of permission from their home institution.

8.8.13 Transfer Credit

New applicants may request permission to transfer credits (a maximum of six credits) to the MA, MACS, M.Sc. or M.Ed. program, or three credits to the
M.Ad.Ed program, prior to acceptance.

8.8.14 Letter of Permission

Once registered in the MA, MACS, M.Sc., M.Ed. or METM program, a student may request a letter of permission from the relevant department chair and Dean to complete a maximum of six credits from another university. For the M.Ad.Ed. program, a maximum of three credits may be completed at another institution. These credits can be used to fulfil program requirements.

8.8.15 English Language Requirement

See section 1.5.

8.8.16 Thesis Regulations

Master of Adult Education

Students choosing to follow the thesis route are required to prepare a thesis based on original research under the guidance of the faculty advisor. To be eligible for consideration, students interested in the thesis stream must maintain an 85% average throughout the required courses and must submit a draft research proposal, a writing sample, and researcher reflection and plan for review. Students interested in this option must declare their interest to the Department Chair by the beginning of their second year in the program. Students who start in September must submit their declaration to do research (thesis) form by September 15 of their second year in the program. Students who start in January must submit their declaration to do research (thesis) form by December 15 of their first year in the program. Theses are evaluated by two faculty members of the Department of Adult Education, and an external examiner. A final

corrected copy of the successful thesis must be submitted to the thesis supervisor for approval at least two weeks prior to the date of the convocation at which the candidate expects to graduate. The final copy of any thesis based on a research project requiring ethics approval must include a copy of the appropriate certificate of approval. Students are responsible for providing electronic copies of the approved thesis to be deposited with the StFX Library. More details can be found in the 'Graduate Thesis Submission Guidelines' on the Graduate Studies website and the M.Ad.Ed. Thesis Guide on the department webpage.

Master of Education

Upon admission to a thesis program or acceptance to the thesis route, students are required to prepare a thesis based on original research under the guidance of a thesis supervisor. After consultation with the candidate and with department faculty members, each candidate will be assigned a thesis supervisory committee by the Department Chair. This committee will include the candidate's thesis supervisor and two other faculty members, normally chosen from the department.

Once registered in a thesis course, candidates must make a formal presentation of the thesis proposal. The formal presentation is normally made to the faculty of the Department of Curriculum and Leadership, and it is open to members of the Committee on Graduate Studies, other interested faculty members, and graduate students. The Department Chair (and/or the candidate's thesis supervisor) will ensure that at least two weeks' notice is given of the date, time, and place of the presentation of the thesis proposal.

When completed, the thesis is submitted to the candidate's supervisory committee for approval. The thesis is also read by an external examiner. The supervisor will reach out to the Graduate Studies Advisor with three options for an external examiner and a suggested timeline regarding the scheduling of the defense. The Graduate Studies Advisor will book a tentative date and time for the defense at the point of confirming the external and handle all subsequent communications with the external examiners. The external examiner must be a member of an academic unit at a recognized postsecondary institution that grants graduate degrees, subject to reasonable exception by the AVPRGPS.

A public presentation and defense of the thesis is presented by the candidate after receipt of the external examiner's report and following the approval of the supervisory committee. Normally, at least two weeks' notice is given (in consultation with the Chair of the Committee on Graduate Studies) concerning the date, time, and place of the presentation and defense. Immediately following the public presentation, an examination of the candidate is held. Normally, the public presentation and examination will not exceed 120 minutes.

The examining committee will then, in camera, arrive at a unanimous decision, agree on any changes to be made to the thesis, determine who will be responsible for ensuring that these changes are made, and consider whether the student is to be nominated for the Outstanding Graduate Student Research Award. Should the committee not be able to arrive at a decision on the disposition of the thesis, the matter will be referred to the Committee on Graduate Studies.

The decision of the examining committee, along with the committee members' names and signatures, will be recorded on the thesis examination form, with a copy retained by the department and a second copy sent to the Graduate Studies Advisor.

A final, corrected copy of the successful thesis must be submitted to the supervisory committee for approval within a timeframe established by the examining committee in consultation with the candidate. Students are responsible for providing an electronic copy of the approved thesis to be deposited with the StFX Library. Students must also complete and submit the required StFX Thesis Non-exclusive License Form. More details can be found in the 'Graduate Thesis Submission Guidelines' on the Graduate Studies website.

Master of Arts, Master of Science

Upon admission to, or registration in, a thesis program, and after consultation with the candidate and with department faculty members, each candidate will be assigned a thesis supervisory committee by the Department Chair. This committee will include the candidate's thesis advisor and at least one other faculty member, normally chosen from the department.

Candidates must make a formal presentation of the thesis proposal. The formal presentation is normally made to the faculty of the department for which the thesis is being written, and it is open to members of the Committee on Graduate Studies, other interested faculty members, and graduate students. The Department Chair (and/or the candidate's thesis supervisor) will ensure that at least two weeks' notice is given of the date, time, and place of the presentation of the thesis proposal.

After presentation of the proposal, after obtaining the approval of the appropriate ethics committee(s), and on the recommendation of the candidate's thesis supervisory committee, and the Department Chair or Director of the School, the candidate will be permitted to register in the thesis.

When completed, the thesis is submitted to the Chair of the candidate's supervisory committee for approval. The thesis is read by at least one other faculty member, designated by the Department Chair. The thesis is also read by an external examiner. The supervisor will reach out to the Graduate Studies Advisor with three options for an external examiner and a suggested timeline regarding the scheduling of the defense. The Graduate Studies Advisor will book a tentative date and time for the defense at the point of confirming the external and handle all subsequent communications with the external examiners The external examiner must be a member of an academic unit at a recognized postsecondary institution that grants graduate degrees, subject to reasonable exception by the AVPRGPS. After consultation with the candidate's supervisory committee, the Department Chair will appoint a thesis examination committee consisting of the external examiner, the candidate's thesis advisor, and at least one (but no more than three) other members of the department. (Members of the supervisory committee may serve

as members of the examining committee.) The Chair of Graduate Studies or designate will be a non-voting member of this Committee ex-officio.

The external examiner must submit a report on the thesis to the Graduate Studies Advisor.

A public presentation and defense of the thesis is presented by the candidate after receipt of the external examiner's report and following the approval of the supervisory committee. Normally, at least two weeks' notice is given (to the Chair of Graduate Studies) concerning the date, time, and place of the presentation and defense. Immediately following the public presentation, an examination of the candidate is held. Normally, the public presentation and examination will not exceed 120 minutes.

The examining committee will then, in camera, arrive at a unanimous decision, agree on any changes to be made to the thesis, determine who will be responsible for ensuring that these changes are made, and consider whether the student is to be nominated for the Outstanding Graduate Student Research Award. Should the committee not be able to arrive at a decision on the disposition of the thesis, the matter will be referred to the Committee on Graduate Studies.

The final copy of any thesis based on a research project requiring ethics approval must include a copy of the appropriate certificate of approval. Students are responsible for providing electronic copies of the approved thesis to be deposited with the StFX Library. More details can be found in the 'Graduate Thesis Submission Guidelines' on the Graduate Studies website.

8.8.17 Research Ethics Approval

All faculty and student researchers at StFX who wish to carry out research involving human participants, whether on campus or elsewhere, must have their projects approved by the University Research Ethics Board (REB) or one of its department sub-committees. Before such a research project is initiated and before registration in the thesis is permitted, students must obtain REB approval, or must provide a letter signed by their research supervisor and by the chair of the REB, stating that the project does not require REB approval. Research undertaken towards a thesis or research project involving animal use or testing normally requires review and approval by the StFX animal care committee. Researchers must submit electronically a completed application form and any supporting documentation. Researchers must have REB approval prior to beginning the study. The REB operates within the Tri-Council Policy Statement Guidelines; researchers may consult these or the REB website https://www.stfx.ca/research/research-ethics-board

8.8.18 Outstanding Graduate Student Research Award

Students who have completed their degree with a master's thesis of outstanding quality may be considered for an outstanding graduate student research award.

Coady International Institute

Coady Institute is committed to social responsibility and community development leadership in Atlantic Canada and globally. Operating locally since 1928, and internationally since 1959, the Institute brings together local, national, and global social change leaders as they seek opportunities and rise to address community priorities for poverty alleviation, climate adaptation, peacebuilding, equity, justice and inclusion. Through classroom-based knowledge-sharing, practical skill building and community based experiential learning, Coady focuses on a range of social, economic and environment themes and prioritizes programming for systemically underrepresented communities such as women, youth, and Indigenous peoples. Programs are hosted both on-campus at StFX University, online, and off-campus in communities, often in partnership with like-minded partner organizations and graduates. These opportunities are grounded in the Institute's asset-based, community-driven approach to creating a full and abundant life for all.

Coady emphasizes collaborative relationships that strengthen the capacity of people to drive their own development agendas while creating virtual networks of peer support, mentorship, and accompaniment. More than 12,000 individuals from 156 countries have participated in Coady courses with thousands more engaging in a range of other community-centred initiatives. In turn, these participants share their learnings and knowledge in practical ways for the benefit of their own associations and networks.

Coady offers StFX students many opportunities that develop their capacity for citizen action towards a more just world. This includes Coady Institute teaching staff involvement in other university programs such as Development Studies as well as Service Learning. The StFX Discover Box, Wallace Internships, John T. Sears Internships and other programs are collaborations between Coady Institute and STFX faculties that work to strengthen entrepreneurial and employment equity for individuals to achieve their full career and leadership potential. The Pathy Foundation Fellowship program, founded in partnership between Coady and the Pathy Family Foundation, offers STFX students and many other universities generous funding for the development of initiatives in communities in Canada or around the world.

Learn more about Coady Institute at https://coady.stfx.ca/. A specific page for StFX student opportunities can be found at https://coady.stfx.ca/stfx-and-coady/.

9. Departments and Programs

9.1 Adult Education
9.2 Anthropology
9.3 Aquatic Resources
9.4 Art
9.5 Biology
9.6 Business Administration
9.7 Catholic Studies
9.8 Celtic Studies
9.9 Chemistry
9.10 Classical Studies
9.11 Climate and Environment
9.12 Computer Science
9.13 Co-operative Education
9.14 Data Science
9.15 Development Studies
9.16 Earth and Environmental Sciences
9.17 Economics
9.18 Education
9.19 Engineering
9.20 English
9.21 Health
9.22 History
9.23 Human Kinetics
9.24 Human Nutrition
9.25 Interdisciplinary Studies and Service Learning
9.26 Mathematics and Statistics
9.27 Modern Languages
9.28 Music
9.29 Nursing
9.30 Philosophy
9.31 Physics
9.32 Political Science
9.33 Psychology
9.34 Public Policy and Governance
9.35 Religious Studies
9.36 Sociology
9.37 Sport Management
9.38 Women and Gender Studies

Unless otherwise noted, all courses meet for three hours of lecture each week. Laboratories are normally three hours each week. Six-credit courses normally meet for a full year, three-credit courses for one term (a half year). In addition to the courses listed, students may request a directed study course as described in section 3.5. Refer to the current timetable listing for course offering, as not all courses listed in the StFX Academic Calendar will be offered every year. Certain advanced-level courses are not offered every year. Others are offered on an alternating basis, as noted in course descriptions. See glossary for degree and subject abbreviations.

9.1 Adult Education

M. Coady, Ph.D.
C. Flemming, Ph.D.
S. MacPhail, Ph.D.
R. Neustaeter, Ph.D.
A. Perry, Ph.D.
C. Roy, Ph.D.

Professor Emerita
L. English, Ph.D.

StFX offers a master's degree in adult education (M.Ad.Ed.).

Graduate Program
The admission procedures and requirements for the M.Ad.Ed. degree are in chapter 8. Students have three years to complete 30 credits. Further details can be found on the department's web site at: https://www.stfx.ca/department/adult-education or in section 8.3.

Core Courses

ADED 535 Adult Education Foundations
This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Credit will be granted for only one ADED 535, ADED 500 or ADED 505. Three credits.

ADED 540 Adult Learning Theory and Practice
The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives. Credit will be granted for only one of ADED 540 or ADED 500 or ADED 505. Three credits.

ADED 545 Critical Pedagogy
The literature on critical pedagogies connects knowledge to power and fosters empowering adult learning through the development of critical consciousness and praxis. Critical pedagogies invite students' experiences as material for reflection and include civil rights and anti-oppression; racial, cultural, gender, and sexualities diversity; Indigenous rights; disability rights; and labour and class. Students will review the research on critical pedagogies and listen and learn from a diversity of discourses in order to respond to a complex world and promote social, political, and ecological justice. Completion of a critical literature review on a topic of interest is required. Credit will be granted for only one ADED 545 or ADED 510. Three credits.

ADED 550 Continuing Professional Education
The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking will be explored. Credit will be granted for only one of ADED 550 or ADED 510. Three credits.

ADED 560 Qualitative Research in Adult Education: The Practitioner Researcher
This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher. The majority of published research in our field is qualitative. The course addresses the major debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in adult education contexts. Students learn to develop practitioner research for adult education contexts. The completion of a research plan is a requirement of this course. Credit will be granted for only one of ADED 560 or ADED 520. Prerequisites: ADED 535, 540. Three credits.

ADED 565 Reading and Critiquing Research in Adult Education
Learners will engage with academic research through a guided, purposeful approach so as to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Learners will develop techniques to analyze and critique published research that applies directly to learners' professional life. The course will guide the learner through the process of research with a "consumer's" focus, preparing the learner to discern and utilize research in their own practice. The completion of a critical analysis of research studies is a requirement of this course. Credit will be granted for only one of ADED 565 or ADED 520. Three credits.

Alternate Routes to Graduation

Course-based route:
a) complete 18 credits core courses
b) complete 3 credits defined electives
c) complete 9 credits additional preselected credits

Thesis route:
a) complete 18 credits core courses
b) complete and submit an academic thesis - 12 credits (ADED 595) or ADED 595A and ADED 595B

Defined Electives
Students complete one of the following courses:

ADED 532 Transformative Learning: Theory and Practice
This course will focus on the student's personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices. Credit will be granted for only one of ADED 532 or ADED 530. Cross-listed as EDUC 530. Three credits.

ADED 570 Critically Reflective Practice and Adults: Development of a Professional Portfolio
This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning. The completion of a professional portfolio is a requirement of this course. Credit will be granted for only one of ADED 570 or ADED 530. Three credits.

Additional Courses
Students in the course-based option will complete 3 of the following courses. Courses will be preselected for each cohort.

ADED 528 Emerging Issues in Community College Education and Student Life
This course connects adult education with teaching and learning in a community college context. Through a lifelong learning lens emphasizing self-direction and solution-based approaches, course content addresses concepts, theoretical orientations and frameworks crucial for diverse and informed understanding about teaching and learning in Canadian community colleges. Critical perspectives illuminate historical and contemporary ways that student populations, non-formal/experiential education, global digital technologies, and professional development and social justice functions and equity intersect and evolve in community college practices. Three credits.

ADED 531 Critical Issues in Health and Adult Learning
This course connects adult education and health with a focus on the evolution of health education, health promotion, and health literacy. Course content addresses health concepts, theoretical orientations, and frameworks (e.g. the Social Determinants of Health/SDoH) which are crucial for a diverse and informed understanding of health inequalities in Canada. Critically reflective work found in adult learning theory illuminates the ways in which knowledge translation/mobilization, digital technologies, population-specific needs, clinical care, ethical, policy, interprofessional practices and other health-related concerns evolve and intersect to support health equity. Cross-listed as EDUC 531. Three credits.

ADED 541 Gender and Adult Education
This course will center gender within adult learning in assorted spaces and practices to engage in a nuanced critical examination of adult education with attention to relevant and current scholarship and practice, while examining the history of building gender equity in adult education. Learners in the course will draw from their own experiences and practice as adult educators and learners to examine adult education through a critical gender lens. Three credits.

ADED 555 Work, Learning, and Society
This course examines the intersection of adult education/ learning practices and human resources development in employment settings. Programs and strategies such as competency-based learning, digital platforms, assessment frameworks, portfolios, etc. will be investigated, as will forms of learning and the social, political, economic, and global factors shaping today's workplaces. Drawing on their own experiences, students will explore workplace learning approaches and applications, and consider the impacts of these on individuals, organizations, sectors, and society. The completion of a professional portfolio is a requirement of this course. Three credits.

ADED 569 Selected Topics
Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues. Content will vary from year to year. Three credits.

ADED 575 Community Development and Adult Education
Exploring collective learning for social and economic progress, this course identifies historical and contemporary examples of adult

education and community development. Learners in this course examine pedagogical theories and development practice; and assets, barriers, and strategies for inclusive and culturally responsive collective learning for development practice and movements. Critical perspectives illuminate historical and contemporary ways that citizens, popular education, digital technologies, and equity function, intersect and evolve in learning for and in community development. Three credits.

ADED 580 Global Issues in Adult Education
This course will focus on historic and current trends in adult education from a global perspective. With a view to developing a comparative understanding of adult education policy and conceptualizations of adult learning internationally, this course will introduce students to various issues related to adult education in diverse global contexts. Three credits.

ADED 585 Planning Programs for Adults
This course focuses on a core area of adult education, program planning theory and practice. The same social, cultural, political and economic factors that influence other human social endeavours are found in program planning; complex planning processes both influence and are influenced by various contexts, behaviours, locations and purposes. Students will engage with program planning's main theorists and practitioners and will be encouraged to apply theoretical understandings to their practice and in working in diverse contexts and learning communities. Three credits.

ADED 590 Arts-based Pedagogies in Adult Education: Theory and Practice
Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promote community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies pedagogies are used in teaching and research (data collection and representation of findings). Three credits.

ADED 595 Thesis
In this thesis course, students complete a research project in adult education. The thesis generally follows a conventional, rigorous format that focuses on the research study begun in the ADED 560. The thesis usually involves original research with human subjects on a topic related to adult education. The thesis will require research ethics board approval, data collection and analysis, a narrative literature review, and an in-depth methodological discussion. The final thesis will be between 100-150 pages and will be subject to internal and external review prior to completion. Once completed, the thesis becomes part of the knowledge base in the broader field of research on adult education. Completion of the Tri-Council Policy Statement TCPS2 Tutorial: Ethical Conduct for Research Involving Humans (TCPS 2) must be completed as part of this course. Credit will be granted for only one of ADED 595 or ADED 600. Pass/fail. Twelve credits.

ADED 595A Thesis A
In this first thesis course, students begin a research project building on the research study started in ADED 560. The thesis generally follows a conventional, rigorous format and often involves original research with human participants on a topic related to adult education. For the course ADED 595A, students will complete the following initial thesis elements: a literature review chapter, a methodology chapter, and a research proposal. Credit will be granted for only one of ADED 595A or ADED 595. Pass/fail. Six credits.

ADED 595B Thesis B
In this second thesis course, students complete the original research project started in ADED 560 and ADED 595A. The thesis generally follows a conventional, rigorous format, often with human participants, on a topic related to adult education. For this course, students complete: REB application and approvals, data collection and analysis, completion, submission, and revision of a 100–150-page thesis based on supervisor, internal, and external feedback. The final thesis becomes part of the adult education scholarship. Credit will be granted for only one of ADED 595B or ADED 595. Pass/fail. Six credits.

9.2 Anthropology

T. Beaulieu, Ph.D.
M. Haller, Ph.D.
L.J. McMillan, Ph.D.
S. Vincent, Ph.D.
R. Alam, Ph.D. (LTA)

Anthropology is the holistic study of human culture and biology in the past and present. Anthropologists teach about human evolution and global archaeology as well as contemporary cultures and issues of social justice around the world. We explore the wonders of human diversity and commonality. The Department of Anthropology offers honours, advanced major or major degrees. Faculty specializations include archaeology, physical anthropology, power and politics, globalization, and Indigenous studies. Anthropology fosters the development of academic skills in critical thinking, reading, analysis and writing through experiential learning, ethnographic studies and community-based research, preparing students for citizenship in a changing world. For general program regulations, see section 4.1.

Minor or Subsidiary
24 credits – ANTH 111, 112; 3 credits from ANTH 235, 243, 253; 3 credits from ANTH 218, 223, 233, 234; 12 credits ANTH electives

Major
Major: 36 credits - ANTH 111, 112, 303; 3 credits from ANTH 235, 243, 253; 3 credits from ANTH 218, 223, 233, 234; 3 credits from ANTH 304, 305; 12 additional ANTH credits at the 300/400 level; 6 credits ANTH electives
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
ANTH major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Advanced Major
Major: 36 credits - ANTH 111, 112, 303; 3 credits from ANTH 235, 243, 253; 3 credits from ANTH 218, 223, 233, 234; 3 credits from ANTH 304, 305; 3 credits ANTH at the 400 level; 9 additional ANTH credits at the 300/400 level; 6 credits ANTH electives
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in a 400-level ANTH course.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Advanced Major
ANTH advanced major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits - ANTH 111, 112, 303, 304, 305, 400, 455*; 3 credits from ANTH 235, 243, 253; 3 credits from ANTH 218, 223, 233, 234; 18 additional ANTH credits at the 300/400 level; 18 credits ANTH electives. *If ANTH 455 is not offered students complete another ANTH course at the 300/400 level in consultation with their honours supervisor.
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits - ANTH 111, 112, 303, 304, 305, 400, 455*; 3 credits from ANTH 235, 243, 253; 3 credits from ANTH 218, 223, 233, 234; 12 additional ANTH credits at the 300/400 level; 6 credits ANTH electives. *If ANTH 455 is not offered students complete another ANTH course at the 300/400 level in consultation with their honours supervisor.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Social Justice Colloquium
The Social Justice Colloquium is a first-year option for Bachelor of Arts students. Participants are enrolled in dedicated sections of anthropology, development studies, sociology and women's and gender studies. See section 4.3 for further information.

ANTH 105 Treaty Relations in Mi'kma'ki
This course is shaped by four key questions: Who are the Mi'kmaw historically and today? What are treaties and why are they important? What has happened to the treaty relationship? What are we doing to reconcile our shared history to ensure justice and equity? Students will holistically examine Mi'kmaw culture and history to understand the impacts of colonization on Mi'kmaw communities. Particular attention will be paid to the implications for treaty education and the anthropology of reconciliation. Three credits.

ANTH 111 Introduction to Archaeology
Archaeology provides a unique opportunity to examine the development of human society. With their long temporal depth, we can examine how humans, and their ancestors, evolved and populated the entire globe. The nature of modern archaeological research including topics of hominid evolution, origins of agriculture, rise of state-level societies and First Nations archaeology will be discussed. Students will have an opportunity to apply this knowledge using real archaeological data. Three credits. Offered every year.

ANTH 112 Introduction to Socio-cultural Anthropology
Socio-cultural anthropology involves the comparative study of societies throughout the world. Students will learn how societies differ from each other, as well as observing similarities among them. The course surveys traditional ways of understanding cultures while incorporating current insights and research. Topics include diverse political, legal and economic systems, kinship patterns, religion, forms of ethnic and gender identity, health and medicine, development and migration. Department foci relating to Indigenous peoples, development and general anthropology are introduced. Three credits.

ANTH 218 Anthropology of Health and Illness
An examination of global health and illness from an anthropological perspective, this course applies key anthropological concepts to topics such as the meaning of health and illness cross-culturally, cultural construction of the body, medical pluralism, cross-cultural psychiatry, critical medical anthropology and the health of Indigenous peoples in Canada and other parts of the world. Cross-listed as HLTH 218. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits.

ANTH 223 Local and Global Livelihoods
Globalization has affected economies at all scales, from the household to international trading and investments. This course will examine how people make a living in this context. Ethnographic studies will be used to explore such aspects as international labour migration, global commodity chains, tourism, and the sending and investing of money. Cross-listed as DEVS 223. Prerequisites: ANTH 111, 112, or DEVS 101 or permission of the instructor. Three credits.

ANTH 233 Ethnographic Studies
This course explores the rich cultural diversity of human societies around the globe through an ethnographic lens. Using a variety of ethnographic works, students will analyze how anthropologists have represented this diversity. Course material will include classic and current texts about 'other' and 'own' societies, the representation of Indigenous peoples, ethnographic film, as well as portrayals of culture in new media. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits.

ANTH 234 Introduction to Indigenous Studies
The complexities of contemporary cultural, political and legal Indigenous issues are explored using anthropological methods and theories. Beginning with the historical antecedents of colonial relations and leading to contemporary ethnography, this course assesses the impacts of state policies and legislation on Indigenous peoples today. Students explore the relationships between Indigenous peoples and settlers in areas of Indigenous rights, culture, law, governance, politics, environment, media, social development, gender, and health, and critically examine reconciliation strategies and pathways to self-determination. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits.

ANTH 235 Frauds, Myths, and Mysteries
Did aliens help build the Pyramids, was Atlantis a real continent, and did a race of giants once roam eastern North America? From the "missing link" to alien landing strips, this course explores and exposes some of the biggest archaeological hoaxes in history. In the process, it will investigate the role pseudoscience plays in perpetuating such frauds and examine how archaeologists debunk hoaxes by establishing what we know about the past. Prerequisites: ANTH 111, 112 or second year standing with permission of instructor. Three credits.

ANTH 243 Principles of Archaeology
This course offers an examination of modern archaeological research including how archaeologists work in the field, their analytical techniques, and some of the principal methodological and theoretical issues facing the discipline. A wide variety of archaeological examples (from lavish Egyptian tombs to simple nomadic settlements) will be used to illustrate the main themes of the course. Students will participate in the process of archaeological research through a series of practical exercises and assignments. Prerequisites: ANTH 111, 112. Three credits. Not offered 2026-2027.

ANTH 253 Origins of Cities
Urban living is an increasingly common experience for humans across the globe; city life, however, is not a modern phenomenon. This course is a broad introduction to the process of urbanism and the rise of early pre-industrial cities. Specific cases are examined in order to elucidate the varying roles cities played in ancient states and how this knowledge can aid in our current understanding of modern urban life. Prerequisites: ANTH 111, 112. Three credits. Offered 2026-2027 and in alternate years.

ANTH 298 Selected Topics
The topic for 2026-2027 is The Politics of Territory and Identity. The reproduction of identities is often shaped by contestation over territorial stretches. Powerful states and empires have historically dominated ethnic minorities, Indigenous, and colonized populations to purify ‘national’ territories. A form of structural violence is embedded in such national territory/identity-making projects that often result in conflicts and displacement. This course investigates the collective experiences of forced migration and displacement. It explores the structural processes that transform people from ‘humans’ to ‘refugee subjects.’ Three credits.

ANTH 299 Selected Topics
The topic for 2026-2027 is Anthropology of Sport. Sport captures the minds and money of billions of people every day, the Olympics, World Cup Soccer, American College Football, and Little League World Series. Television, radio, cell phones, internet keep us updated on the latest scores, highlights, and goings on of our favourite and least favourite athletic personalities. Sport will be critically examined through major anthropological categories of race, class, ethnicity, gender, and power. We will be using sport as the focal point with which to examine and compare varying attitudes, institutions, and social dynamics of sport globally. Cross-listed as HKIN 299. Prerequisites: Students must have second year standing or higher. Three credits.

ANTH 303 Anthropological Theory
This course will give students an understanding of past and present trends in anthropological theory. Students will learn about the purpose of theory and the main elements of major theoretical frameworks. There will be an emphasis on how to apply theory to anthropological material. Prerequisites: ANTH 111, 112 and at least 6 credits of ANTH at the 200 level. Three credits.

ANTH 304 Principles and Methods of Fieldwork
This course introduces students to qualitative field methods used by anthropologists and social scientists. Through lectures, seminars and field assignments, students will participate in a variety of research techniques including digital data gathering, video ethnography, participant observation, archival searches, oral and life histories, interviewing, sampling, mapping and focus group strategies. In addition to practical application of these skills, students will learn about Indigenous research methods, and collaborative participatory action and ethical research design. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits.

ANTH 305 Anthropological Data Analysis
This course introduces students to the basic principles of statistics and quantitative analysis of anthropological and archaeological data. Through lectures, seminars and lab assignments students will learn skills such as quantitative research design and methods, data analysis, and computer applications in anthropological and archaeological research. Prerequisites: ANTH 111, 112. Three credits. Not offered 2026-2027.

ANTH 310 Anthropology of Tourism
Tourism is an important industry that provides employment, wealth, and identity for many people around the globe. Although relatively a recent sub-discipline, the anthropology of tourism is an effective approach to studying how this industry impacts those who participate in its complex socio-economic system including both hosts and guests. In this course, we will examine various forms of tourism (e.g., sex/romance tourism, heritage and archaeology of tourism, medical tourism, eco-tourism, and dark tourism) as well as themes of identity, inequality, colonialism and globalization. Prerequisites: ANTH 111, 112. Three credits. Not offered 2026-2027.

ANTH 320 People and Development
This course examines the people engaged in development policy and practice, from target populations, to NGO workers, international organizations, business and governments. Students will consider the impacts of strategies such as those promoting popular participation, gender equality, small-scale business, local knowledge and democratic reform, as well as of different forms of development institutions. The course uses case studies based on long-term, first-hand participant observation that place development processes in larger historical, political and economic contexts. Cross-listed as DEVS 321. Prerequisites: ANTH 111, 112 or DEVS 201, 202. Three credits.

ANTH 321 Celtic Art
Weave your way through Celtic knots and “horror vacui” “fear of empty space,” and discover the art of the Celts. From the Battersea Shield to the Book of Kells, we will trace our way through the extraordinary legacy of weaponry, jeweller, illuminated manuscripts, Celtic crosses, and Sheela-na-Gigs to arrive at a deeper understanding of the people who made them. Acceptable as a course in history. Cross-listed as ART 321 and CELT 321. Three credits. Not offered 2026-2027.

ANTH 323 Feminist Anthropology
This course examines how past and present feminist anthropologists have used and problematized categories of difference and identity, such as, gender, class, sexuality, race, ethnicity, ability, religion and nationality as they pursue anthropological research. The course explores themes of contemporary importance through socio-cultural anthropology, archaeology, linguistic anthropology and/or biological anthropology. Topics might focus on: Indigenous gender roles; cross-cultural sexualities; masculinity and pre-historic gendered hierarchies; etc. Credit will be granted for only one of ANTH 323 or ANTH 324 and WMGS 324. Cross-listed as WMGS 327. Prerequisites: ANTH 111, 112 or WMGS 100 or WMGS 200 or permission of the instructor. Three credits.

ANTH 326 Kinship
This course explores current themes and debates about the constitution of families cross culturally. It will examine topics such as: cultural understandings of kinship; historical transformations of kinship systems; current reconfigurations of marriage; partnering strategies; new reproductive technologies; transnational adoption; intra-familial conflict; the role of kinship for individuals and in societies; and the influence of the state on kin patterns. Course material will include ethnographic examples from around the world. Cross-listed as WMGS 326. Prerequisites: ANTH 111, 112, or WMGS 100 or 200 or permission of the instructor. Three credits.

ANTH 332 Mi'kmaq Studies: Advanced Critical Issues in Indigenous Anthropology
Using theories and methods relevant to research respecting Indigenous knowledge, self-determination, strategies of resistance and cultural sustainability of the L'nu (Mi'kmaq) Nation of Atlantic Canada, we first explore L'nu (Mi'kmaq) oral histories, cosmology and sociocultural organization. We then analyze the impacts of colonization on L'nu (Mi'kmaq) cultural practices and governance. In the third section we focus on contemporary treaty implementation, revitalization of Indigenous laws, economic development and livelihoods, governance, and the mobilization of reconciliation through the TRC Calls to Action, Missing and Murdered Indigenous Women and Girls Calls to Justice and the United Nations Declaration on the Rights of Indigenous Peoples. Prerequisites: ANTH 111, 112, 234 or permission of instructor. Three credits. Not offered 2026-2027.

ANTH 341 North American Archaeology
This course explores past and present Indigenous societies from North America, and we examine how these societies emerged, developed and were radically transformed by European colonization. Students will discover that even though great spans of time separate modern and ancient Indigenous cultures, cultural continuity exists. Prerequisite: ANTH 235, 243 or 253. Three credits.

ANTH 342 Ancient Mesoamerica
This course will use archaeological and ethnohistorical information to examine the people who lived in Mesoamerica (currently, Mexico, Belize, Honduras and Guatemala) prior to and at the time of early contact with Europeans. Students will use archaeological data to study the Aztecs, Maya, Zapotecs and their predecessors. Students will also refine their knowledge of archaeological inquiry and methods through practical assignments based on actual archaeological data. Prerequisite: ANTH 235, 243 or 253. Three credits. Not offered 2026-2027.

ANTH 371 Archaeological Field Methods
This course teaches students the basic archaeological field methods of site survey and excavation through participation in an actual archaeological field project either locally or in another part of Canada or abroad. The course will examine a range of archaeological techniques and methodological approaches. It will also introduce students to the ethical issues they need to consider when conducting archaeological field research in Canada and abroad. Prerequisite: ANTH 235, 243 or 253 or permission of the instructor. Three credits.

ANTH 372 Archaeological Laboratory Methods
This course teaches students methods of analysing, cataloguing and reporting on materials recovered from archaeological site survey and/or excavation. Students will learn how to disseminate information to professional and public audiences. Prerequisite: ANTH 371 or permission of the instructor. Three credits.

ANTH 392 Selected Topics
The topic for 2026-2027 is Ancient Andes. Although the Inka are the best known of the Ancient Andean States, they only represent the final manifestation of a long Indigenous cultural tradition. In this course, we will explore the development of these societies back to their roots several thousand years before the arrival of Pizzaro and the Spanish conquistadors when radical transformations occurred. We will examine the factors that helped shape past Andean cultural sequences from humble nomadic beginnings to complex states. Prerequisite: ANTH 235, 243 or 253. Three credits.

ANTH 400 Honours Thesis Research
A required course for all senior honours students. This course includes a senior seminar scheduled to meet the students' pace to help guide students through the steps to complete honours research: research design, proposal writing, field-based research, data collection and analysis, knowledge mobilization, and dissemination. We also assist students with applications to graduate programs and funding. Students are expected to present their findings at StFX Student Research Day and in a public presentation of their work. Six credits. Offered every year.

ANTH 415 Anthropology of Health and Infectious Diseases
This course examines global infectious diseases from an anthropological perspective. Using a holistic and cross-cultural approach, students will think about how kinship systems, gender, class, sexual orientation, nationality, ethnicity and global economic and political structures affect how individuals in different populations learn about and give meaning to HIV and infectious disease, the risks they face, and the degree to which they can protect themselves and receive treatment if infected. Cross-listed as HLTH 415. Prerequisite: ANTH 211 or 218 or DEVS 201/202 or permission of the instructor. Three credits.

ANTH 425 Power and Change
Power and change can be volatile processes. This course allows students to understand and analyze them from an anthropological point of view. Topics may include the tension between Indigenous collective rights and individual human rights; the tortuous local politics of constructing identity; identity and the life course; the cultural causes and consequences of terror and war; the politics of food and cuisine. Prerequisites: 12 credits ANTH or permission of instructor. Three credits.

ANTH 435 Advanced Indigenous Issues
A course for senior students wanting to use Indigenous research methods and theories to engage anthropologically with specific issues of concern to Indigenous peoples. Topics may include land and sea-based learning and in-depth analyzes of Indigenous legal traditions, netukulimk, etuaptmumk, treaty and Aboriginal rights, politics and governance, natural resource management, cultural production and sustainability, decolonization and reconciliation. Prerequisite: ANTH 234 or permission of the instructor. Three credits.

ANTH 445 Advanced Archaeological Seminar
This seminar develops on the foundation of archaeological method and theory introduced in previous courses. Through an examination of various topics, students will engage in an in-depth analysis of key concepts and ideas. Past topics have included: Archaeology of Death and Dying; Ancient Colonization and Acculturation in the Mediterranean; Archaeology of Ancient Egypt, Decolonizing Archaeology. Prerequisite: ANTH 341 or 342 or permission of the instructor. Three credits. Not offered 2026-2027.

ANTH 455 Anthropology in Action
This course will be of interest to students who wish to use anthropological training in their future careers. Students will investigate selected social justice issues and apply anthropological practice to particular contexts. There are three principal objectives: to use anthropological ideas to analyze current events and representations of current events; to learn how anthropological practice can be used to analyze information derived from anthropological and archaeological research; and to investigate how anthropological practice can be applied to assist marginalized communities in achieving their goals. Prerequisites: ANTH 303 and 12 additional credits ANTH or permission of the instructor. Three credits. Not offered 2026-2027.

ANTH 499 Directed Study
Under the direction of a professor, students will work in an area of anthropology not available in other course offerings. Interested students must consult with a faculty member or with the program co-ordinator. See section 3.5. Three or six credits.

» **Applied Forensic Psychology** see 9.24 Psychology

9.3 Aquatic Resources, Interdisciplinary studies

H. Penney, Ph.D., ISAR Co-ordinator
L. Patterson, M.Sc., ISAR Program Assistant

Advising Faculty	Department
T. Beaulieu, Ph.D.	Anthropology
P. Kikkert, Ph.D.	Public Policy and Governance
D. Lee, Ph.D.	Mathematics and Statistics
A. MacDougall, Ph.D.	Climate & Environment, Earth & Environmental Sciences
R. Olstead, Ph.D.	Sociology
H. Penney, Ph.D.	Aquatic Resources
T. Rodela, Ph.D.	Biology
P. Withey, Ph.D.	Economics

Water, a dynamic natural resource, and a necessity for life, is used as a focal point around which students can examine our changing world in terms of climate change, environmental management, Indigenous connections to the natural world, erosion and flood events, adaptation of fisheries, cultural perceptions and ancient use, economic valuation, conservation and biodiversity, food production and procurement, public policy development, healthy oceans, to name but a few.

Interdisciplinary Studies in Aquatic Resources (AQUA), a four-year program (comprised of 120 credits) leading to a BA or a BSc degree, offers an integrated approach to the understanding, use and sustained management of aquatic resources as both natural and social systems. Aquatic ecosystems include groundwater, watersheds, wetlands, lakes, rivers, oceans, etc.

AQUA prepares students for careers in natural resource management, government or private sector research and/or policy development, consultancy services, community-based organizations, and private enterprise. Depending on their program of study, students will also be positioned favourably for graduate or professional study in such areas as environmental law, public policy, marine biology, oceanography, environmental sciences, human ecology, climate change, energy, sustainability, fisheries science and/or management, conservation, education, social science research, and more.

All students complete two majors, the first in aquatic resources, and a second major in one of: biology; economics; Earth and environmental sciences; mathematics and statistics; or public policy and social research (anthropology, political science and public policy and governance, or sociology, political science and public policy and governance). AQUA students complete a mandatory work term (AQUA 400) and participate in the senior seminar (AQUA 450).

Students may enter the AQUA program in their 1st or 2nd year of study at StFX. Students entering the program in 2nd year will complete AQUA 101, 102 and AQUA 202 concurrently.

Eligible AQUA students may consider completing a BSc honours degree in their second major field of study: biology, Earth and environmental sciences, mathematics; or a BA honours degree with a subsidiary in AQUA with honours in anthropology, economics, political science, or sociology. All students must satisfy the requirements outlined in chapter 4 or 7, as appropriate.

Major Program
Major candidates are required to complete:
a) AQUA major program core courses: AQUA 101, 102, 202, 221, 340, 350, 400, 450; BIOL 112; ECON 101, 102; EESC 171 or 173;
b) 36 credits in the second major discipline, or 48 credits for public policy and social research majors, to include at least 18 credits of AR- designated courses in the second major;
c) a minimum of 12 credits of AR-designated courses from at least two of the participating academic departments other than the majors.
Candidates must also satisfy the requirements outlined in chapter 4 or 7, as appropriate.

Students should meet regularly with the co-ordinator or program assistant to discuss their academic progress, work term opportunities and career aspirations.

BA Major in Economics and Major in Aquatic Resources
Major: 36 credits - ECON 101, 102, 201, 202; 12 additional AR-designated ECON credits; 12 credits ECON electives. At least 18 credits ECON must be at the 300/400 level.
Other AQUA-required courses: 36 credits – AQUA 101, 102, 202, 221, 340, 350, 400, 450; BIOL 112; EESC 171 or 173; ANTH 111,112 or PSCI 101,102 or SOCI 101,102
Other ECON-required courses: 3 credits –3 credits MATH/STAT
AR-designated courses: 12 credits – AR-designated courses from at least two departments other than ECON (can be used in fulfillment of the BA depth requirement)
Open electives: 33 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.

Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.
The degree awarded is Bachelor of Arts with Major.

BA Major in Public Policy and Social Research and Major in Aquatic Resources (Anthropology and Political Science/Public Policy and Governance)
Major: 48 credits – ANTH 111, 112; PSCI 101, 102; 3 credits from ANTH 243, 253; 3 credits from ANTH 218, 223, 233, 234; 3 credits from ANTH 304, 305; 9 credits AR-designated PGOV/PSCI electives; 18 additional credits from ANTH, PGOV, PSCI. At least 18 credits must be at the 300/400 level. At least 9 credits ANTH must be AR-designated (including requirements listed).
Other AQUA-required courses: 36 credits – AQUA 101, 102, 202, 221, 340, 350, 400, 450; BIOL 112; ECON 101, 102; EESC 171 or 173
AR-designated courses: 12 credits – AR-designated courses from at least two departments other than ANTH, PGOV, PSCI (can be used in fulfillment of the BA depth requirement)
Open electives: 24 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.
The degree awarded is Bachelor of Arts with Major.

BA Major in Public Policy and Social Research and Major in Aquatic Resources (Sociology and Political Science/Public Policy and Governance)
Major: 48 credits – PSCI 101, 102; SOCI 101, 102, 202; 6 additional AR-designated SOCI credits; 9 credits AR-designated PGOV/PSCI electives; 18 additional credits from SOCI, PGOV, PSCI. At least 18 credits must be at the 300/400 level.
Other AQUA-required courses: 36 credits – AQUA 101, 102, 202, 221, 340, 350, 400, 450; BIOL 112; ECON 101, 102; EESC 171 or 173
AR-designated courses: 12 credits – AR-designated courses from at least two departments other than PGOV, PSCI, SOCI (can be used in fulfillment of the BA depth requirement)
Open electives: 24 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.
The degree awarded is Bachelor of Arts with Major.

BSc Major in Biology and Major in Aquatic Resources
Science A: 42 credits - BIOL 111, 112; 4 of BIOL 201, 202, 203, 204 or 205, 315; 3 credits BIOL at the 400 level; 21 credits BIOL electives. At least 18 credits must be at the 300/400 level. At least 18 credits must be AR-designated. BIOL 391 is a recommended but not required third-year non-credit course. Both BIOL 204 and 205 may be in Science A but only one can be used to fulfill the requirement above.
Other AQUA-required courses to be included in science B, science C, or electives: AQUA 101, 102, 202, 221, 340, 350, 400, 450; ECON 101, 102; EESC 171 or 173; at least 12 credits AR-designated courses from at least two departments other than BIOL. (AQUA courses cannot be used in science B or science C, though AQUA 340 is cross-listed as BIOL and can be used as Science A.)
Other BIOL-required courses to be included in science B, science C, or electives: CHEM 101,102 or 121,122; MATH 106 or 126, 107 or 127 (must be science B or C); 3 credits from CSCI 128, 161, MATH 287, 335, STAT 231 (may count as science A)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Major in Earth and Environmental Sciences and Major in Aquatic Resources
Science A: 42 credits - EESC 171 or 173, 245, 265, 266, 272, 277, 279, 304 or 365, 376, 491 (non-credit); 3 credits EESC at the 400 level; 9 additional EESC credits at the 300/400 level; 3 credits EESC elective. At least 18 credits must be AR-designated.
Other AQUA-required courses to be included in science B, science C, or electives: AQUA 101, 102, 202, 221, 340, 350, 400, 450; BIOL 112, 203; ECON 101, 102; at least 12 credits AR-designated courses from at least two departments other than EESC. It is recommended, though not required, that students complete 3 credits from CSCI 128, 161, MATH 287, 335, STAT 231. (AQUA courses cannot be used in science B or science C, other than AQUA 221 and 340 which are cross-listed and can be used as BIOL.)
Other EESC-required courses to be included in science B, science C, or electives: CHEM 101, 102 or 121, 122; MATH 106 or 126, 107 or 127 (must be science B or C)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Major in Mathematics and Major in Aquatic Resources
Science A: 42 credits - MATH 106 or 126, 107 or 127, 253, 254, 267, 277, 287, 492; STAT 231;15 additional MATH/STAT credits at the 300/400 level. At least 18 credits must be AR-designated. MATH 492 is offered over the full academic year; students whose programs cannot accommodate this course in their final year should contact the department chair for possible alternatives. (Equivalent ENGR mathematics and statistics courses will also fulfill the above requirements.)
Other AQUA-required courses to be included in science B, science C, or electives: AQUA 101, 102, 202, 221, 340, 350, 400, 450; BIOL 112; ECON 101, 102; EESC 171 or 173; at least 12 credits AR-designated courses from at least two departments other than MATH. (AQUA courses cannot be used in science B or science C, other than AQUA 221 and 340 which are cross-listed and can be used as BIOL.)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

AQUA 101 Introduction to Freshwater Systems and Resources
This course introduces freshwater ecosystems and the links between human water use and freshwater resources. Students are asked to consider water-related challenges such as climate change, population growth/demand, eutrophication, and pollution. Examples highlight the interplay between humans and freshwater within the framework of the UN Sustainable Development Goals, Blue Economy, and current events. Topics include water as a unique substance, ecological principles, management practices, governance, groundwater, lakes, and rivers. Credit will be granted for only one of AQUA 101 or AQUA 100. Three credits, lab and field trips.

AQUA 102 Introduction to Ocean Systems and Resources
This course introduces ocean ecosystems and the links between human use and marine resources. Students are asked to consider challenges such as climate change, pollution, aquaculture and fisheries, sustainable use of species and ecosystems. Examples highlight the interplay between humans and oceans within the framework of the UN Sustainable Development Goals, Blue Economy, and current events. Topics include estuarine and ocean ecosystems, scientific principles, and resource management approaches. Credit will be granted for only one of AQUA 102 or AQUA 100. Three credits, lab and field trips.

AQUA 197 Selected Topics
The topic for 2026-2027 is Indigenous Studies in Science. An introduction to the interrelationships of living systems and their roles in the global ecosystem in Pictou Landing. Students will explore evolution and the origins of life, diversity, adaptions, and ecology. Indigenous perspectives on human interactions with the diversity of life are considered throughout the course. Cross-listed as BIOL 197. Restricted to students in the BSc Pictou Landing and Paqtnkek in-community cohort. Three credits.

AQUA 202 The Oceans' Commons and Society
The "tragedy of the commons" has been a reoccurring concept when discussing ocean resources. In this course students will encounter how social scientists study and understand the use of the resources in the oceans' commons. The course will explore theoretical paradigms, governance, social class, gender, race, fishing, aquaculture, and oil and gas. Students will gain a foundational understanding in social science approaches to issues relating to the aquatic resources. Credit will be granted for only one of AQUA 202, AQUA 200, 297 (2016-2022) or 298 (prior to 2016). Cross-listed as SOCI 205. Prerequisites: AQUA 101 and 102, or 100, completed or concurrent or permission of the instructor. Three credits.

AQUA 221 Issues in Resource Management
This course introduces the basic science necessary to understand current resource issues such as wildlife, forestry and aquatic systems management with the goal of understanding resource decision making, and how human activities can alter terrestrial and aquatic ecosystems. Cross-listed as BIOL 221. Prerequisite: AQUA 101 and 102, or BIOL 112, or upper-year status in non-science programs. Cannot be used as science A for biology students. Three credits.

AQUA 340 Fisheries and Aquaculture
This course discusses fisheries and aquaculture in global, Canadian, and Atlantic Canadian contexts. We will examine what makes a 'good' commercial species, an overview of world fisheries (marine, freshwater, and aquaculture), population dynamics, stock assessment, socioeconomic considerations, how management makes decisions and the relevant laws in Canada, and what the environmental and ecological impacts of fisheries are (e.g. bycatch, overfishing, habitat damage). Cross-listed as BIOL 340. Prerequisite: AQUA 101 and 102, or BIOL 203, or permission of the instructor. Three credits and lab. Offered in alternate years; not offered 2026-2027.

AQUA 350 Sustainability of Aquatic Resources
An interdisciplinary look at the dynamic relationship between aquatic resources and human activities. This course will demonstrate how humans rely on water throughout their daily lives and will explore the ways that marine and freshwater environments have been impacted. A main goal will be to investigate steps to mediate issues affecting the sustainable use of aquatic resources and assess the implications from social, economic, management, and ecosystem perspectives. Topics will include global concerns with emphasis on issues within Atlantic Canada, and will compare Indigenous and Eurocentric approaches to sustainability. Credit will be

granted for only one of AQUA 350 or AQUA 398 (2021-2022, 2023-2024). Prerequisite: AQUA 101,102, or permission of the instructor. Three credits and tutorial. Offered 2026-2027 and in alternate years.

AQUA 400 Work Experience/Work Integrated Learning
Students will spend the equivalent of one term, during the summer between the junior and senior year, gaining hands-on experience in an aquatics-related work and/or volunteer setting. Students' complete placements within all levels of government, private or public industry/businesses, not-for-profit/community-based organizations, universities and research institutes; locally to internationally. Opportunities may include scientific fieldwork and/or laboratory research, policy analysis and governance, ecosystem restoration, environmental assessment, water quality monitoring, species-at-risk education, conservation, etc. To focus the applied learning experience, students may develop a topic for special study, in collaboration with an academic advisor or their work experience provider. Restricted to AQUA major students. Prerequisites: AQUA 201 or 298 and 202. Three credits.

AQUA 450 Senior Seminar in Aquatic Resources
The seminar represents the capstone for students completing their aquatic resources major. Each year the seminar considers an important interdisciplinary theme in the aquatics field, such as tidal power, aquaculture, conservation (e.g., North Atlantic right whales or aquatic protected areas). Students will also work with an academic advisor to develop a senior research project. Project outcomes include a professional presentation to the class, a poster displayed on StFX Student Research Night, and completion of a major research paper to be evaluated by their academic advisors. AQUA guest speakers are co-ordinated with seminar work. Restricted to AQUA major students. Co-requisite: AQUA 400. Three credits.

AQUATIC RESOURCES DESIGNATED COURSES

All courses are 3 credits.
Departmental prerequisites will apply.

Anthropology
ANTH 223 Local and Global Livelihoods
ANTH 233 Ethnographic Studies
ANTH 234 Introduction to Indigenous Studies
ANTH 243 Principles of Archaeology
ANTH 253 Origin of Cities
ANTH 303 Anthropological Theory
ANTH 304 Principles and Methods of Fieldwork
ANTH 305 Anthropological Data Analysis
ANTH 310 Anthropology of Tourism
ANTH 320 People and Development
ANTH 332 L'nu (Mi'kmaq) Studies: Advanced Issues
ANTH 341 North American Archaeology
ANTH 342 Ancient Mesoamerica
ANTH 371 Archaeological Field Methods
ANTH 372 Archaeological Laboratory Methods
ANTH 435 Advanced Indigenous Issues

Biology
BIOL 201 Animal Biology
BIOL 202 Plant Biology
BIOL 203 Ecology
BIOL 308 Biology of Populations
BIOL 311 Coastal Marine Ecology
BIOL 331 Statistical Methods
BIOL 345 Communities and Ecosystems
BIOL 360 Global Change Biology
BIOL 407 Integrated Resource Management
BIOL 472 Freshwater Ecology
BIOL 481 Selected Topics: Restoration Ecology
BIOL 484 Animal Behaviour

Business Administration
BSAD 472 Environmental Sustainability for Organizations
BSAD 473 Sustainability and Corporate Social Responsibility in Practice

Computer Science
CSCI 128 Computing Literacy and Coding of Problem Solving
CSCI 135 Computer Application Technology
CSCI 215 Social Issues in the Information Age
CSCI 223 Introduction to Data Science

Development Studies
DEVS 201 Development and the Global South
DEVS 202 Development in Canada
DEVS 203 Environment and Justice
DEVS 303 Power, People, Planet, and Profit

Earth and Environmental Sciences
EESC 172 Environment, Climate, and Resources
EESC 173 Natural Hazards
EESC 266 Hydrology
EESC 272 Understanding Climate Change
EESC 273 Heath, Environment and Climate Change
EESC 274 Health Impacts of Global Change
EESC 277 The Earth in Everyday Life
EESC 279 Earth History and Crustal Materials
EESC 305 Geochemistry
EESC 365 Geomorphology and Quaternary Geology
EESC 373 Remote Sensing
EESC 376 Environmental Earth Science Field Course
EESC 377 Earth Observing
EESC 406 Environmental Biogeochemistry
EESC 472 Climate Interactions

Economics
ECON 201 Intermediate Microeconomics I
ECON 202 Intermediate Macroeconomics I
ECON 211 Local and Community Development Economics
ECON 241 Canadian Economic Prospects and Challenges
ECON 242 International Economic Prospects and Challenges
ECON 272 Economic Data Analysis
ECON 281 Environmental Economics
ECON 301 Intermediate Microeconomics II
ECON 302 Intermediate Macroeconomics II
ECON 305 Economic Development I
ECON 306 Economic Development II
ECON 381 Natural Resource Economics

History
HIST 299 Selected Topics: At the Ends of the Earth

Mathematics
MATH 253 Matrix Algebra
MATH 254 Linear Algebra
MATH 287 Natural Resource Modelling
MATH 367 Differential Equations
MATH 387 Mathematical Modelling

Philosophy
PHIL 213 Philosophy of Science
PHIL 251 Critical Thinking
PHIL 333 Environmental Ethics
PHIL 371 Social and Political Philosophy

Political Science
PSCI 211 Comparative Politics of Western Democracies

PSCI 212	Comparative Politics of Non-Western and Developing Countries
PSCI 221	Canadian Political Institutions
PSCI 222	Canadian Politics and Society
PSCI 241	Business and Government
PSCI 251	Foundations of Global Politics
PSCI 252	Contemporary Global Politics
PSCI 291	Violence, Conflict and Politics
PSCI 303	Controversies in Contemporary Political Thought
PSCI 308	Global Justice
PSCI 322	Atlantic Canada
PSCI 324	Provincial Politics
PSCI 325	Indigenous Politics in Canada
PSCI 335	Human Rights & International Justice
PSCI 351	Canadian Foreign Policy
PSCI 352	American Foreign Policy
PSCI 353	International Organizations
PSCI 354	Global Political Economy
PSCI 355	Global Issues
PSCI 399	Quantitative Research Methods

Public Policy and Governance

PGOV 201	Public Policy Analysis
PGOV 301	Comparative Public Policy
PGOV 302	Public Administration
PGOV 307	Science and Public Policy
PGOV 341	A History of Canadian-American Relations
PGOV 355	Learning from Disaster

Religious Studies

RELS 221	Religion & the Environmental Crisis
RELS 283	Apocalypses
RELS 333	Religion, Violence and Peace

Sociology

SOCI 202	Research Principles & Practices
SOCI 207	Health Justice
SOCI 237	Social Justice
SOCI 243	Consumer Society
SOCI 247	Environmental Social Sciences I: Problems & Paradigms
SOCI 301	Classical Social Theory
SOCI 302	Topics in Contemporary Theory
SOCI 307	Qualitative Research Methods
SOCI 312	Social Movements
SOCI 335	Indigenous and Settler Relations
SOCI 341	Sociology of Agriculture
SOCI 364	Food and Society
SOCI 366	Coastal Communities
SOCI 429	Climate, Land and Future

Statistics

STAT 101	Introductory Statistics
STAT 231	Statistics for Students in the Sciences
STAT 311	Survey Sampling Design
STAT 331	Statistical Methods
STAT 333	Introductory Probability Theory
STAT 334	Mathematical Statistics
STAT 357	Regression Analysis

9.4 Art

C. Girard, Ph.D.
S. Gregory, Ph.D.
F. Martin, MFA
R. Semple, Ph.D.
D. Trembinski, Ph.D.

Part Time
S. Benton, M.Ed
K. Brown Georgallas, BFA
J. Fecteau, MFA
M. Gibson, MFA
L. Gillam, MFA
A. Karuna, MFA
G, Lounsbury, BFA
A. MacLean, BFA
J. Mensch, MFA
W. Rogers, B.Ed
B. Sparks, MA
O. Têtu
A. Tragakis, BFA
R. Young, M.Ad.Ed.

Art courses may be used as electives, a pair, or minor. Students are permitted to complete both a pair in art history and in a studio art (or a general pair in art courses). Please see the art department website at http://sites.stfx.ca/art/ for a list of 2026-2027 course offerings.

Minor in Studio Art
24 credits – ART 101 and 102 (or 100), 141, 142; 12 additional credits in studio courses.
It is recommended that students take ART 141 and 142 before their senior year.

Minor or Subsidiary in Art History
24 credits – ART 141, 142; 18 additional credits in art history courses.
Students may take up to 6 credits of studio art courses for credit toward a minor or subsidiary in art history. Students may take no more than 6 credits from the following cross-listed courses for credit toward a minor or subsidiary in art history: ART/PSCI 312, ART/ANTH/CELT 321, ART/CATH 331, ART/CATH 332.

Students with advanced drawing experience and a portfolio can apply to enrol in advanced drawing and painting courses without the prerequisites of ART 101, 102. They should consult directly with the instructor of the course they wish to take.

Art Therapy Preparedness
To meet the admission requirements of most Art Therapy graduate programs, students should complete **24 credits in Studio Art** and **6 credits in Art History**. For their visual arts credits, students are encouraged to take: ART 101, ART 125, ART 145, ART 155, ART 271, and three additional 200- and 300-level Studio Art courses of their choice. For their art history credits, students should take two of these courses: ART 141, ART 142, or ART 165.

In addition, they should complete at least **24 credits in Psychology**, including the following courses: PSYC 101, PSYC 102, PSYC 261, PSYC 262, PSYC 291, PSYC 353, and PSYC 376. For the MA in Art Therapy at Concordia University, an additional course offered at Concordia is required: An Introduction to Art Therapy

STUDIO ART COURSES
Studio Art courses count toward the B.A. distribution requirements in Fine Arts, Languages, or Music.

ART 101 Introduction to Drawing I
This course will introduce students to the art of drawing. Students will become familiar with conventional drawing materials including graphite, charcoal, conté, ink, and pastel. A disciplined daily working practice and routine will develop throughout the course, offering students transferable skills to all their academic pursuits. This course aims to encourage students to engage in further artistic study and life-long learning. Credit will be granted for only one of ART 101 or ART 100. Three credits.

ART 102 Introduction to Drawing II
This course will continue students' development in drawing based on the foundation of Introduction to Drawing I. Students will explore the use of conventional drawing materials and techniques while learning basic colour theory, advanced study of value and subtractive drawing, figure drawing, and abstract representation. An end-of-term self-directed artwork assignment is a summation of the course's learning outcomes. Credit will be granted for only one of ART 102 or ART 100. Prerequisite: ART 101, or portfolio demonstrating drawing skills. Three credits.

ART 115 Introduction to Design
This course focuses on design principles and elements such as unity, balance, repetition, line, shape, and colour. The course

provides students with a vocabulary and working knowledge of visual communication. Students develop their visual problem-solving skills and explore their creativity through studio projects and class discussions. Three credits.

ART 125 Materials and Methods
This course will afford students the opportunity of working in a variety of art media while exploring techniques, presentations, concept and materials. Projects may include painting, printmaking, sculpture, animation, textiles and more. Students with some prior knowledge of drawing and/or art experience will benefit most from this course. Three credits.

ART 145 Introduction to Colour
This course deals with the vocabulary, nature and physical properties of colour: hue, value and intensity. Studio assignments provide practise in learning colour relationships in unified and contrasting colour schemes. Three credits.

ART 155 The Scientist's Sketchpad
This interdisciplinary course develops drawing and observational skills alongside a critical awareness of the role of image-making in knowledge production about the natural world. Students will learn drawing techniques from a studio art instructor and apply them to the study of specimens, under the supervision of a biology instructor. An art history instructor will teach slow looking techniques and the history of collaborations between artists and scientists in the last 500 years. Three credits.

ART 204 Introduction to Painting I
This introductory course will teach students the fundamental principles of representational painting – artworks created through the careful observation from life. Emphasis will be placed on learning techniques of studio painting and brushwork in conjunction with a thorough understanding of the formal qualities of colour: hue, value, and tone. Credit will be granted for only one of ART 204 or ART 200 or ART 299 ST: Intro to Painting. Prerequisites: ART 101, 102. Three credits.

ART 205 Introduction to Painting II
This course is designed for students to further their technical and conceptual skills of representational painting acquired in ART 204. Subjects of increasing complexity are explored, including an investigation into landscape painting, the figure and independently researched topics. Prerequisite: ART 204. Credit will be granted for only one of ART 205 or ART 200 or ART 299 ST: Intro to Painting. Three credits.

ART 211 Stained Glass Studio I
This course introduces the copper-foil method of stained glass. Students will create original designs, with encouragement and support to engage with their unique style preferences, perspectives, and cultures. They will learn basic technical skills to complete a two-dimensional stained glass artwork using materials (including coloured, textured glass) and equipment in the studio. Prerequisites: ART 101, 102, 115 or portfolio demonstrating drawing and design skills. Three credits.

ART 212 Stained Glass Studio II
In this intermediate-level course in the copper-foil method of stained glass, students will create original designs inspired by their unique style preferences, life experiences, and perspectives. They will build upon and extend the technical skills learned in ART 211 to produce a three-dimensional stained glass art project, such as a lamp. Prerequisite: ART 211 or portfolio demonstrating stained glass design and studio skills. Three credits.

ART 221 Batik Studio
"Batik" is the Javanese name for an ancient and contemporary art form originating in many parts of the world, notably Asia and Africa. Dyes and resist (such as melted wax, mud, or paste) are applied alternately to cloth to create permanent designs. After learning basic skills for mixing dyes and applying wax to cloth, each student will create original artworks in their own style, with encouragement to draw upon their perspective, identity and culture. Prerequisites: ART 101, 102, 115 or portfolio demonstrating drawing and design skills. Three credits.

ART 222 Weaving Studio
Tapestry weaving has been practised by cultures around the world for over 2,000 years. In this course, students will first learn the basic techniques of tapestry weaving and later apply them to a small tapestry of their own design. Tapestry-woven cloth plays numerous cross-cultural roles: social, spiritual, political, economic, and artistic. These many facets of tapestry will be explored through a series of videos that highlight cultural traditions and international perspectives. Three credits.

ART 225 Portrait Drawing
This is a studio drawing course focused on drawing the human portrait. Students will be taught the basic structures and anatomy of the human head and various ways to render the features of the face. Students will develop their drawing skills working from live models and through demonstrations by the instructor. There will be a cultural and historical examination of the use of portraiture throughout the world. Prerequisite: ART 101. Three credits.

ART 227 Introduction to Handbuilding Ceramics
This is a hands-on, introductory studio sculpture class with an emphasis on creating vessels and architectural forms, and exploring figurative approaches in clay. Students will be taught the processes of clay sculptural building, including mould-making, plaster-casting, and plasticine. Students will develop and hone hand-eye coordination as well as fine motor skills through tactile 3-D modelling in clay. Prerequisites: ART 101, 102. Three credits.

ART 233 Introduction to Printmaking
Students will learn two standard techniques of fine-art printmaking: etching and linocut. Students will gain knowledge of printmaking,

its materials and tools by means of instructional demonstrations, hands-on printmaking projects balancing technical knowledge with artistic concept and vision, and the study and in-class presentation of other printmakers' work. Credit will be granted for only one of ART 233, ART 231, or ART 298(2017-2018). Three credits.

ART 240 Pastels
This studio course introduces pastels as a drawing medium. Pastels are crayon-like sticks of compressed pigment in either a chalk or wax binder. In this course, colour mixing and pastel techniques on a variety of papers will be explored as will the expressive potential of the medium. Students will complete a number of landscape, still life, and portrait paintings. Emphasis will be put on developing compositional skills using pastels. Prerequisites: ART 101, 102. Three credits.

ART 255 Watercolour - Techniques and Approaches
Students familiarize themselves with the materials and the basic techniques of transparent watercolour in this course. Instruction will include various classic and innovative approaches to this versatile medium, using paintings by well-known masters of the art of watercolour as a jumping-off point for their own exploration in the watercolour medium. Prerequisites: ART 101, 102 or equivalent. Three credits.

ART 259 Introductory Filmmaking
Students will learn elements of cinematic language, focussing 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. Additionally, students will expand their understanding of cinema through watching films, focusing on independent documentary works by Canadian filmmakers who are underrepresented in the industry (women, Indigenous, Black, People of Colour, and LGTBQ2S+). Credit will be granted for only one of ART 259 or ART 295 ST: Digital Video Production. Three credits.

ART 265 Introductory Animation
In this course, students will learn the basics of animation. Projects include simple 2D animation and stop-motion. There is a self-directed final project in which students will expand on acquired technical and theoretical knowledge of animation fundamentals. Animation comes in many styles, so a high level of drawing skill is not a requirement for this course. A laptop and digital camera are necessary. Open-access free animation software will be used. Three credits.

ART 271 Introduction to Digital Photography
This course is designed for students interested in learning to effectively use digital photography as a means for self-expression, artistic medium, or cultural comment. No equipment is required, except for a smart phone. Credit will be granted for only one of ART 271 or ART 297 ST: Digital Photography. Three credits.

ART 292 Selected Topics
The topic for 2026-2027 is Woodcut Printmaking. Woodcut is the oldest form of printmaking, and the medium has rich traditions in many cultures. In this course, students will learn the techniques, tools, and materials of woodcut, as well as how to design and draw an image that is well suited to the medium. Examples from historic and contemporary printmakers will be discussed for inspiration. Students will start by making a sampler print designed by the instructor, to learn the physical process of carving and printing. They will then design and produce their own single colour print, followed by a multicolour reductive print. Three credits.

ART 346 Botanical Art and Illustration
This course will be concerned with developing drawing to accurately reproduce plant forms. Non-flowering and flowering plant form and diversity will be covered. Prerequisite: ART 101, 102 (100) or BIOL 202 or portfolio demonstrating drawing or painting skills. Three credits.

ART 351 Anatomy for the Artist: Drawing
This course provides intensive study of human anatomy with the purpose aimed towards figure drawing. Students will focus on the skeletal and muscular systems, studying both bone specimens and live models. Using graphite and charcoal, students will gain the knowledge to accurately draw the human figure and place their work within the historical context of figurative art. Prerequisite: ART 101, 102 (100) or portfolio submission. Three credits.

ART 359 Intermediate Filmmaking
This course builds on ART 259. Students will learn key components of cinematic grammar (for example, tone, casting, and pacing) and will create projects, to which they will bring their unique creative vision. Students will also analyze films, primarily those created by underrepresented filmmakers (women, BIPOC, and 2SLGTBQ+). To take this course, students must have access to a mobile device that can shoot video and also a computer that can run basic editing software. Credit will be granted for only one of ART 359 or ART 386 (2021-2022). Prerequisite: ART 259. Three credits.

ART 399 Directed Study
See section 3.5. Three or six credits.

ART 499 Directed Study
See section 3.5. Three or six credits.

ART HISTORY AND MATERIAL CULTURE HISTORY COURSES

Art History courses count toward the B.A. distribution requirements in Humanities.

ART 141 Art & Society I: From Caves to Cathedrals

Long before human beings developed written language, we were making works of art. This introductory survey examines art and architecture within the intellectual and social contexts of their historical production. It provides a working knowledge of the history of art from prehistory through Classical Greece and Rome, to the great cathedrals of the Medieval period. Students will begin to develop critical tools for studying visual culture and achieve a deeper understanding of cultural history. Three credits.

ART 142 Art & Society II: From Renaissance to Revolution

This section of the art history survey begins with works of art and architecture of the Italian Renaissance, where new ideas (including the notion of genius) had major repercussions for the cultural and artistic history of subsequent periods, including the Baroque, Romanticism, the 20th century, and our contemporary era. Students will learn new ways of observing and interpreting art, enrich their appreciation of art and architecture, and further deepen their understanding of cultural and intellectual history. Three credits.

ART 143 No It Wasn't Ancient Aliens: Economic and Cultural Exchange in Early World History to 220 CE

It may come as a surprise to the History Channel, but ancient monuments were not built by aliens. Rather, they stand as evidence of the complex societies that existed throughout the ancient world and the goods, ideas and people that connected them. From the Han Dynasty in China to the Roman Empire in Europe to the early trade networks of the Nok in West Africa, the ingenuity, mobility and interconnectedness of premodern cultures will be explored. Credit will be granted for only one of ART 143, HIST 103 or HIST 116. Cross-listed as HIST 103. Three credits. Offered 2026-2027.

ART 144 Still Not Ancient Aliens: Economic and Cultural Exchange in the Ancient World 220-1300CE

Scholars now know that the premodern world was more profoundly interconnected by trade, cultural exchange and migration than we had ever realized. Still Not Ancient Aliens examines some of these interconnections, from the roads of the ancient Wari of Peru to the cultural and trade connections of the Polynesian Islanders, to the premodern trade networks operating in the far North and the cultural mosaic of Islamic Spain. Credit will be granted for only one of ART 144, HIST 104 or HIST 116. Cross-listed as HIST 104. Three credits. Offered 2026-2027.

ART 165 The Art Lab: A Global History of Materials

The Art Lab introduces the materials and methods used by artists across time and around the world. Through weekly lectures and a two-hour studio lab, students will study and experiment with land-based art, ceramics and sculpture, textiles and craft practices, drawing and painting, print and book art, and film, photography, and design, asking how materials, techniques, and worldviews shape artistic expression and reception. A course fee covers all required art supplies. Three credits and lab.

ART 223 Black and White and Colourful All Over: Africa in the World from 1800

This course will examine societies in modern Africa. Western histories of this period will be weighed alongside a more Afrocentric perspective, examining a selection of social systems, economic organization, political institutions, religious beliefs and life patterns, and the impact of the outside world on them. Topics to be addressed include gender, culture, belief and identity, European imperialisms, contested nationalisms, independence movements, and the nature and experience of the African diaspora. Credit will be granted for only one of ART 223, HIST 223 or HIST 297 (2016-2017). Cross-listed as HIST 223. Three credits. Not offered 2026-2027.

ART 235 Textiles and Historical Change in Modern South Asia and Beyond

The Indian sub-continent has been a crossroads of people and cultures throughout human history. The resulting material production helped create a state out of a multi-ethnic region and transformed economies and design throughout the globe. Creative production also provided the language to speak back to colonial systems and to shape modern South Asian nation-states. This course examines cultural developments in South Asia beginning with the Mughals in the 16th century and ending in the 1970s. Cross-listed as HIST 235. Three credits. Not offered 2026-2027.

ART 236 Vikings! The Course

Vikings did more than plunder and pillage - they explored, farmed, and traded along vast travel networks that stretched from the east coast of Canada to the sophisticated cities of Constantinople and Baghdad in the East. Vikings! The Course will survey the spread of Norse influence and culture from their initial steps out of Scandinavia in the 8th century - attacking monasteries and cities - to the founding of Norse kingdoms in Normandy, Sicily and Novgorod. Cross-listed as HIST 236. Three credits. Offered 2026-2027.

ART 244 History of Photography

From the public announcement of a viable process in 1839, to the present day, photographic images have come to dominate our visual world. This art history course will examine the history of photography through its technology and through the work of key photographers, styles, and purposes. It will also consider photography as a medium for art in itself, its position and relationships with the traditional arts, and its extraordinary power to construct a world. Three credits.

ART 247 Crusades and Their Cultures

This class explores the history of the medieval wars that are now known as the crusades. Often treated collectively, these wars differed greatly in character. Some were armed religious pilgrimages and others were blatant wars of aggression. From the medieval military technology to the bioarchaeology of Crusader cemeteries to the goods that flowed through Crusaders cities, this class

focusses on the materiality of Crusading cultures in Europe and the Middle East between 1040 and 1453. Cross-listed as HIST 247. Three credits. Not offered 2026-2027.

ART 251 Medieval Art
This course examines major developments in art and architecture of the Middle Ages, from the triumph of Christianity in Imperial Rome through the late Gothic period of the 14th century. The Bible and most early Church theologians associated images with idolatry and paganism, yet this 1000-year period was one of exceptional richness and diversity in the visual arts. Students will see how medieval art and architecture reflect and respond to changing theological, devotional and societal needs. Three credits.

ART 252 Baroque Art
This course explores developments in the visual arts in Europe during the 17th century. Works of art and architecture will be examined in their social and cultural contexts, including discussion of the Italian Counter-Reformation and new ideas about the function of religious images and buildings, urban planning and the glory of Rome, absolutist monarchies and visual propaganda, specialization in the art market and Dutch genre painting, and the rise of art academies and art theory. Three credits.

ART 260 20th Century: Modern Art
Over a 70-year period beginning in 1860s Europe, what art looked like and what it was made for underwent dramatic changes, setting the stage for art in our time. Beginning with Impressionism, we'll chart formal changes in visual art; art and politics in Russia and Italy; design and education innovations in Germany; North American movements (Beaver Hall Group in Canada, Harlem Renaissance in USA); Dada and Surrealism; and the inter-war period. Three credits.

ART 261 Contemporary Art
This course examines art from the end of World War II to the present day. Attention will be paid to major movements and artists, the social and political context, and changing assumptions about what art should be and do. Three credits.

ART 269 The Body in Art - History and Theory
Intimately linked to identity and experience, the human body has constituted a wellspring of formal and conceptual explorations for artists across time and space. This thematic art history survey critically examines the relationship between ideas about the body and artistic representation. Students will use visual analysis and key concepts, like the Gaze and intersectionality, to study a wide range of artworks, from scientific illustrations to performances, that stem from a variety of cultural contexts. Three credits.

ART 282 Social and Material Culture of Modern Britain
From its agricultural practices to the growth of urban centres Britain was fundamentally transformed from the 18C. 'Britishness' emerged from large-scale modern technical production, a democratic form of government that was wrestled into being, and colonial dominance. This course will examine the lived experiences of this change and how the resulting challenges are recorded in art and material culture. Cross-listed as HIST 282. Three credits. Not offered 2026-2027.

ART 283 Making Britain Great
Britain was the world's first modern superpower. From the late 18th century it dominated the world. This course will examine both the measurable of imperial domination, but also the intangibles; Britons themselves came to believe that they exemplified national characteristics that denoted imperial rulers. What led to that mindset, and how was it viewed by subject populations. Regional studies enable us to understand relationships between the metropole and the settlers, administrators and people of British colonies. Cross-listed as HIST 283. Three credits. Not offered 2026-2027.

ART 295 Selected Topics
The topic for 2026-2027 is Indigenous Art from the 20th Century to Today. This course introduces students to the work of First Nations, Inuit, and Métis artists in the lands known colonially as Canada and the United States from 1900 to the present. Together we will learn how Indigenous artists working in a range of media have used art to reflect on colonial histories, contemporary politics, and to create bold futures. Recognizing the Mi'kmaw land on which we learn, we will spotlight L'nu artists in Mi'kma'ki. Three credits.

ART 297 Selected Topics
The topic for 2026-2027 is Classical Mythology in Art. How did the world emerge out of chaos? What is the difference between gods and heroes? This course examines artistic representations of classical Greek and Roman myths in order to understand why these stories have continued to resonate with us: how myths translate from place to place, and how works of art about them allude to very different ideas and interpretations as the religious, historical, and social contexts change over time. Three credits.

ART 298 Selected Topics
The topic for 2026-2027 is History of Textiles. This course investigates the cultural history of textiles. We will explore the evolving relationship between communities, knowledge and material to understand what textile production communicates about a person, communities and a particular time. Focusing primarily on naturally occurring materials such as plant fibres, wool and silk, this class will offer a mixture of honing the academic skills of reading, research and writing, and making techniques such as cording, nalbinding, weaving, and embroidery. Three credits.

ART 299 Selected Topics
The topic for 2026-2027 is Botany and Modern Empire. Modern Western empires cannot be understood without recognizing the role of botany in colonization. This course explores how commercially valuable plants and consumption of plant-based goods created modern British culture - its food, tropical indoor plants, managed parks and gardening, and beautiful, affordable and washable

cotton were all sourced overseas. Plants with medicinal value were appropriated, and Britain's maritime power lay on wooden planks, cotton sails, and jute and linen cordage. Three credits.

ART 312 Art and Politics
This course introduces students to what modern artists have to say about politics and what governments do and say about art. It provides some of the historical and theoretical tools needed to analyze the political role of art in our time. Students will examine literary works, painting, music, and architecture, and discuss specific policies on art. Cross-listed as PSCI 312. Three credits.

ART 315 Castles and Cathedrals
This course explores the architecture of medieval Europe, focussing on how the castles and cathedrals of the Middle Ages were designed and built, and the economies, societies, and cultures that such buildings created around them. In this course we will examine the artisans and craftsmen who helped build castles and cathedrals and explore how the meanings of these buildings changed over time, in peace and in war and through different political regimes. Cross-listed as HIST 315. Three credits. Offered 2026-2027.

ART 321 Celtic Art
Weave your way through Celtic knots and "horror vacui" fear of empty space," and discover the art of the Celts. From the Battersea Shield to the Book of Kells, we will trace our way through the extraordinary legacy of weaponry, jewellery, illuminated manuscripts, Celtic crosses, and Sheela-na-Gigs to arrive at a deeper understanding of the people who made them. Acceptable as a course in history. Cross-listed as ANTH 321 and CELT 321. Three credits. Not offered 2026-2027.

ART 331 Catholicism and the Arts I
This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the beginnings of Christianity to the early Renaissance. Credit will be granted for only one of ART 331, CATH 331 or CATH 330 Cross-listed as CATH 331. Three credits.

ART 332 Catholicism and the Arts II
This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the Renaissance until the contemporary era. Credit will be granted for only one of ART 332, CATH 332 or CATH 330. Cross-listed as CATH 332. Three credits.

ART 334 The Medieval Body
This class explores late medieval conceptions of the physical body, which were always essential to identity in the Middle Ages. Medieval discussions of the practice of reading, clothing and fashion and even spiritual union with God, often involved debates and metaphors based upon the physical body. Through an exploration of primary and secondary texts along with seminar discussions, the class will explore the interconnectedness of late medieval ideas of corporeality, identity, spirituality and sexuality. Cross-listed as HIST 332 and WMGS 333. Three credits. Not offered 2026-2027.

ART 343 Issues in Canadian Art through World War II
Students will consider Canadian art practice and institutions from pre-European contact up to the Group of Seven. Topics can include aboriginal practice and the representation of native peoples, the construction of wilderness and place, and the role of the church in Quebec in the context of social and political change. Prerequisites: ART 141, 142 or survey of Canadian art or permission of the instructor. Three credits.

ART 344 Issues in Contemporary Canadian Art
The course will begin with a look at events in Quebec just after WWII – *Les automatistes* and the *Refus global*. We will then examine the gradual development of artmaking in Canada up to the present. This will include the regional versus the national; Canada in the international arena; innovations in photographic practice; contemporary Indigenous and Inuit work; and the infrastructure which supports and defines the visual arts in Canada. Three credits.

ART 353 Premodern Explorers and Exploration
Like modern tourists, premodern people travelled extensively—for work, for religious devotion, for learning and for pleasure. Early travellers recorded their voyages and observations of the world in texts and in early maps. With a particular emphasis on the history of maps, this course explores the science, technology, literature and history of premodern travel and demonstrates that the premodern world was much more interconnected by trade, pilgrimage and travel than has generally been acknowledged. Cross-listed as HIST 353. Three credits. Not offered 2026-2027.

ART 354 Women, Art & Gender: Rewriting Art History
Recentering women in the history of art, this course critically examines the structures that excluded them and the narratives that erased them. It looks at how gender has shaped the discipline of art history and at texts that envision more inclusive methods. Students will draw on their experiments with looking techniques to write about women's contributions to various visual and material cultures, from the discovery of butterfly metamorphosis to the secret "invention" of abstraction. Cross-listed as WMGS 354. Three credits.

ART 356 Iconography of Christian Art: The Life of Christ
Iconography is the identification and interpretation of images. This course is an introduction to the iconography of Christian art, with an emphasis on images of the Life of Christ. The course will examine how images develop over history, and how they may be

understood in light of historical events, changes in theological thought, and in the artist's own spirituality. A key question is "Who is Jesus, and how shall we represent Him?" Cross-listed as RELS 353. Three credits. Not offered 2026-2027.

ART 357 Iconography of Christian Art: The Saints
This course is an introduction to the iconography of Christian art, with an emphasis on images of Mary and the saints. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. Discussion will include how such images were used as objects of personal devotion but also for the conveying of important theological and social values. Cross-listed as RELS 354. Three credits. Not offered 2026-2027.

ART 366 Where in the World Am I? Historical Maps and their Meanings
From the surprisingly accurate maps of ancient Mesopotamia to the interconnectedness of time and space found in early Meso-American maps, from medieval mappamundi to Bayne's map of Tolkien's Middle Earth, maps show us important characteristics about the cultures that generated them. Through close and careful examinations of maps created across time and space, this course explores both how maps are artifacts of their cultural milieux and the processes that went into creating and reading maps across history. Three credits.

ART 372 Northern Renaissance Art
This course explores the innovative artistic legacy of Northern Renaissance Europe. New technical developments such as oil painting allowed artists to create unprecedented levels of realistic illusion in paintings. The rise of the printing press opened up new avenues for the dissemination of imagery in the form of woodcuts and engravings. The religious turmoil of the Protestant Reformation also had profound consequences for the development of art - and its subject matter - in the North. Three credits.

ART 373 Not the Ninja Turtles: Donatello, Leonardo, Raphael, Michelangelo, and the High Renaissance in Italian Art
This course examines late 15^{th-} and 16th-Century Italian art and architecture beginning with the work of Donatello, whose sculpture foreshadows the monumental "High Renaissance" style established by Leonardo, Michelangelo, and Raphael. The role these artists played in the rise of the notion of artistic genius later led to problems linked to artistic license. We will consider style and technique in artworks, but also how art functions in its social and political context. Three credits.

ART 383 Victorian Britain: Quakers, Queens, and Queers
The long 19th century was understood by Britons as 'theirs'. An industrial powerhouse, grown on science and credit, Britain gained access to raw materials worldwide. Politically dynamic, British democracy went global, and a stable monarchy allowed for seemingly unparalleled Progress. Not everyone experienced this change in the same manner, however. It will explore how broad historical trends - changing ideals of citizenship and democracy, industrial growth, urbanism and the challenge of racial diversity - were experienced in this era. Three credits.

ART 384 Crisis and Continuity in 20C Anglo-Irish Relations
20C Britain portrayed itself as a leading democratic world power, having built a multiethnic nation and modern empire. Even as decolonial movements spoke back, Britain's rule was portrayed as benign and its decolonizing experience as peaceful. It wasn't. This course examines 'the Irish question' through a colonial lens, critically examining how British institutions worked to control culture and identity in order to undermine democratic social-justice discourse. Cross-listed as HIST 384. Three credits. Not offered 2026-2027.

ART 394 Selected Topics
The topic for 2026-2027 is Food Culture in Britain. Food is both sustenance and culture. Britain's food history includes technical change, cultural difference within Britain itself, and results from modern trade. Colonial contact contributed to the United Kingdom becoming a world power. Adopting goods such as sugar and black tea resulted in the very culinary traditions that came to reflect 'British' identity and character. This course will examine the history of British culinary culture, focusing on the period from 1750 through the 20C. Three credits.

ART 399 Directed Study
See section 3.5. Three or six credits.

ART 499 Directed Study
See section 3.5. Three or six credits.

9.5 Biology

J. M. Biernaskie, Ph.D.
C. D. Bishop, Ph.D.
J. McNichol, Ph.D.
J. C. Perry, Ph.D.
T.M. Rodela, Ph.D.
R.A. Scrosati, Ph.D.
J. Toxopeus, Ph.D.
R.C. Wyeth, Ph.D.

Senior Research Professors
M. E. Galway, Ph.D.
D.J. Garbary, Ph.D.
B.R. Taylor, Ph.D.

Biology is the science of life. The biology department offers courses spanning the range of modern biology, from molecular and cellular biology to ecosystems and global ecology. Biology is a highly interdisciplinary science that draws on knowledge from mathematics, chemistry, physics, and Earth and environmental sciences. Joint degree programs with these and other sciences are available. Students may also study biology through the Interdisciplinary Studies in Aquatic Resources program. A major or honours degree opens doors to exciting careers in healthcare (including medicine, dentistry, physiotherapy, and veterinary science), environmental science, biotechnology, government and teaching at primary and secondary levels. A biology degree is also an excellent foundation for a graduate degree in these and many other fields.

First-year biology students normally register in the following courses:

- 6 credits of Biology: BIOL 111, 112 (Science A)
- 6 credits of Chemistry: CHEM 101, 102 or CHEM 121, 122 (normally Science B or C). These are recommended prerequisites for BIOL 201, 202, 203, and 205 in second year.
- 6 credits of Math: MATH 106 or 126, 107 or 127 (Science B or C)
- Either 12 credits of Arts electives or 6 credits of Arts electives and 6 credits of a third science; see new student registration website for more details on this choice.

Second-year biology students:

- To avoid reduced course selection in third and fourth year and possibly delayed graduation due to lack of prerequisites, register for at least three of BIOL 201, 202, 203, 205 and 315. If considering BIOL 315, it is normally taken in third year, after taking CHEM 221 and 255 in second year. Determine other 2nd year course selections based on prerequisites needed for 300 and 400 level courses of interest.
- If considering the honours program, should also normally register for CHEM 221 and 255 and STAT 231.
- Must declare degree program (BSc Major, Honours, Joint Major, etc.) by the end of 2nd year using the forms available on the Dean of Science website. The Academic Advising office is available to help with program declaration.

Department Requirements

a) The biology core program is BIOL 111, 112, and four of the following courses: 201, 202, 203, 204, 205, 315.
Note: Only one of BIOL 204 or 205 may be used to fulfill this requirement, although both can count in Science A.

b) Biology major and honours programs may include a 24 credit minor in any arts or other science subject, as well as a concentration in specific areas of biology.

c) BIOL 115, 116, 215, 221 and 220 can only be used as open electives in biology major or honours programs, but can be used for BIOL credit in a biology minor.

Minor
24 credits: BIOL 111, 112; 18 additional BIOL credits

Major
Science A: 42 credits - BIOL 111, 112; 12 credits from BIOL 201, 202, 203, one of 204 or 205, 315; 3 credits BIOL at the 400 level (other than BIOL 499); 21 credits BIOL electives. At least 18 credits must be at the 300/400 level. BIOL 391 is a recommended but not required third-year non-credit course.
Other required courses to be included in science B, science C, or electives: CHEM 101, 102 or 121, 122; MATH 106 or 126, 107 or 127 (must be science B or C); 3 credits quantitative or analytical content from CSCI 128, 161, MATH 253, 267, 277, 287, 335, PHYS 101, 102, 108, 121, 250, STAT 231.
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the minor department section for details.

BSc Major with Business Administration
Science A: 42 credits - BIOL courses as outlined in the major program
Other required courses as outlined in the major program; science B must be MATH
Business Administration: 30 credits - BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits - MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits, to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

Honours
Science A: 60 credits - BIOL 111, 112; 12 credits from BIOL 201, 202, 203, one of 204 or 205, 315; 391 (non-credit), 475, 491 (non-credit), 493; 3 additional BIOL credits at the 400 level (other than BIOL 499); 33 credits BIOL electives (may include CHEM 355, 455). At least 30 credits must be at the 300/400 level.
Other required courses to be included in science B, science C, or electives: CHEM 101, 102 or 121, 122; CHEM 221, 255; MATH 106 or 126, 107 or 127 (must be science B or C); STAT 231; 6 credits quantitative or analytical content from CSCI 128, 161, 162, 223, 225, 350, MATH 253, 267, 277, 287, 335, PHYS 101, 102, 108, 121, 122, 250, 371, 372, STAT 311, 331, 333, 344.
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the minor department section for details.

Concentrations
Biology offers five areas of concentration: health sciences; ecology; cell and molecular biology; animal biology; and aquatic biology. A concentration is included on the student's official academic record and appears on any transcript issued. Students may fulfill the requirements for a concentration by completing a minimum of 15 credits, including at least 3 credits at the 400 level, from a specified concentration. Courses assigned to each concentration are listed below.
Consult the chair for any courses not listed.

Health Sciences: BIOL 304, 315, 320, 331, 333, 334, 335, 343, 374, 395, 405, 406, 452, 453, 454, 480, 484
Ecology: BIOL 302, 305, 308, 311, 315, 331, 334, 342, 343, 345, 360, 414, 484
Cell and Molecular: BIOL 302, 304, 305, 315, 320, 331, 335, 395, 405, 414, 452, 480
Animal: BIOL 302, 304, 305, 308, 311, 315, 320, 335, 340, 342, 343, 360, 395, 405, 406, 452, 453, 454, 484
Aquatic: BIOL 311, 340, 342, 343, 345, 360, 414

Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

Co-operative Education Program in Biology
This optional academic program allows students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. The Biology Co-op Program is accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as BIOL elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

BIOL 111 Introductory Cell Biology
An introduction to cells, their structure and function, and some of the techniques used to study them. Provides a basic introduction to cells as the building blocks of all life. Basic skills that underpin success as an undergraduate student are also emphasized. Required for all students continuing in biology. Three credits and lab.

BIOL 112 Diversity of Life
This course emphasizes the interrelationships of living systems and their roles in the global ecosystem. Students explore evolution and the origins of life, organismic diversity, adaptations, and ecology. Human interactions with the diversity of life are considered throughout the course. Basic skills that underpin success as an undergraduate student are also emphasized. Required for all students continuing in biology. Three credits and lab.

BIOL 115 Microbes in Human Biology
An introduction to microorganisms from a human perspective for students in the nursing program. Topics include bacterial structure and function, bacterial genetic and antibiotic resistance, and viral structure and infection. Credit will be granted for only one of BIOL 115, 116 or 215. Restricted to nursing students. Three credits and tutorial.

BIOL 116 Microbiology for Nursing
An introduction to microorganisms from a human perspective for students in the nursing program. Topics include bacterial structure and function, bacterial genetics and antibiotic resistance, viral structure and infection, and eukaryotic pathogens. Specific microbial diseases and their clinical manifestation will also be covered. Restricted to nursing students. Credit will be granted for only one of BIOL 116, 115 or 215. Cannot be used as science A for biology students. Three credits.

BIOL 197 Selected Topics
The topic for 2026-2027 is Indigenous Studies in Science. An introduction to the interrelationships of living systems and their roles in the global ecosystem in Pictou Landing. Students will explore evolution and the origins of life, diversity, adaptions, and ecology. Indigenous perspectives on human interactions with the diversity of life are considered throughout the course. Cross-listed as AQUA 197. Restricted to students in the BSc Pictou Landing and Paqtnkek in-community cohort. Three credits.

BIOL 201 Animal Biology
An introduction to major groups of animals, emphasizing the structure, physiology and way of life of certain species. Prerequisites: BIOL 111, 112. Three credits and lab.

BIOL 202 Plant Biology
An introduction to the diversity, form, and function of plants, with a focus on the biology of land plants. This course emphasizes plant appreciation, the amazing adaptations of plants, and plant groups that are relevant to human society (e.g., in agriculture and plant breeding). Students will learn fundamental writing skills in lab reports and self-directed essay assignments. Prerequisites: BIOL 111, 112. Three credits and lab.

BIOL 203 Ecology
An introduction to the fundamental concepts of ecology, exploring how organisms interact with their environment and with each other, at the levels of populations, communities and entire ecosystems. Interactions from competition to food chains are considered from an evolutionary perspective recognizing the role of the physical environment and humanity. Open to aquatic resources, climate and environment, Earth and environmental sciences students upon completion of BIOL 112. Prerequisites: BIOL 111, 112. Three credits and lab.

BIOL 205 Molecular Cell Biology
This course examines the structure and function of cells with a focus on eukaryotic cells. Cell function and form will be discussed as the co-ordinated interaction of molecules. Evolution of cells will be discussed in context. Both the theory and practice of experimental techniques used to study cell and molecular structure and function are emphasized. Prerequisites: BIOL 111, 112. Three credits and lab.

BIOL 214 Human Genetics
An introduction to the mechanisms of inheritance, genome structure, and genetic analysis, with a focus on humans. Concepts include: DNA structure and function; gene regulation, mutation, repair, linkage; gene manipulation. Cannot be used as Science A for Biology students. Credit will be granted for only one of BIOL 214 or BIOL 204 or BIOL 297 (2025-2026). Prerequisites: BIOL 111, 112. Three credits.

BIOL 215 Microbiology for Human Nutrition
An introduction to microorganisms from a human health perspective, that focuses on immunological concepts, viruses, bacteria and fungi. Laboratories cover basic microbiological techniques and tutorials cover microorganisms from the food perspective. Restricted to human nutrition students and human kinetics students with nutrition minor. Credit will be granted for only one of BIOL 215, 115 or 116. Cannot be used as science A for biology students. Prerequisites: BIOL 111. Three credits and lab/tutorial.

BIOL 220 Biological Perspective of Health and Environmental Issues
This course is restricted to students in particular degree programs, as outlined below. This course concerns how scientific principles are established. Topics include evolution and diversity, ecology and food, human evolution and population, diabetes, homeostasis, HIV and vaccines, antibiotic resistance, and cancer. Acceptable for credit only in the Faculties of Arts and Business; in the BASc programs; in the HKIN programs; and as an open elective in the BSc in Nursing and the BSc in Human Nutrition. Direct all inquiries and override requests to Online Learning and Professional Studies. Online format delivery. Six credits.

BIOL 221 Issues in Resource Management
This course introduces the basic science necessary to understand current resource issues such as wildlife, forestry and aquatic systems management with the goal of understanding resource decision making, and how human activities can alter terrestrial and aquatic ecosystems. Cross-listed as AQUA 221. Prerequisite: AQUA 101 and 102 or BIOL 112 or upper-year status in non-science programs. Cannot be used as science A for biology students. Three credits.

BIOL 251 Human Anatomy and Physiology I
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 152, HKIN 161 or HKIN 162. Restricted to BSc and BASc Health students. Prerequisite: BIOL 111. Three credits and lab.

BIOL 252 Human Anatomy and Physiology II
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 BIOL 252, BIOL 152, HKIN 152, HKIN 161 or HKIN 162. Restricted to BSc and BASc Health students. Prerequisite: BIOL 251. Three credits and lab.

BIOL 304 Comparative Physiology
This course uses an integrative approach to study the function of organ systems, including, cardiovascular, muscular, respiratory, and renal. Examples of how animals respond to different demands imposed by their environment and activities will be discussed. Prerequisite: BIOL 201 or BIOL 251, 252. Three credits and lab. Not offered 2026-2027.

BIOL 305 Evolution
This course introduces the fundamental theory for all of biology. Students will learn about the history of evolutionary thought and our modern understanding of evolutionary concepts and processes. The course focusses on natural selection, adaptation, and the major transitions in the history of life (e.g., why are cells often grouped into organisms)? Students will get practice in evaluating the scientific literature and presenting their favourite topics to the class. Credit will be granted for only one of BIOL 305, 302 or BIOL 381(2024-2025, 2025-2026). Prerequisites: One of BIOL 201, 202, 203, 205. Three credits.

BIOL 308 Biology of Populations
This course covers the principles of plant and animal population dynamics. The great diversity in growth, survival, reproduction, and dispersal patterns in aquatic and terrestrial populations is examined. Contents include theory, evidence from experimental studies and the interaction between the environment and populations. Prerequisite: BIOL 203 or permission of the instructor. Three credits. Not offered 2026-2027.

BIOL 311 Coastal Marine Ecology
An introduction to coastal marine habitats and the factors that influence the population and community structure of primary producers and consumers. The course includes an overview of marine ecological theory, fieldwork, and laboratory observations, focusing on Nova Scotia shores. Prerequisite: BIOL 203. Three credits, lab and research project.

BIOL 315 Introductory Microbiology
Provides a broad perspective on the microbial world and its role in the biosphere. The diversity, morphology and physiology of prokaryotic microorganisms will be discussed. Laboratories stress basic microbiological techniques including microscopic examination, isolation from natural environments, enumeration and examination of physiology. Prerequisites: BIOL 204 or 205; and six credits of second year organic chemistry or biochemistry: CHEM 221 and 222 or 255. Three credits and lab.

BIOL 320 Biology of Cancer
An introduction to the problem of cancer, emphasizing the cellular and molecular biology of carcinogenesis in humans. The multi-causal, multi-step nature of the process will be highlighted, including the role of viruses, oncogenes, carcinogens and ionizing radiations. Prerequisites: BIOL 204; BIOL 201 or BIOL 251/252. Three credits and lab. Not offered 2026-2027. See BIOL 381.

BIOL 331 Statistical Methods
An investigation of statistics and experimental design in the context of biological and health science issues. Topics include analysis of variance, categorical data; distribution-free tests; linear and multiple regression. Students will learn to analyze data and interpret conclusions using a statistical software package. Recommended strongly for all major, and honours students. Credit will be granted for only one of STAT 331, PSYC 394, or PSYC 390. Cross-listed as STAT 331. Prerequisite: STAT 101 or 224 or 231. Three credits and one-hour lab.

BIOL 333 Cognitive Neuroscience
Cognitive neuroscience is the study of the brain-based mechanisms of mental processes. In this course, students will consider the types of problems that can and cannot be solved with cognitive neuroscience; find and use open science tools relevant to cognitive neuroscience; read, understand, and communicate about cognitive neuroscience research articles; and describe what is known about the brain mechanisms of at least one cognitive domain (e.g., memory, attention). Cross-listed as PSYC 333. Prerequisites: PSYC 221, 222 (220) or 231, 232 (230) or permission of instructor. Three credits. Not offered 2026-2027.

BIOL 334 Plants and Human Health
This course examines the important role of plants in all human societies including those of this continent's indigenous peoples. Topics include plant structure, identification and basic physiology as well as plants used for fibre, shelter and industry. A particular emphasis will be on the interaction between plants and human health, including food, plant medicines, nature, environmental issues and mental health. Credit will be granted for only one of BIOL 334, BIOL 382(2021-2022) or HLTH 396(2023-2026). Cross-listed as HLTH 334. Pre-requisites: BIOL 111, 112 and any two of BIOL 201, 202, 203, 204, 205, 251 or 252. Three credits and lab.

BIOL 335 Developmental Biology
The course provides an introduction to the means by which animals replicate themselves. Students will be introduced to experimental methods, intercellular communication, the diversity of different ways that animals develop and the role of gene

regulation therein. Laboratories will highlight topics covered in lecture and introduce students to some experimental techniques. Prerequisites: BIOL 201, 204 or 205. Three credits and lab.

BIOL 340 Fisheries and Aquaculture
This course discusses fisheries and aquaculture in global, Canadian, and Atlantic Canadian contexts. We will examine what makes a 'good' commercial species, an overview of world fisheries (marine, freshwater, and aquaculture), population dynamics, stock assessment, socioeconomic considerations, how management makes decisions and the relevant laws in Canada, and what the environmental and ecological impacts of fisheries are (e.g. bycatch, overfishing, habitat damage). Cross-listed as AQUA 340. Prerequisite: AQUA 101 and 102, or BIOL 203, or permission of the instructor. Three credits, lab and field trips. Offered in alternate years; not offered 2026-2027.

BIOL 342 Invertebrate Zoology
A comparative study of invertebrate animals and their adaptations, including their morphology, behaviour, physiology, ecology and evolution. Students will learn the remarkable diversity of both form and function in these animals. At the same time, students will refine their powers of observation, improve their ability to ask and answer critical questions about organisms, and design experiments that will lead to further insight into invertebrate zoology. Prerequisite: BIOL 201. Three credits and lab. Not offered 2026-2027.

BIOL 343 Comparative Anatomy of Vertebrates
A comparative study of the anatomy and evolution of chordate animals with emphasis on the vertebrates, including humans. In the laboratory, students will study the anatomy of representative vertebrates and will complete a project focusing on local wildlife. Prerequisite: BIOL 201. Three credits and lab.

BIOL 360 Global Change Biology
This course analyzes major anthropogenic phenomena that are currently affecting natural systems at a global scale. Topics include global warming, ocean acidification, species invasions, habitat fragmentation, and overfishing, focusing on the effects of such processes on aquatic and terrestrial organisms. Successful mitigation and conservation strategies are evaluated. Prerequisites: One of BIOL 201, 202 or 203. Three credits. Not offered 2026-2027.

BIOL 374 Human Neuropsychology
Neuropsychology is the study of how damage to the brain causes changes in thoughts and behaviours. Cognitive changes associated with specific diseases/conditions will be the focus of the course (e.g., Alzheimer's disease, multiple sclerosis, Parkinson's disease, stroke, etc.). Examples of cognitive and behavioural symptoms will be presented via videos, audio recordings, and performance on neuropsychological tests. The assessment of cognitive processes will be introduced, and relevant structural and functional neuroanatomy will be reviewed. Cross-listed as PSYC 373. Prerequisites: 6 credits PSYC at the 200 level. Three credits.

BIOL 391 Career Development Junior Seminar
Modular course helping students prepare for careers and programs that follow graduation. Various optional activities help in choosing a career, gaining admission to graduate or professional programs, getting involved in research, and developing transferable professional skills. Honours students are guided in choosing a supervisor and preparing for thesis work. Required for all biology honours students in their third year. Recommended but not required for major students in their third year. No credit.

BIOL 395 Cell Biology
An introduction to the eukaryotic cell that will emphasize cellular responses to changing environments, including relationships between biochemical mechanisms and organelle functions, and techniques used to study cell function. Prerequisites: BIOL 204 or 205; and six credits of second year organic chemistry or biochemistry: CHEM 221 and 222 or 255. Three credits and lab.

BIOL 399 Biological Research Experience
An introduction to the fundamentals of biological research and ways of knowing about life, including two-eyed seeing. Students participate in interactive lectures and experiential learning activities in the laboratory and by field trips, conduct a semester-long group research project, and present their findings in written and oral forms. Credit will be granted for only one of BIOL 399 or BIOL 381 (2022-2024). Prerequisites: average of 70% across BIOL 111, 112, or permission of the instructor. Students should be in the third year of study or above. May not be taken concurrently with BIOL 475 and BIOL 493. Three credits and lab.

BIOL 405 Comparative Endocrinology
This course provides an introduction to the major endocrine and neuroendocrine systems and their involvement in the control of physiological function in vertebrates. An emphasis will be on mammalian systems, however, examples from other vertebrate taxa will also be discussed. Areas of exploration will include the regulation of feeding and metabolism, ion homeostasis, stress, and reproduction. Prerequisites: BIOL 251 and 252 or BIOL 304. Three credits and lab.

BIOL 406 Animal Minds
This seminar course provides an introduction to the study of non-human animal cognition and the problem of animal minds. Incorporating perspectives from biology, psychology, and philosophy, this course will outline the methods researchers use to understand how animals think while avoiding the pitfalls of anthropomorphism. Students will review the historical and current research into animal minds, as well as the various arguments for moral status of non-human animals based on their cognitive capacities. Pre-requisites: permission of the instructor. Three credits.

BIOL 414 Native Microbiota: Ecosystem Profiling with Environmental DNA
Environmental DNA profiling is a breakthrough technology with applications in diverse fields such as ecology, forensics, and human health. This hands-on course teaches the fundamentals of eDNA profiling, including collecting field samples from location(s)students choose, amplifying DNA barcodes of animals / plants / microbes found in the samples, using bioinformatics to analyze barcode sequences, and developing a research proposal based on students' own results. Prerequisite: BIOL 315 or instructor permission. Three credits and lab.

BIOL 452 Bioinformatics
DNA and protein sequences continue to accumulate in public databases at an exponential rate. Bioinformatics uses computers to archive, organize, retrieve and analyse biological information. This course will focus on how data are generated, accessed and managed, how to retrieve some kinds of data and perform analysis. A capstone course project examines the oral microbiome of students. No computing background required. Prerequisite: BIOL 205 or permission of the instructor. Three credits.

BIOL 453 Advanced Behavioral Neuroscience I: Neurobiology of Psychological Disorders
Topics in the field of behavioural neuroscience will be considered. The precise topics covered will change from year to year, and may include the etiology, diagnosis, and treatment of neurological disorders, broadly defined. Cross-listed as PSYC 431. Prerequisites: Honours standing or a minimum average of 70 and one of PSYC 230, 231, or 232. If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

BIOL 454 Advanced Behavioral Neuroscience II: Contemporary Issues
Contemporary issues in the field of behavioural neuroscience will be considered in this seminar course. The precise topics covered will change from year to year. Cross-listed as PSYC 432. Prerequisites: Honours standing or a minimum average of 70 and one of PSYC 230, 231, or 232. If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

BIOL 475 Honours Thesis I
Provides credit for background research and preparation of the Introduction to the Honours Thesis. Required for and restricted to honours students only, who must register in both BIOL 475 and 493. Three credits over the full academic year.

BIOL 480 Evolutionary Medicine
Why do humans grow old, get sick, and die? This course applies principles of evolutionary biology to answer this question. Core concepts include human adaptation to past environments, population genetic consequences of early human dispersal, trade-offs between reproduction and lifespan, human-pathogen coevolution, and cancer as an evolutionary process. Case studies explore how evolutionary medicine can improve patient treatment and public health. Credit will be granted for only one of BIOL 480 and BIOL 382 (2022-2024). Prerequisites: BIOL 204 or 205 and one of BIOL 201, or BIOL 251, 252. Three credits and lab.

BIOL 481 Selected Topics
The topic for 2026-2027 is Biotechnology. Students examine biotechnology’s potential to transform healthcare, agriculture, and environmental sustainability. The course builds a foundation in DNA, RNA, and protein synthesis and regulation, then explores strategies to manipulate gene expression by modifying nucleic acids. Emphasis is placed on DNA, RNA, and protein engineering used to produce pharmaceutical enzymes, hormones, and vaccines. Additional topics include genetically modified organisms and biotechnological applications to fuels and food production through bioactive molecules. Prerequisites: Biol 204 or 205. Three credits.

BIOL 484 Animal Behaviour
An introduction to the principles of behavioural ecology drawing on examples from diverse animal phyla. Students learn both the immediate and the adaptive, evolutionary bases of behaviour. Topics include survival, habitat selection, communication, mating, reproduction and parental care. Prerequisite: BIOL 201 or PSYC 231, 232 (230). Three credits and lab.

BIOL 491 Senior Seminar
Seminars on topics of major biological interest are presented by faculty members, staff, and visiting scientists. Provides an opportunity for deeper engagement with contemporary ideas from across all areas of biology. Required for all biology honours students in their final year of study. Recommended but not required for major students in their final year of study. No credit.

BIOL 493 Honours Thesis II
This course exposes undergraduates to original research, including the design of an investigation, data collection and analysis, and presentation of the findings. The course also provides in-depth training in critical thinking and communication skills that are broadly applicable following graduation. Preparation for the honours program begins in BIOL 391. For details, see the department website or contact the departmental coordinator of students. To be taken concurrently with BIOL 475. Three credits over the full academic year.

BIOL 499 Directed Studies
Students with an average of at least 75 may, on a tutorial basis under the guidance of a professor, pursue an area of interest involving experimental research not normally offered by the department. Three or six credits and lab.

GRADUATE COURSES		Credits
BIOL 501	Advanced Biomechanics	3
BIOL 502	Advanced Topics in Membrane Biology	3
BIOL 504	Topics in Vertebrate Physiology	3

BIOL 511	Advanced Marine Ecology	3
BIOL 515	Topics in Microbiology	3
BIOL 517	Topics in Molecular Biology	3
BIOL 523	Bioinformatics	3
BIOL 525	Advanced Cell Biology	3
BIOL 533	Advanced Topics in Biometrics	3
BIOL 545	Topics in Phycology	3
BIOL 551	Advanced Population Ecology	3
BIOL 571	Advanced Topics in Ecology	3
BIOL 575	Winter Ecology	3
BIOL 580	Seminars in Phycology	3
BIOL 581	Selected Topics	3
BIOL 585	Topics in Avian Biology	3
BIOL 586	Advanced Topics in Animal Behaviour	3
BIOL 587	Advanced Topics in Neuroethology	3
BIOL 588	Directed Study	3
BIOL 590	Topics in Botany	3
BIOL 594	Thesis Proposal	3
BIOL 595	Topics in Cell Biology	3
BIOL 596	Research Methods in Biology	3
BIOL 598	Research	6
BIOL 599	Thesis	18

9.6 Business Administration

J. Alex, CPA, CA
D. Anthony, Ph.D.
T. Boyle, Ph.D.
K. Carter-Rogers, Ph.D.
H. Chen, Ph.D.
J. Fraser, CPA
M. Fuller, Ph.D.
J. Hood, Ph.D.
T.W. Hynes, Ph.D.
O. Leung, Ph.D.
S. Litz, Ph.D.
B. Long, Ph.D., CPA, CMA
K. MacAulay, Ph.D., CPA, CA
M. MacIsaac, MBA
A. Mack, Ph.D.
M. McCaig, Ph.D.
T. Mahaffey, Ph.D.
N. Maltby, Ph.D.
D. Mattie, Ph.D.
B. Morrison, Ph.D.
B. Mukerji, Ph.D.
R. McIver, CPA, CA
Y. Nguyen, Ph.D.
M. Oxner, Ph.D., CPA, CA, CFA
R. Palanisamy, Ph.D.
B. Parikh, Ph.D.
V. Vishwakarma, Ph.D.
C. Zhang Ph.D.

Part Time
C. Boyd, LL.B.
R. Legere, MBA
M. MacGillivray Case, LL.B.

Welcome to business administration at StFX, where students graduate with the knowledge, skills and attitudes needed to become effective contributors to a variety of organizational types (including for-profit, not-for-profit, entrepreneurial start-ups, and the public sector) or to begin graduate study. This program puts students on the fast track to careers in a wide range of business capacities, and we are known to produce some of the world's most influential business and industry leaders. To attain this objective, our programs combine the acquisition of conceptual knowledge with applied and experiential learning approaches that include projects, presentations, simulations, field trips, class discussions, case analyzes, lectures, readings, films, guest speakers, service learning, and much more. Students work with faculty who blend research excellence with significant practical business experience and whose research interests are relevant to practicing managers.

Business programs include a Bachelor of Business Administration (BBA), Post-Baccalaureate Diploma, and Master of Enterprise Technology Management (METM) – expected start Fall 2027.

Bachelor of Business Administration (BBA)

The BBA program provides three program options of major, advanced major and honours within each of the following seven streams or functional areas: accounting, enterprise systems, entrepreneurship, finance, international business, management and leadership, and marketing. Students can also earn a BBA joint honours in business administration and economics or a BBA in Data Analytics and Graduate Certificate in Geospatial Data Analytics (Joint program with StFX/NSCC).

All BBA students (except for those ii Data Analytics) must declare a major at the end of their second year in one of the streams previously listed, except for students who meet the eligibility criteria detailed in chapter 5 who may instead opt to apply for an advanced major or honours degree path in one of these streams.

Each stream in the BBA program consists of an integrated set of required courses in BSAD, ECON, MATH, and STAT, complemented by elective courses in the arts and/or sciences. Students may also choose a Co-op work-study option and/or may participate in an international exchange and earn credits abroad that may count toward their BBA degree.

To earn a BBA degree, students must successfully complete courses with a combined value of 120 credits. All BSAD courses are one-term, three-credit courses. Normally BBA students earn 30 credits per year for each of four years. At least 36 of each student's 63 BSAD credits must be earned at StFX.

The Faculty of Business offers several Post-baccalaureate Diploma programs - Post-baccalaureate Diploma in Business Studies, Post-baccalaureate Diploma in Digital Marketing, Post-baccalaureate Diploma in Enterprise IT Management, and Post-

baccalaureate Diploma in Accounting Studies. The programs are offered to students who have already earned an undergraduate degree from any area outside of business. Students in this program must successfully complete 48 credits of BSAD courses. Normally, post-baccalaureate students earn 24 credits per year for each of two years. Students enrolled in all Post-baccalaureate Diploma programs may choose a co-operative education option which provides students with the opportunity to gain four months of professional and paid work experience while completing the course requirements of their Post-baccalaureate Diploma program.

Students who wish to study business administration and another discipline may choose the BSc with advanced major in a science with business administration (see chapter 7), or the BA with major or advanced major in economics and a minor in business administration (see section 9.17). Students may also choose to complete a minor in disciplines outside business including sport management, see section 9.37.

Transfer students should consult with the academic advising office prior to registration to confirm their course selections.

Substitutions
A BBA or Post-baccalaureate student may substitute courses in subjects other than business administration for BSAD electives. Substitutions are not automatic. Students must apply in writing to the department chair indicating the career or program rationale for requesting a substitution. For example, students with credit for MATH 106 or 126 may wish to substitute MATH 106 or 126 for the MATH 105 requirement. ECON 271 may also be substituted for MATH 105 for students who are interested in finance.

BBA in Data Analytics and Graduate Certificate in Geospatial Data Analytics (Joint program with StFX/NSCC)
Advanced Major in Business Intelligence and Analytics and Graduate Certificate in Business Intelligence and Analytics is a joint program offered by the Department of Marketing and Enterprise Systems and NSCC. As part of the program, students complete courses in data reporting, data warehousing, data science, database management, and business intelligence, along with developing a learning portfolio and participating in a work placement. Students have the opportunity to study at StFX or any NSCC campus in year one, StFX in year two, NSCC Pictou campus in year three, and StFX in year four. Students graduate with a BBA from StFX and a Graduate Certificate from NSCC in four years.

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science elective.
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives.
Year 3 Students will study online at NSCC in the Geospatial Data Analytics program. The Geospatial Data Analytics program examines how geospatial data—data that includes geographic coordinates or location-based information—can inform business decisions. It focuses on the management, analysis, and interpretation of this data, along with the tools that leverage it to drive business success.
Year 4 BSAD 384, 386, 482, 483, 486, 492; 12 credits arts/science electives.

BBA in Entrepreneurship with BSc in Human Nutrition
This five-year, two-degree program is for BBA students interested in alternative career paths who wish to pursue a degree in nutrition with a focus on entrepreneurship. The double degree option will prepare BBA students to work within the food industry (product development and evaluation, food safety, etc.), marketing, or consumer affairs with various employers including their own start-ups, industry, not-for-profits and other related areas of practice. From the development of new plant-based food products to eco-friendly packaging and emergency preparedness initiatives, food and health-related businesses remain among the most popular start-ups in Canada. To complete both degrees in five years, this is the recommended course pattern:

Year 1 BSAD 111, 112; CHEM 101, 102; ECON 101, 102; MATH 105; STAT 101; 6 credits Arts X
Year 2 BSAD 221, 223, 261, 231, 281, 241; BIOL 111, 215; 6 credits Arts X
Year 3 BSAD 256, 257; 3 credits BSAD elective; HNU 142, 242, 262; BIOL 251, 252; CHEM 221, 255
Year 4 BSAD 456; HNU 145, 146, 225, 351, 365, 384, 405, 475; 3 credits HNU electives
Year 5 BSAD 352, 453, 458, 471; 3 credits entrepreneurship elective, 3 credits BSAD elective; HNU 328, 445; 6 credits open electives

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first-degree requirements (for a minimum total of 150 credits).

BBA with Minor in Sport Management
BBA students may earn a Minor in Sport Management, consisting of 24 credits which replace one 12-credit pair plus the 12 credits of arts/science in the BBA degree pattern. Students earn the minor concurrently with their chosen major/advanced major/honours in one of the areas listed above. Course requirements and the normal course progression are as follows; see the Sport Management, section 9.37 for additional information.

Year 1 SMGT 101
Year 2 HKIN 264, HKIN 352
Year 3 SMGT 322, SMGT 327; 3 credits SMGT designated courses
Year 4 SMGT 423; 3 credits SMGT designated courses

Co-operative Education Programs in Business Administration
This optional academic program offers BBA students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain professional experience within the fields of accounting, finance, marketing, management, enterprise systems and more, to reinforce classroom-based instruction and to increase students' networks and employability. The Business Co-op Program is accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each COOP work term is two credits. Students who complete three COOP work terms receive six credits which can be used as a BSAD elective or as an open elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Post-Baccalaureate Diploma
Post-baccalaureate Diplomas are offered in Business Studies, Digital Marketing, and Enterprise IT Management.

Post-baccalaureate Diploma in Business Studies
The Post-baccalaureate Diploma in Business Studies (PB DIP BUS) provides students with the opportunity to explore and gain hands-on experience in a wide variety of business areas, including accounting, entrepreneurship, finance, information systems, international business, management and leadership, and marketing. In the first year, students complete courses in each of these general areas. In the second year, students will advance their studies in one or more of these areas based on their own interests and career goals. The program is offered to students who have already earned an undergraduate degree from any area outside of business. The key learning outcomes of the Post-baccalaureate diploma in Business Studies are to understand core functional areas in business, understand different perspective roles of business in society, apply theories and best practices of the core functional areas at an advanced level, develop quantitative and qualitative analyzes skills, and build critical thinking, teamwork, leadership, oral and written communication skills.

The normal course sequence for the Post-baccalaureate Diploma in Business Studies is:
Year 1 BSAD 221, 223, 231, 241, 256, 257, 261, 281.
Year 2 24 credits of BSAD selected in consultation with the department chair.

Students must complete 24 BSAD credits in each year. Year 1 courses can be moved to year 2 and replaced with other BSAD courses with permission of the department chair.
Students in the Post-baccalaureate Diploma in Business Studies can apply to complete Co-operative Education (Co-op).

Co-operative Education Program in Post-baccalaureate Diploma in Business Studies
This optional academic program offers PBD Business Studies students the opportunity to gain four months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PBD Business Studies students can confirm their interest in Co-op Education by the add/drop date in September of first year. Students complete professional development training, one four-month work term, and a capstone course, COOP 451. See section 9.13 for further information.

Post-baccalaureate Diploma in Digital Marketing
Digital marketing refers to marketing activities that are performed through the use of information technology (IT), including those that are conducted through the internet. An organization may use a wide variety of technologies while using digital marketing to reach potential customers, such as websites, search engines, blogs, social media, video, and email. Given the significant usage of social media and other online channels, digital marketing can help improve the competitiveness and positioning of organizations. Organizations now recognize that developing and implementing an effective digital marketing strategy is paramount. A successful digital marketing strategy involves a combination of various methods and technologies, including online advertising, search engine optimization and marketing, social media marketing, pay-per-click, influencer marketing, and content creation and management.

The Post-baccalaureate Diploma in Digital Marketing (PB DIP DM) is a 2-year diploma program focused on the knowledge, tools, skills, and best practices needed to develop, implement, and assess digital marketing strategies for organizations. Students will complete courses in marketing, digital marketing strategy, social media marketing, branding, data analytics, information technology, enterprise systems, and project management. Students also receive hands-on training on the latest analytics software and IT systems used to better understand customers, undertake digital marketing activities, and assess the success of digital marketing activities and strategies. Graduates of the program will pursue careers related to digital marketing and social media, such as digital marketing specialist, social media specialist, UX designer, digital marketing analyst, SEO specialist, and digital content strategist.

The normal course sequence for the Post-baccalaureate Diploma in Digital Marketing is:
Year 1 BSAD 231, 281, 382, 383, 434 or 436, 482, 486, 3 credit BSAD elective
Year 2 BSAD 331, 335, 384, 386, 437, 438, 487 or 495 (2025-27), 3 credit BSAD elective
Students in the Post-baccalaureate Diploma in Digital Marketing can apply to complete Co-operative Education (Co-op).

Co-operative Education Program in Post-baccalaureate Diploma in Digital Marketing
This optional academic program offers PBD Digital Marketing students the opportunity to gain four months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PBD Digital Marketing students can confirm their interest in Co-op Education by the add/drop date in September of first year. Students complete professional development training, one four-month work term, and a capstone course, COOP 451. See section 9.13 for further information.

Post-baccalaureate Diploma in Enterprise IT Management
An enterprise system is a single large-scale technology solution that supports the key business processes, information flows, and data reporting of an entire organization. In addition to meeting the most basic information needs of organizations, enterprise systems also help to improve competitiveness through the inclusion of business intelligence, knowledge management, customer relationship management, supply chain management, and product life cycle management capabilities. Developing and managing enterprise systems solutions not only require detailed technical knowledge, but also an understanding of business process redesign, project management, and change management.

The Post-baccalaureate Diploma in Enterprise IT Management (PB DIP ENITM) is a 2-year diploma program focused on designing, deploying and managing information technology (IT) and enterprise systems in organizations.

The diploma program utilizes the latest and most well-known technology solutions and tools, such as SAP S/4HANA.The program provides instruction in a variety of business and technology areas and includes hands-on experience with software widely used by large global companies, such as SAP S/4HANA. Upon graduation, students will possess the knowledge and skills to work as enterprise systems consultants, IT consultants, or systems analysts.

The normal course sequence for the Post-baccalaureate in Enterprise IT Management is:
Year 1 BSAD 261, 281, 361, 382, 384, 385, 386, 3 credit BSAD elective
Year 2 BSAD 383, 387, 389, 482, 483, 484, 487 or 495 (2025-27), 3 credit BSAD elective
Students in the Post-baccalaureate Diploma in Enterprise IT Management can apply to complete Co-operative Education (Co-op).

Co-operative Education Program in Post-baccalaureate Diploma in Enterprise IT Management
This optional academic program offers PBD Enterprise IT Management students the opportunity to gain four months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PBD Enterprise IT Management students can confirm their interest in Co-op Education by the add/drop date in September of first year. Students complete professional development training, one four-month work term, and a capstone course, COOP 451. See section 9.13 for further information.

The Post-Baccalaureate Diploma in Accounting Studies (Not offered 2026-2027)
The Post-Baccalaureate Diploma in Accounting Studies will provide students who have graduated from an undergraduate degree in a field other than accounting with the necessary academic background for direct entry into the Professional Education Program (PEP) for Chartered Professional Accountants (CPAs). Specifically, the Post-Baccalaureate Diploma in Accounting Studies is a 48-credit, two-year program that not only provides students with the technical competencies relevant to the accounting field, but also provides students with the enabling competencies to allow them to be successful in professional practice (e.g., communication, teamwork, problem-solving and decision-making skills).

The normal course sequence for the Post-baccalaureate in Accounting Studies is*:

Year 1 BSAD 221, 223, 241, 281, 321, 323, 342, 351, 3 credit Business elective
Year 2 BSAD 322, 324, 425, 426, 428, 450, 460, 3 credit business elective

*For direct entry into the CPA PEP Program, students will also require three other foundational courses from outside of business administration. These courses (i.e., Introduction to Micro-economics, Introduction to Macro-economics and Instruction to Statistics) will be available at no additional cost to be taken as overloads over the four terms of the program if the student has not already received credit for them in their undergraduate degree.

Co-operative Education Programs in Post-Baccalaureate Diploma in Accounting Studies
This optional academic program offers PBD Accounting Studies students the opportunity to gain four months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PBD Accounting Studies students can confirm their interest in Co-op Education by the add/drop date in September of first year. Students complete professional development training, one four-month work term, and a capstone course, COOP 451. See section 9.13 for further information.

Affiliations with Professional Associations
The Schwartz School of Business maintains ongoing relationships with Chartered Professional Accountants (CPA) Atlantic School of Business and graduates may earn credit for all courses that serve as prerequisites which will allow for direct entry into the CPA Professional Education Program. The School is also affiliated by the Chartered Financial Analyst (CFA) University Affiliation Program. The CFA Institute affiliates select universities around the world that have embedded into their degree programs a significant percentage (more than 70%) of the CFA® Program Candidate Body of Knowledge. This recognition and affiliation signals that the degree's curriculum is closely tied to professional practice and is well suited to students preparing to sit for the CFA® examinations. The school has ESG accreditation from the CFA Institute which recognizes that the program delivers both practical application and technical knowledge in the field of ESG investing. Graduates may also earn credit for courses toward the Canadian Institute of Management designations (e.g. CIM), the Chartered Professional in Human Resources (CPHR) designation and other professional certification programs.

BBA Major, Advanced Major, and Honours

BBA Major
The BBA program offers majors in accounting, enterprise systems, entrepreneurship, finance, international business, management and leadership, and marketing.

BBA Major – requirements outlined below
BSAD core: 27 credits
BSAD major: 21 credits
BSAD electives: 15 credits
Other required: 12 credits
Arts pair: 12 credits
Arts or science pair: 12 credits
Arts/science electives: 12 credits
Open electives: 9 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in an arts or science subject by completing 24 credits in the minor subject. One pair and the arts/science electives in the above pattern are replaced by the 24 credits of the minor. See the minor department for requirements.

Accounting
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 321, 322, 323, 324, 471; 9 accounting credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Accounting credits may be earned from this list of eligible courses: BSAD 342, 344, 345, 346, 351, 358, 424, 425, 426, 427, 428, 450, 460.

Enterprise Systems
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 382, 384, 385, 386, 471, 482, 483; 3 enterprise systems credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Enterprise systems credits may be earned from this list of eligible courses: BSAD 381, 383, 387, 389, 484, 486 or 495 (2024-25), 487, 495 (2025-2027).

Entrepreneurship
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 256, 257, 261, 281; 6 credits arts/science electives
Years 3 & 4 BSAD 358, 456, 458, 471; 9 entrepreneurship credits from list below*; 12 credits BSAD electives; 18 credits arts/science electives; 9 credits open electives
* Entrepreneurship credits may be earned from this list of eligible courses: BSAD 321, 332, 333, 335, 352, 381, 383, 386, 422, 453.

Finance
Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; ECON 201, 202; 6 credits arts/science electives
Years 3 & 4 BSAD 342, 344, 346, 471; 12 finance credits from the list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Finance credits may be earned from this list of eligible courses: BSAD 323, 345, 348, 349, 444, 445, 449, 450, 453, 460.

International Business
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 256, 257, 261, 281; 6 credits arts/science electives
Years 3 & 4 BSAD 353, 358, 452, 471; 9 IB credits from list below*; 12 credits BSAD electives; 18 credits arts/science electives; 9 credits open electives
* International Business credits may be earned from this list of eligible courses: BSAD 349, 381,383, 377, 422, 433, 473, 474, 478.

Management and Leadership
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 358, 361, 363**, 461, 471; 9 management credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Management and Leadership credits may be earned from this list of eligible courses: BSAD 332, 362, 366, 367, 386, 427, 456, 462, 466, 467, 472, 473, 474.
** Students in the Management and Leadership Major along with a Minor in Sport Management will substitute BSAD 363 for another management elective if SMGT 322 was completed prior to 2024-2025.

Marketing
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 331, 333, 335, 358, 471; 9 marketing credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Marketing credits may be earned from this list of eligible courses: BSAD 332, 381, 383, 431, 432, 433, 434, 435, 436, 437, 438, 439, 482, 486 or 495 (2024-25), 495 (2025-27).

BBA Advanced Major
The BBA program offers advanced majors in accounting, enterprise systems, entrepreneurship, finance, international business, management & leadership, and marketing. All advanced major degree options require the achievement of a grade average (specified in chapter 5) and the completion of additional courses within the stream, including a Consulting Project (BSAD 492; except for advanced majors in accounting and finance).

BBA Advanced Major – requirements outlined below
BSAD core: 27 credits
BSAD major: 27 credits
BSAD electives: 9 credits

Other required: 12 credits
Arts pair: 12 credits
Arts or science pair: 12 credits
Arts/science electives: 12 credits
Open electives: 9 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in an arts or science subject by completing 24 credits in the minor subject. One pair and the arts/science electives in the above pattern are replaced by the 24 credits of the minor. See the minor department for requirements.

Accounting
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 321, 322, 323, 324, 342, 424, 471; 9 accounting credits from list below of which 6 credits must be from sublist A*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Accounting credits may be earned from this list of eligible courses: BSAD 344, 345, 346, 351, 358, 450, 460 [plus sublist A: 425, 426, 427, 428].

Enterprise Systems
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 382, 384, 385, 386, 471, 482, 483, 492; 6 enterprise systems credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Enterprise systems credits may be earned from this list of eligible courses: BSAD 381, 383, 387, 389, 484, 486 or 495 (2024-25), 487, 495 (2025-2027).

Entrepreneurship
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 256, 257, 261, 281; 6 credits arts/science electives
Years 3 & 4 BSAD 358, 453, 456, 458, 471, 492; 9 entrepreneurship credits from list below*; 6 credits BSAD electives; 18 credits arts/science electives; 9 credits open electives
* Entrepreneurship credits may be earned from this list of eligible courses: BSAD 321, 331, 333, 335, 352, 357, 383, 386, 422.

Finance
Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; ECON 201, 202; 6 credits arts/science electives
Years 3 & 4 BSAD 342, 344, 346, 444, 471; 15 finance credits from the list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Finance credits may be earned from this list of eligible courses: BSAD 323, 345, 348, 349, 445, 449, 450, 453, 460.

International Business
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives**
Year 2 BSAD 221, 223, 231, 241, 256, 257, 261, 281; 6 credits arts/science electives**
Years 3 & 4*** BSAD 353, 358, 452, 471, 492; 9 IB credits from list below*; 9 credits BSAD electives; 18 credits arts/science electives**; 9 credits open electives
* International Business credits may be earned from this list of eligible courses: BSAD 349, 381,383, 377, 422, 433, 473, 474, 478.
** Advanced major and honours students are required to complete 12 credits (one arts pair) in a second language; this requirement will be waived for multilingual students providing acceptable evidence.
*** Advanced major and honours students are required to complete a minimum of one term abroad with an international exchange partner.

Management and Leadership
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 358, 361, 363**, 461, 471, 473, 492; 9 management credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives
* Management and Leadership credits may be earned from this list of eligible courses: BSAD 332, 362, 366, 367, 386, 427, 456, 462, 466, 467, 472, 474.
** Students in the Management and Leadership Major along with a Minor in Sport Management will substitute BSAD 363 for another management elective if SMGT 322 was completed prior to 2024-2025.

Marketing
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 331, 332, 333, 335, 358, 471, 492; 9 marketing credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 open electives
* Marketing credits may be earned from this list of eligible courses: BSAD 381, 383, 431, 432, 433, 434, 435, 436, 437, 438, 439, 482, 486 or 495 (2024-25), 495 (2025-27).

BBA Honours
The BBA program offers honours in accounting, enterprise systems, entrepreneurship, finance, international business, management and leadership, and marketing, and a joint honours degree in business administration and economics. Honours degree options require the achievement of a grade average (specified in chapter 5) and the completion of an honours thesis (BSAD 491) along with a research methods course as its prerequisite (typically BSAD 391).

BBA Honours – requirements outlined below
BSAD core: 27 credits
BSAD honours: 30 credits
BSAD electives: 9 credits
Other required: 12 credits
Arts pair: 12 credits
Arts or science pair: 12 credits
Arts/science electives: 12 credits
Open electives: 6 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in an arts or science subject by completing 24 credits in the minor subject. One pair and the arts/science electives in the above pattern are replaced by the 24 credits of the minor. See the minor department for requirements.

Accounting
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 321, 322, 323, 324, 342, 391, 424, 471, 491; 3 accounting credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 6 credits open electives
* Accounting credits may be earned from this list of eligible courses: BSAD 425, 426, 427, 428.

Enterprise Systems
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 382, 384, 385, 386, 391, 471, 482, 483, 491; 3 enterprise systems credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 6 credits open electives
* Enterprise systems credits may be earned from this list of eligible courses: BSAD 381, 383, 387, 389, 484, 486 or 495 (2024-25), 487, 495 (2025-27).

Entrepreneurship
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 256, 257, 261, 281; 6 credits arts/science electives
Years 3 & 4 BSAD 358, 391, 453, 456, 458, 471, 491; 9 entrepreneurship credits from list below*; 6 credits BSAD electives; 18 credits arts/science electives; 6 credits open electives
* Entrepreneurship credits may be earned from this list of eligible courses: BSAD 321, 331, 333, 335, 352, 357, 383, 386, 422.

Finance
Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; ECON 201, 202; 6 credits arts/science electives
Years 3 & 4 BSAD 342, 344, 346, 391 (may be substituted with ECON 372), 444, 471, 491; 9 finance credits from the list below*; 9 credits BSAD electives; 12 credits arts/science electives; 6 credits open electives
* Finance credits may be earned from this list of eligible courses: BSAD 323, 345, 348, 349, 445, 449, 450, 453, 460.

International Business
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives**
Year 2 BSAD 221, 223, 231, 241, 256, 257, 261, 281; 6 credits arts/science electives**
Years 3 & 4*** BSAD 353, 357, 358, 391, 452, 471, 491; 9 IB credits from list below*; 6 credits BSAD electives; 18 credits arts/science electives**; 6 credits open electives
* International Business credits may be earned from this list of eligible courses: BSAD 349, 377, 381, 383, 422, 433, 473, 474, 478.
** Advanced major and honours students are required to complete 12 credits (one arts pair) in a second language; this requirement will be waived for multilingual students providing acceptable evidence.
*** Advanced major and honours students are required to complete a minimum of one term abroad with an international exchange partner.

Management and Leadership
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 358, 361, 363**, 391, 461, 471, 473, 491; 6 management credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 6 credits open electives
* Management and Leadership credits may be earned from this list of eligible courses: BSAD 332, 362, 366, 367, 386, 427, 456, 462, 466, 467, 472, 474.

** Students in the Management and Leadership Major along with a Minor in Sport Management will substitute BSAD 363 for another management elective if SMGT 322 was completed prior to 2024-2025.

Marketing
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 331, 333, 335, 358, 391, 471, 491; 9 marketing credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 6 credits open electives
* Marketing credits may be earned from this list of eligible courses: BSAD 381, 383, 431, 432, 433, 434, 435, 436, 437, 438, 439, 482, 486 or 495 (2024-25), 495 2025-27).

BBA Joint Honours
The requirements and normal course sequence for the BBA joint honours with economics are outlined below.

BSAD: 48 credits
ECON: 33 credits
Other required: 6 credits
Arts pair: 12 credits
Arts or science pair: 12 credits
Open electives: 9 credits
Total: 120 credits

Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 106 or 126 or 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 241, 281; ECON 201, 202, 301, 302; 6 credits arts/science electives
Years 3 & 4* BSAD 231, 261, 391, 471, 491; ECON 493; 12 credits BSAD electives at the 300/400 level; 12 credits ECON electives at the 300/400 level; 15 credits arts/science electives
* If the honours thesis is done in the economics department, BSAD 491 is replaced by ECON 494 and 3 credits BSAD elective, BSAD 391 may be replaced by ECON 472; and six credits ECON electives are replaced by six credits BSAD electives.

Graduate Programs
Master of Enterprise Technology Management (METM) - Expected start Fall 2027

The Master of Enterprise Technology Management (METM) prepares students to lead technology-driven change in today's organizations. As businesses increasingly rely on technologies such as AI, data analytics, cloud computing, and enterprise software, there is growing demand for professionals who can connect technology with business goals. This applied graduate program combines business, technology, leadership, and practical experience to help students develop the skills needed to improve organizational performance, support innovation, and lead digital initiatives, including the implementation of technologies such as AI. Through hands-on projects and a corporate work term, graduates are prepared for rewarding careers in technology and innovation management, business analysis, enterprise systems, technology consulting, solutions architecture, and digital and AI-enabled roles.

The requirements and normal course sequence for the METM are outlined below.

BSAD: 30 credits at the 500-level
Total: 30 credits
Fall Term BSAD 581, BSAD 582, BSAD 583, BSAD 584, BSAD 591
Winter Term BSAD 585, BSAD 586, BSAD 587, BSAD 588, BSAD 592
Spring/Summer Term BSAD 589, BSAD 593

See Section 8.3 for METM admission and progression requirements.

Undergraduate Courses
All BSAD courses are one-term, three-credit courses. Normally BBA students take 200-level courses in second year, primarily 300-level courses in third year and primarily 400-level courses in fourth year. Not all BSAD electives at the 300/400 level are offered every year.

BSAD 111 Introduction to Business
An introduction to the Canadian business environment including exposure to the issues, trends, forces, organizations and personalities affecting businesses in Canada. The course exposes students to the types of teaching/learning experiences they will encounter in the BBA program, including case studies, teamwork, exercises, presentations, simulations, readings and lectures. Credit will be granted for only one of BSAD 111 or BSAD 101. Three credits and lab.

BSAD 112 Business Decision-Making
Introduces students to the challenge of making business decisions, to the primary areas of business (management, marketing, operations, finance), and to the role of the general manager. The course provides an introduction to the core vocabulary and analytical tools appropriate to the functional areas, and helps students develop their analytical, presentation, small group management, and self-management skills. Credit will be granted for only one of BSAD 112 or BSAD 102. Prerequisite: BSAD 111/101. Three credits and lab.

BSAD 221 Introductory Financial Accounting
An introduction to the basic concepts, principles and procedures underlying financial accounting and financial statement preparation and interpretation. Prerequisites: BSAD 111, 112. Three credits.

BSAD 223 Introductory Managerial Accounting
An introduction to the basic concepts of management accounting and the use of accounting information for managerial decisions. Prerequisite: BSAD 221, completed or concurrent. Three credits.

BSAD 231 Foundations of Marketing
Customers do not buy products. They buy benefits, satisfactions, and solutions. Students will leave this course with the client focus central to effective marketing. The course introduces core marketing concepts, employs exercises and cases to develop students' analytical skills, and provides an opportunity to demonstrate these skills through an applied project. Prerequisite: BSAD 102 or 112 or PB DIP standing. Three credits.

BSAD 241 Financial Management I
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. Prerequisites: BSAD 221 completed or concurrent. Three credits.

BSAD 256 Entrepreneurship
Learn to think and act like an entrepreneur. This course provides the foundation for your entrepreneurial journey, covering topics such as the entrepreneurial mindset, problem discovery, customer discovery, business model development, and pitches. Throughout, you will be introduced to the theories and tools modern entrepreneurs use to design their ventures and be challenged to develop your own skills through class discussions and a term project. Credit will be granted for only one of BSAD 256, BSAD 356 or HNU 471. Cross-listed as HNU 471. Prerequisite: BSAD 112/102. Three credits.

BSAD 257 Introduction to International Business
This course examines the theory and methods of engaging in business internationally. The course involves selected aspects of globalization, culture, international trade theory, political economy, foreign direct investment, regional economic integration, the global monetary system, global strategy and international operations. Credit will be granted for only one of BSAD 257 or BSAD 357. Prerequisite: BSAD 112/102. Three credits.

BSAD 261 Organizational Behaviour
Organizational behaviour introduces students to the context, concepts, principles and theories of human behaviour in organizations. The topics explored range from motivation to teamwork to communication. The objective is twofold: to understand how an organizational member might experience, interpret, and manage human relations as an individual and a group member; and to understand how the influences on human behaviour in turn contribute to organizational effectiveness. Prerequisites: BSAD 101/111, 102/112 or PB DIP ENITM standing. Three credits.

BSAD 281 Technology Management
This course introduces technology deployment and management in organizations. Through cases and hands-on use of leading software solutions, students will explore how technology enables and supports the innovativeness and competitiveness of organizations. Topics include technology's relationship to organizational effectiveness and strategic positioning, IT management, enterprise systems, security, social media, business intelligence and analytics, and ethics. Cases of leading tech companies and radical innovations are used to illustrate concepts. Credit will be granted for only one of BSAD 281 or INFO 102. Prerequisite: BSAD 112/102 or PB DIP ENITM standing. Three credits.

BSAD 321 Intermediate Managerial Accounting I
Develops the ability to request and use accounting information in the process of planning and control. Topics include cost accounting, cost and revenue analysis for decision-making, budgeting, and performance analysis. Prerequisite: BSAD 223. Three credits.

BSAD 322 Intermediate Managerial Accounting II
Examines in greater depth the topics introduced in BSAD 321, applying the concepts to more complex cases. Essential for students pursuing a career in accounting; useful to non-accounting students with an interest in managerial uses of accounting information. Prerequisite: BSAD 321. Three credits.

BSAD 323 Intermediate Financial Accounting I
An examination of accounting and reporting issues of the public reporting companies as they relate to published financial statements. The course examines controversial aspects of financial accounting with reference to current writings and the pronouncements of professional accounting bodies including IFRS. Emphasis is placed on income measurement and accounting for assets. Prerequisite: BSAD 221. Three credits.

BSAD 324 Intermediate Financial Accounting II
A continuation of the examination of accounting and reporting issues of the public reporting companies as they relate to published financial statements. Emphasis is placed on accounting for debt, equity and special topics. Prerequisite: BSAD 323. Three credits.

BSAD 331 Marketing Management
Marketing strategies are developed to capitalize on marketplace opportunities and overcome marketplace threats in order to create

and deliver value. The key components of an overall marketing strategy are segmentation, target market selection, positioning, product/service, pricing, distribution, and advertising/promotion. Students will leave the course with an enhanced understanding of customer personas and journeys by developing marketing strategies using cases, projects, and a simulation. Prerequisite: BSAD 231. Three credits.

BSAD 332 Research Methods and Insights
In today's data-driven business environment, strong research skills are essential for making informed business decisions. This course examines the research process, including business problem identification, research design, questionnaire development, sampling strategies, hypothesis testing, and statistical analysis. Students will gain hands-on experience by working with real business clients, applying course concepts to deliver actionable insights and create value. While the primary focus is on customer experience (CX), the tools and frameworks learned are applicable across all areas of business. Credit will be granted for only one of BSAD 332 or BSAD 391. Prerequisite: BSAD 231. Three credits.

BSAD 333 Professional Sales: Effective Communication and Persuasion
This course addresses the nature of professional selling. The course covers changes in the traditional selling process; strategically planning sales within a larger account strategy; strengthening communications; and building partnerships. Prerequisite: BSAD 231. Three credits.

BSAD 335 Consumer Behaviour
Marketers study consumer behaviour to understand and predict how and why products and services satisfy consumer's needs. Students will learn how to apply concepts from psychology, sociology, and anthropology while exploring topics such as perception, motivation, attitude, culture, and reference groups. Students will complete exploratory consumer behaviour exercises and assignments and use theoretical concepts to create marketing solutions to business challenges. Prerequisite: BSAD 231. Three credits.

BSAD 342 Financial Management II
Enhances students' knowledge of the financial management topics covered in BSAD 241 through the application of financial decision-making techniques and theories to business cases. Topics include risk and capital budgeting, dividend policy, leasing, capital structure, cost of capital and debt financing. Prerequisite: BSAD 241. Three credits.

BSAD 344 Investment Management
Examines marketable securities as an investment medium, and the analytical techniques that may be employed in selecting a security and meeting an individual investor's requirements. Credit will be granted for only one of BSAD 344 or BSAD 443. Prerequisite: BSAD 241. Three credits.

BSAD 345 Personal Financial Management
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. Prerequisite: BSAD 241. Three credits.

BSAD 346 Financial Statement Analysis
This course provides participants with the tools to make informed managerial decisions regarding a company's investments, financings, and operations. Techniques learned in this course will be used to understand the biases, limitations, and messages conveyed via the financial statements of a business. The course will examine issues such as revenue recognition, cash flow, profitability, and business valuation principles. Credit will be granted for only one of BSAD 346 or BSAD 498 (2013-2014). Prerequisites: BSAD 221, 241. Three credits.

BSAD 348 Financial and Banking Institutions
This course aims at providing students with general understanding of Canadian financial institutions like commercial banks, mutual funds, pension funds, insurance companies, brokerage firms, hedge funds, credit unions, savings institution and their importance for efficient working of the financial markets. The structure of each financial institution and regulations like capital adequacy and deposit insurance pertaining to each institution is explored. Major risks associated with financial institutions like interest rate risk, credit risk, off-balance sheet activities risk, liquidity risk, foreign exchange risk and other operational risks are also discussed. Emphasis is also placed on the management of these risks by different financial institutions. Credit will be granted for only one of BSAD 348 or BSAD 496 (2014-2015, 2015-2016). Prerequisites: BSAD 241, 342, completed or concurrent. Three credits.

BSAD 349 International Financial Management
This course focuses on financial management of the firm in the international marketplace. It provides grounding in the academic literature on international financial management and develops professional decision-making skills. Students will read extensively, and class discussions will include current issues and business cases. Credit will be granted for only one of BSAD 349 or BSAD 448(prior to 2019). Prerequisite: BSAD 241. Three credits.

BSAD 351 Business Law
Introduces the legal system in Canada and provides a practical examination of laws affecting Canadian businesses, including: forms of ownership; the management and composition of corporations; the powers and duties of the board of directors; contract law (sale of goods, employment, insurance, real estate); creditor-debtor rights including bankruptcy; and the initiation and conduct of civil court actions. Prerequisites: BSAD 241; third or fourth-year status. Three credits.

BSAD 352 Social Entrepreneurship
The context, models, trends, opportunities, and challenges associated with social entrepreneurship focus on areas of public concern such as economic development, education, community welfare, and healthcare. These issues are examined using case studies, group projects, and experiential learning. Emphasis is on how entrepreneurship is combined with the tools of business to create effective responses to social needs and innovative solutions to social problems. Credit will be granted for only one of BSAD 352 or BSAD 457. Cross-listed as DEVS 352. Prerequisite: BSAD 241. Three credits.

BSAD 353 Cases in International Business
This course enables students to explore topics addressed in the introductory International Business course in more detail and requires students to apply the knowledge in a cross-functional manner for decision-making and problem solving. Students are required to systematically work in teams and analyze cross-functional problems from an international business perspective. Course methods: cases; simulations; exercises. Credit will be granted for only one of BSAD 353 or BSAD 451. Prerequisite: BSAD 257 or permission of the instructor. Three credits.

BSAD 358 Business Ethics
An application of philosophical theory to a variety of current issues relevant to business. By examining the consequences of business decisions upon a wide range of stakeholders, students are provided with an overview of the many ways in which business interacts with society and the social and moral responsibilities that this interaction may generate. Classes feature a mix of lectures and lively discussion, debates, and analysis of current events. Prerequisite: BSAD 261 or permission of the instructor. Three credits.

BSAD 361 Organizational Analysis
Introduces students to important organizational theories and organizational design principles. The course focuses on topics ranging from organizational strategy, structure and culture to organizational change. It also addresses the historical development of the modern business corporation and its changing role in society currently as an agent and vehicle of globalization. Classes feature lectures and discussions, student presentations, and case-based applications of the covered material. Prerequisite: BSAD 261. Three credits.

BSAD 362 Career Dynamics
Introduces students to key concepts, theories, and principles of career management from the perspective of the individual and the organization. The course focuses on topics ranging from occupational choice, individual career patterns, and organizational career systems to career performance. The course provides students with conceptual knowledge which will be helpful not only for developing their own career strategies and tactics but also for making informed decisions as organizational leaders. Classes feature lectures, discussions, and workshops. Prerequisite: BSAD 261. Three credits.

BSAD 363 Human Resource Management
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 completed prior to 2024-2025. Prerequisite: BSAD 261. Three credits.

BSAD 364 Occupational Health, Safety, and Wellness
This course examines the principles and practices of occupational health and safety in organizations. Students will explore workplace hazards, risk assessment, safety legislation, incident prevention, disability management, and the roles of managers and employers in creating safe and healthy workplaces. Emphasis is placed on legal compliance, safety culture, psychological health and safety, and the Canadian occupational health and safety context. Prerequisites: BSAD 261 or permission of the instructor. Three credits.

BSAD 366 Indigenous Business in Canada
A course that addresses contemporary successes and challenges in the doing of Indigenous business in Canada. The course covers such topics as the direct impact that history and policy, past and present, have on business and business education; meaningful consultation; cross-cultural relations; Indigenous models of management and leadership; the Truth and Reconciliation process and Calls to Action; colonization, decolonization, and indigenization processes; protection work towards climate just futures; and more. The course introduces students to the works of various Indigenous scholars and practitioners in business and business education. Prerequisite: BSAD 261. Three credits.

BSAD 367 Gender and Management
Reviews the recent growth of women managers in today's organizational world. Students examine gender roles in organizations and identify some of the barriers women experience in reaching the top. The course explores the systemic discrimination facing women and presents potential management models for women and men. Cross-listed as WMGS 367. Prerequisite: BSAD 261. Three credits.

BSAD 377 International Business Law
This course covers fundamental principles and normative frameworks regulating international business transactions. It includes an introduction to general principles of international law and the Vienna Convention on the Law of Treaties. In addition, the UN Convention on Contracts for the International Sales of Goods (CISG) and the UNIDROIT Principles for International Commercial Contracts will be discussed next to some other international legal frameworks. Students will also be introduced to principles,

institutions and practices of international commercial arbitration. Extensive use of case studies will be made in addition to simulations. Prerequisite: third or fourth-year status. Three credits.

BSAD 381 Quality Management
Examines the principles, tools, and systems used to design, measure, control, and improve the quality of products and services in organizations. Topics include Total Quality Management (TQM), Lean Six Sigma, quality control and improvement, root cause analysis, and Service Quality (ServQual). Understanding how to manage and control quality is crucial for product and service delivery, developing start-up ventures, improving processes and performance, and understanding how organizations create value. As such, the course is relevant to students studying accounting, entrepreneurship, finance, management, marketing and technology management. Prerequisite: BSAD 281. Three credits.

BSAD 382 Enterprise Systems
This course introduces enterprise systems and its role in achieving effective business process integration. The course will discuss enterprise systems theory, the limitations of conventional information systems, and the challenges and business value of effective integration across departments along the supply chain. The SAP S/4HANA enterprise systems will be used to illustrate course concepts, with students receiving exposure to SAP S/4HANA navigation, modelling ontology and administration. Credit will be granted for only one of BSAD 382 or INFO 245. Prerequisite: BSAD 281. Three credits.

BSAD 383 Mobile Commerce
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. Prerequisite: BSAD 281. Three credits.

BSAD 384 Data Management and Analytics
Databases and database management systems (DBMS) provide the foundation for virtually all modern information systems. In this course, students develop an understanding of databases with a focus on relational database technology. Students learn to use the 'language' of relational databases, Structured Query Language (SQL), and how to design and implement databases. The course outlines how databases are designed to support both transaction processing and business intelligence applications. A major component of the course is a group project where student collaborate to conceive, design and build a computer-based application and database. Credit will be granted for only one of BSAD 384 or CSCI/INFO 275. Prerequisite: BSAD 281. Three credits.

BSAD 385 Business Application Programming Using ABAP
This course introduces business application programming using the ABAP programming language. Topics include basic business programming concepts, variables, parameters, flow control, events, internal tables, SQL, external files, error handling, and code debugging. Professional programming techniques and best practices will be emphasized. Students will code management and drill-down report programs using data generated by an SAP S/4HANA enterprise system. The course assumes no prior knowledge of programming and is open to students in all PB DIP and business administration streams. Prerequisite: BSAD 281. Three credits.

BSAD 386 Project Management
Effective project management is critical for organizational success given rapidly evolving technologies, environmental complexity, and constant change. This course introduces project management and the internal and external influences of project success. Topics include project scope and plan, project costing and time techniques, risk management and mitigation, effective project team management, and project ethics. Leading software solutions will be used to illustrate concepts. Credit will be granted for only one of BSAD 386 or BSAD 416/INFO 416. Prerequisite: BSAD 281. Three credits.

BSAD 387 Organization Design Using SAP S/4HANA
Effective organization design is critical to enhancing the performance and innovativeness of today's complex and global companies. This course introduces organization design theory and practice. Through a case study, students will use SAP S/4HANA to undertake key organization and personnel management processes such as creating structures, departments, and positions, and performing recruitment and qualification management activities. This course is open to students in all PB DIP and business administration streams and recommended for students interested in HR Management. Prerequisite: BSAD 281. Three credits.

BSAD 389 Technology and Innovation Management
Technology is both an enabler and driver of change in organizations. This course explores the relationship between technology, innovation, and organizational change. Emphasis is placed on selecting technological opportunities and understanding the organizational challenges that prevent technologies from being successful. Topics include the industry dynamics of technological innovation, standards battles and platform competition, steps to protect technological innovations, technology deployment strategies, and technology life cycles and obsolescence. Prerequisite: BSAD 281. Three credits.

BSAD 391 Foundations of Management Research
An introduction to academic research in business (as distinct from applied research such as BSAD 332). Topics include positivist and interpretivist paradigms; defining a thesis statement; research design; developing conceptual models and hypotheses; conducting a literature search; writing a critical literature review; collecting and analyzing qualitative and quantitative data; and understanding the limitations of management research. The key deliverable will be a thesis proposal. Credit will be granted for only one of BSAD 391 or BSAD 332. Required for all honours students. Three credits.

BSAD 392 Selected Topics
The topic for 2026-2027 is Doing Business Abroad: Japan. This course introduces students to the culture, politics, selected businesses and business practices, as well as the economy of Japan. It includes a field trip to Japan for approximately 14 days that is expected to partly coincide with the Winter Term 2026/2027 reading week. In this course, students will explore one of largest economies in the world and an important trading partner of Canada. In Japan, participants will have the opportunity to interact with faculty and students from Kurume University (Kyushu) and will be visiting local businesses and cultural institutions. This course includes online meetings and is delivered in collaboration with Acadia University by StFX University. Faculty and students from both universities will be travelling to Japan. Please note that students will be responsible for programming costs and discretionary expenses in Japan. This course is open to all third- and fourth-year students from StFX regardless of their disciplinary background. Six credits.

BSAD 422 Corporate Entrepreneurship
Students will be introduced to why companies should embrace corporate entrepreneurship. The role of entrepreneurial DNA will feature whether entrepreneurs are born or made. We will explore what constitutes entrepreneurial architecture and set out entrepreneurship in a corporate context. Entrepreneurial leadership and construction of the entrepreneurial organization provide discoveries on the role of organizational structure and culture in building an entrepreneurial organization. Creativity and innovation are two great pillars in crafting an entrepreneurial organization, especially as we explore entrepreneurship within the private, public and non-profit sectors. Prerequisites: BSAD 241, 261. Three credits.

BSAD 424 Financial Accounting Theory
A study of the development of accounting theory and the relationship of theory to practice. Major contributions to accounting theory will be examined. Prerequisite: BSAD 323. Three credits.

BSAD 425 Auditing
An examination of audit strategy, procedures, and risk, as well as reporting standards and ethical and legal considerations in the current business environment. Emphasis is placed upon the theory of auditing in the context of the attest function. Prerequisite: BSAD 323. Three credits.

BSAD 426 Advanced Accounting I
Develops an understanding of the financial reporting process by examining theory and practice in the management of financial disclosure. The course also deals with the accounting treatment of inter-corporate investments and consolidations. Prerequisite: BSAD 324. Three credits.

BSAD 427 Management Control Systems
Focuses on managing organizational performance to optimize the implementation of organizational strategies. Within an established framework, this course reviews the process through which an organization manages performance, and specific techniques that are used to control the implementation of strategy. Concepts are reinforced via case analysis. Prerequisite: BSAD 321. Three credits.

BSAD 428 Advanced Accounting II
Examines such accounting topics as the financial reporting of foreign currency transactions, the translation of foreign operations, and the financial reporting of not-for-profit and public sector organizations. The reporting requirements for interim and segmented financial statements are also examined. Prerequisite: BSAD 426. Three credits.

BSAD 433 International Marketing
This course will focus on understanding the application of marketing principles across national borders. Topics to be covered in this course are principles and theories of marketing in international context; segmentation and targeting approaches for international markets, new product development for multiple foreign markets, international pricing, promotional and distribution strategies. Prerequisite: BSAD 357 or 331. Three credits.

BSAD 434 Integrated Marketing Communications
Focuses on the design and implementation of integrated marketing communication strategies. Advertising and sales promotion activities are emphasized. Topics include defining the roles and objectives of marketing communications; selecting media; creating advertisements; and evaluating results. Prerequisites: BSAD 331, 335. Three credits. Not offered 2026-2027.

BSAD 436 Brand Management
This course covers brand strategy development processes and helps students understand ways to position or reposition brands across all consumer touch points including online conversations and social media. It will also cover key concepts such as brand risk, brand health tracking, the role of the brand manager, and the unique considerations in corporate and product brand marketing. Credit will be granted for only one of BSAD 436 or BSAD 498 (2016-2018). Prerequisites: BSAD 331, 335. Three credits.

BSAD 437 Digital Marketing Strategy
Focuses on aligning and executing a digital marketing strategy sensitive to the ways in which consumers interact with their brands and make purchasing decisions in today's hyper-connected media environment. By embracing the changing digital marketing landscape, students will learn to shape a digital strategy that allows insights to come to life in the right channel, for the right consumer, at the right time. Prerequisite: BSAD 331. Three credits.

BSAD 438 Social Media Marketing
Social media has changed the way we communicate and how we interact with brands. Marketers are increasingly using social

media to increase brand awareness, generate leads and build meaningful relationships with consumers. This course focuses on the key components of effective social media marketing strategy including analytics to evaluate performance and guide strategic decision-making. The course incorporates applied activities and projects that emphasize practical skill development. Credit will be granted for only one of BSAD 438 or BSAD 495 (2022-2023). Prerequisites: BSAD 331, 335. Three credits.

BSAD 439 Customer Relationship Management and Loyalty Marketing
Customer relationships are the fundamental element of today's competitive strategy that is central to marketing activities. This course adopts both a consumer and manager perspective on the strategic implications of customer relationships. This course utilizes a mix of lectures, readings, cases, and projects to explore relationship marketing theory and practices. This course will provide students with the opportunity to discern and understand the role of customer relationships as a core component of marketing strategy and consumer experiences. Prerequisites: BSAD 331, 335. Three credits. Not offered 2026-2027.

BSAD 444 Advanced Financial Management
Considers a broad range of financial management issues using the theory and procedural skills developed in earlier courses and applied to comprehensive case situations. Topics include working capital management, capital structure, dividend policy, cost of capital, capital budgeting, and mergers and acquisitions. Prerequisites: BSAD 342, 344. Three credits.

BSAD 445 Derivatives
This comprehensive course in derivative markets and instruments focuses on analyzing standard derivative instruments such as forwards, futures, swaps, and options. By the end of the course, students will understand how these products work, how they are used, how they are priced, and how financial institutions hedge their risks when they trade the products. Additionally, they will better understand the social and economic consequences of derivatives, and their implications for the larger investment community. Prerequisite: BSAD 344. Three credits.

BSAD 449 Portfolio Management
This course provides an exploration of the theory and practice of portfolio management. Students will learn tools for managing risk, allocating funds among asset classes, and measuring the success of managers. Student will also learn how market factors, at both the macro and micro level, impact portfolio performance. By the end of the course, participants will be able to construct an investment portfolio based on a solid understanding of investment principles and be able to use available financial market information to assess its on-going performance. Prerequisite: BSAD 344. Three credits.

BSAD 450 Personal Taxation
The Canadian economic environment is characterized by taxation legislation that impacts the financial decisions and cash flow planning of individual Canadians. The course examines the tax implications, as required by the *Income Tax Act*, on personal financial decisions. Credit will be granted for only one of BSAD 450 or BSAD 454. Prerequisite: BSAD 241. Three credits.

BSAD 452 Comparative International Strategy
The course examines topics at the intersection of international business and strategic management. This includes market variation; foreign market entry; and business strategies drawn from different theoretical perspectives set in a future-oriented context. Course methods may include a CEO panel interview experience, lectures, curated readings, guest speakers, and a variety of individual and team-based elective assignments. Prerequisites: BSAD 261; completion of second year BBA program. Three credits.

BSAD 453 Entrepreneurial Finance
Entrepreneurial finance is designed for students who aspire to start or expand an entrepreneurial firm as well as others who anticipate working with the Small and Medium Sized Enterprise (SME) sector such as lenders, investors, accountants or suppliers. Students will learn about identifying appropriate financing sources and strategies across the venture lifecycle of the development, launch, survival, growth and maturity stages. Prerequisites: BSAD 241, 261. Three credits.

BSAD 456 Small Business Management
This course examines the unique aspects of managing a small firm, its growth and its harvest. The course incorporates current theory and practice in dealing with a variety of general management topics, and students will gain practical decision-making experience in small business management issues. Prerequisite: BSAD 261. Three credits.

BSAD 458 New Venture Development
Entrepreneurship is a dynamic way of thinking and acting that capitalizes on opportunities with innovation to create value and solve problems. This is a course about entrepreneurship and the related aim to create and extract value centered around your idea for a new business, social enterprise or project. Students will develop a proposal and plan for a new venture via an applied, project-centred experiential course. Prerequisite: BSAD 261 or permission of instructor. Three credits.

BSAD 459 Recruitment and Selection
This course examines the principles and practices of employee recruitment and selection within organizations. Students will explore job analysis, workforce planning, recruitment strategies, selection methods, interviewing, testing, and decision-making processes. Emphasis is placed on developing fair, effective, and legally defensible hiring practices, with attention to equity, diversity, inclusion, accessibility, and the Canadian employment context. Prerequisite: BSAD 363. Three credits.

BSAD 460 Corporate Taxation
The Canadian corporate economic environment is characterized by taxation legislation that impacts the financial performance, cash flow, investment valuations and structure of transactions of corporations operating in Canada. The course examines the tax

consequences of corporate financial decisions as required by the *Income Tax Act* including corporate taxes, HST/GST and investment tax credits. Credit will be granted for only one of BSAD 460 or BSAD 454. Prerequisite: BSAD 241. Three credits.

BSAD 461 Leadership
A theoretical and a practical exploration of leadership. Using a range of materials and individual examples, students will develop an understanding of the leadership role in organizations and the behaviours of exemplary leaders. Experiential learning techniques will allow students to perform, observe and reflect upon leadership to gain a better sense of themselves as a leader. Prerequisite: BSAD 361. Three credits.

BSAD 462 Employee and Labour Relations
This course examines the history, current structure, and future of industrial relations in Canada, including trade unions and management, collective bargaining, and contract administration, plus topics in workplace health and safety and more. Students will benefit from guest lectures and from engaging in negotiation-simulation exercises. Prerequisite: BSAD 363 or SMGT 322. Three credits.

BSAD 466 Lessons in Leadership from Film & Literature
This course extends students' knowledge of leadership theory to analyze case studies in leadership. Cases are drawn largely from film, both fiction and non-fiction, and lessons are applied to a modern business context. Prerequisite: BSAD 361. Three credits. Not offered 2026-2027.

BSAD 467 Leading Change: The Challenge of Creating and Sustaining Organizational Change
A major challenge facing all organizations is how to adapt to change. Pressures for change come from many areas, including social, technological, demographic, environmental, and political. This course explores the challenge of leading and sustaining organizational change, including starting a change process, the challenges leaders face when initiating change, and sustaining change. Prerequisite: BSAD 361. Three credits. Not offered 2026-2027.

BSAD 471 Strategic Management
This is the capstone course in business and is required of all BBA students. The course takes a strategic approach to industry and firm analysis, alternative development, and implementation planning, through the lens of corporate, business, functional and operational levels of strategic management. From the perspective of senior executives, students study the sources of sustainable competitive advantages to enhance firm performance and growth. Case methods feature prominently and result in an in-depth team-based strategic analysis and a case-based individual examination. Prerequisites: BSAD 241; fourth year standing. Three credits.

BSAD 473 Sustainability and Corporate Social Responsibility in Practice
This course explores the social and environmental impacts of business, focusing on how organizations can improve outcomes for stakeholders while addressing sustainability challenges. Rooted in an understanding of corporate social responsibility (CSR) frameworks, students will examine strategies to integrate sustainability into business practices ranging from supply chain interventions to social impact reporting. Emphasis is placed on developing actionable solutions for real-world scenarios, equipping students to drive positive change in the business world. Cross-listed as CLEN 320. Prerequisite: BSAD 358 or CLEN 201 or permission of instructor. Three credits.

BSAD 474 International Human Resource Management
Students will explore the challenges of managing human resources in an increasingly international business context. The course covers a range of topics relevant for IRHM practitioners including the role of culture, international business strategies and IHRM models, international recruitment, expatriation and repatriation, international compensation, and performance management. A comparative approach to selected topics like employment governance and industrial relations is included. Key international employment regulators and regulative frameworks are also covered. Methods: lectures, cases, presentations. Prerequisites: BSAD 363 or 357. Three credits.

BSAD 478 International Market Analysis
Students will be introduced to the historical, social, economical, cultural and legal context of conducting business in a selected region and/or country. The course will cover the development of the market(s) as well as highlighting current challenges and opportunities. Political structures and institutions as well as policies governing the economy and businesses (e.g. industrial and competition policies; free trade agreements; establishing local subsidaries/operations) will be discussed. Students will explore, next to other topics, important industries as well as major corporations and the role of transnational business and international organizations in addition to import/export regulations and practices. Prerequisite: fourth year standing. Three credits.

BSAD 482 Decision Intelligence and Analytics
Organizations that make faster, better decisions from data gain lasting strategic advantage. This course integrates decision science, analytics, and systems thinking to help students frame complex problems, model uncertainty, and derive actionable insights. Through hands-on simulations, forecasting, and real-world data analysis, students build a practical toolkit for structured decision-making. Open to students in all BBA streams and recommended for students in marketing or enterprise systems. Prerequisite: BSAD 281. Three credits.

BSAD 483 Systems Analysis and Design
This course introduces systems analysis as an IT discipline and describes the role of the systems analyst in the development of enterprise systems. The course introduces system development methodologies and key systems analysis and design tools and

techniques, including requirements discovery methods and data and process modelling. Credit will be granted for only one of BSAD 483 or INFO 415. Prerequisite: BSAD 384. Three credits.

BSAD 484 SAP S/4HANA Implementation
This course provides a practical understanding of ERP configuration with reference to SAP S/4HANA. The course familiarizes students with ERP implementation methodologies and tools. Students will learn to configure the financial and materials management functionality enabling a company to do basic procurement, inventory management, and financial accounting activities. The implementation will be expanded to enable the capturing of costs (controlling) and manufacturing (production) functionality. Credit will be granted for only one of BSAD 484 or INFO 448. Prerequisite: BSAD 281, 382 recommended. Three credits.

BSAD 486 Artificial Intelligence for Marketing and Technology Management
Artificial Intelligence (AI) has transformed organizations by automating tasks, improving data analytics, enhancing customer experiences, and fostering innovation. This course explores from a management perspective AI and its impact on organizations. Topics include technological foundations of AI, machine learning and prediction, strategic impact of AI, AI and innovation, legal and regulatory issues, and ethical implications. Cases and exercises related to marketing and technology management are used. Credit will be granted for only one of BSAD 486 or BSAD 495 (2024-2025). Prerequisite: BSAD 281. Three credits.

BSAD 487 Advances in Technology and Innovation
This course will explore from a managerial perspective recent technological advances and their implications to information systems and innovation management. Topics may include the distributed enterprise, cloud and edge computing, blockchain, autonomic systems, hyper automation, composable applications, and digital transformation strategies. Prerequisite: BSAD 281. Three credits. Not offered 2026-2027.

BSAD 491 Honours Thesis
Under the supervision of a faculty member, honours students will prepare and submit a thesis. Normally students develop and present draft proposals as part of BSAD 391, then complete the proposal, conduct the fieldwork and present/defend their theses as part of BSAD 494. Prerequisite: BSAD 391. Six credits.

BSAD 492 Consulting Project for Advanced Majors
Students work as a team of business consultants to provide a solution to a real-world client. Students interact with the client to understand the organization and articulate the problem or opportunity, then propose, validate, plan and present a solution. Students apply and integrate knowledge and skills learned from throughout the business program and gain practical experience in dealing with clients. Required for and restricted to all advanced majors in business intelligence and analytics, entrepreneurship, enterprise systems, international business, management and leadership, and marketing with fourth-year standing. Three credits over the full academic year.

BSAD 495 Selected Topics
The topic for 2026-2027 is Cybersecurity and Privacy. Cybersecurity and privacy are critical concerns for modern businesses. This course explores cybersecurity threats, risk management, privacy regulations, and security frameworks relevant to Canadian organizations. Students will learn to assess cyber risks, apply defensive strategies, and understand offensive security techniques. Topics include threat modelling, cryptography, incident response, identity management, cloud security, penetration testing, social engineering, and compliance with PIPEDA and CPPA. Through case studies, hands-on labs, and a consulting term project, students will gain practical skills to support cybersecurity roles. Prerequisite: BSAD 281. Three credits.

Graduate Courses
Graduate BSAD courses are one or three-credit courses. All graduate BSAD courses are restricted to students registered in the METM program.

BSAD 581 Professional Development and Leadership
Focuses on the skills and competencies needed to be successful during the IT corporate work experience, provides leadership coaching, and gives students the opportunity to gain new skills to enhance their IT careers. Through, in-class workshops, industry engagement, peer-peer discussions, and individual coaching, students will have the opportunity to build their personal management and IT leadership skills. Themes include communication, career intelligence, health & wellbeing, conflict management, intercultural and high impact IT teams. Restricted to students enrolled in the METM program. Prerequisite: METM Standing. Three credits.

BSAD 582 Enterprise Systems: Theory and Applications
This course focuses on the theoretical foundations and frameworks underlying the implementation, configuration, and management of enterprise systems such as ERP, CRM, and SCM. Students will analyze the impact of these systems on business processes and organizational performance through case studies, scholarly literature, and hands-on software exposure such as SAP S/4HANA. The course emphasizesstrategic alignment and process optimization and students to leverage these systems for competitive advantage in organizations. Restricted to students enrolled in the METM program. Prerequisite: METM Standing. Three credits.

BSAD 583 Data Security, Privacy, Ethics
This course explores the principles of data security, privacy, data governance, and ethics in technology development, deployment, and management. Through case studies and practical applications, students will develop the critical skills needed to ensure compliance and promote ethical data practices within organizations. Restricted to students enrolled in the METM program. Prerequisite: METM Standing. Three credits.

BSAD 584 Data Analytics for Technology Managers
Provides an in-depth exploration of the techniques and tools essential for collecting, analyzing, and interpreting data to support decisionmaking in organizations. Emphasizing real-world applications, students will develop proficiency in industry-leading tools such as Tableau, Power BI, and R to visualize data, derive actionable insights, and enhance organizational performance. The course is designed to equip future business leaders with the skills necessary to make data-informed decisions that drive innovation and competitive advantage. Restricted to students enrolled in the METM program. Prerequisite: METM Standing. Three credits.

BSAD 585 AI and Transformational Technologies
This course offers a management-focused exploration of AI and related technology advancements, such as machine learning, generative AI, and cloud-based analytics, and their implications to organizational competitiveness. This course provides the knowledge needed to assess, adopt, and integrate these technologies strategically within organizations. Restricted to students enrolled in the METM program. Prerequisite: BSAD 582, 584. Three credits.

BSAD 586 IT Project and Portfolio Management
This course provides a comprehensive overview of managing both individual IT projects and a portfolio of IT initiatives within an organization. It covers the fundamentals of project management methodologies, including Agile, Waterfall, and Scrum, as well as key principles of portfolio management, such as strategic alignment, risk assessment, resource allocation, and ROI analysis. Students will learn how to lead IT projects to successful completion and balance multiple projects to optimize overall business value. Restricted to students enrolled in the METM program. Prerequisite: BSAD 582. Three credits.

BSAD 587 Enterprise Architecture
This course provides a comprehensive understanding of Enterprise Architecture (EA) principles and practices, emphasizing strategic alignment between technology investments and organizational objectives. Students will explore key components of EA, including business, information, application, and technology architectures. Through case studies and practical exercises, students will gain the skills needed to develop holistic EA frameworks that support organizational goals and drive long-term success. Restricted to students enrolled in the METM program. Prerequisite: BSAD 582, 584. Three credits.

BSAD 588 Strategic Technology Management
This course provides a comprehensive overview of key concepts in technology management, including innovation, digital transformation, resource planning, obsolescence, budget allocation, and strategic planning. Students will explore how to effectively leverage technology to drive organizational success and adaptability in a rapidly changing business landscape. Through case studies and practical applications, students will gain critical skills for managing technology initiatives and ensuring alignment with business objectives. Restricted to students enrolled in the METM program. Prerequisite: BSAD 582, 583, 584. Three credits.

BSAD 589 Corporate Work Experience
This six-month work experience allows students to apply IT concepts learned in the classroom to a real-world setting relevant to their program. Students will reflect on their experiences, gain insight into their roles as employees, and be supervised by the METM Coordinator and the hosting organization. Restricted to students enrolled in the METM program. Pass/Fail. Three credits.

BSAD 591 IT Skills 1: System and ERP Analysis
Focus is on the software skills essential for Systems and ERP Analysis. The course covers critical tools for managing, analyzing, and presenting data in enterprise environments, including business and systems modeling tools, and ERP-supporting applications. The course applies the theory and software packages learned in the other first-term METM courses. Restricted to students enrolled in the METM program. Prerequisite: METM Standing. Delivered online asynchronously and graded Pass/Fail. One credit.

BSAD 592 IT Skills 2: Enterprise Architecture
The course focuses on further developing hands-on skills with aligning IT with business strategy through enterprise architecture. Students gain additional experience using tools for modeling and designing IT infrastructures, business process modeling, and systems integration. Building on concepts from the second-term courses, the course equips students with the technical skills to design and integrate large-scale systems that support organizational objectives. Restricted to students enrolled in the METM program. Prerequisite: BSAD 581, 582, 583, 584, 591. Delivered online asynchronously and graded Pass/Fail. One credit.

BSAD 593 IT Skills 3: METM Portfolio
This capstone course allows students in the Master of Enterprise Technology Management program to synthesize and showcase skills gained throughout their studies. Students will compile a portfolio highlighting key projects, case studies, and hands-on experience with industry-standard tools, and create a virtual presentation reflecting on professional growth. This process promotes self-assessment, identifies strengths and areas for improvement, and provides a valuable resource for career advancement. Restricted to students enrolled in the METM program. Prerequisite BSAD 581, 592. Delivered online asynchronously and graded Pass/Fail. One credit.

9.7 Catholic Studies

W. Sweet, Ph.D., D. Th., D.Ph., FRSC, Co-ordinator

Advising Faculty	Department
L. Groarke. Ph.D.	Philosophy
J. Khoury. Ph.D.	English
J. G. Lalande, Ph.D.	History

Catholic Studies, like all humanities programs, offers an understanding of humanity – our history, cultures, and values. What makes our program unique is that we acknowledge the 2000-year symbiotic relationship of Catholicism, and Christianity generally, not only to the history of the West, but throughout the world. Our program offers a multi-disciplinary exploration of the diverse ways in which the Catholic traditions inform culture, institutions, and identity, from the earliest days to the contemporary world. Our interdisciplinary courses in history, artistic culture, theology, literature, and philosophy seek to understand and explore critically the institutions associated with Roman Catholicism.

Minor or Subsidiary
24 credits of CATH

Major
Major: 36 credits – CATH 101, 102; 18 additional CATH credits; 12 credits CATH designated courses
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
CATH major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

CATH 101 The Catholic Story
An introduction to Catholic studies, the course focuses on a survey of major developments in the history of the Catholic Church: Early Christianity, the Papacy, Ecumenical Councils, Mission, Internal Reforms, Reformation and Counter-Reformation, the Enlightenment, World Wars, and the Catholic Church today. Intertwined in this chronology are several themes: Freedom, Faith and Reason, Concepts of History, Sacraments, Spirituality, and Faith. Credit will be granted for only one of CATH 101 or CATH 100. Three credits.

CATH 102 The Catholic Imagination
Through a study of key texts of the Catholic intellectual tradition, students will investigate and examine themes such as: persecution, martyrdom, sin, moral life, death, faith, and divine love. Texts used will draw from different historical periods, a range of genres (autobiography, drama, poetry, fiction and non-fiction prose), and various types of authors (male, female, saints, mystics, religious, and secular). Credit will be granted for only one of CATH 102 or CATH 100. Three credits.

CATH 241 Sin and Salvation
This course will study the themes of sin and salvation as they appear in the Bible, in literature, and in two great theological controversies, the Pelagian controversy of the 5th century, and the Protestant Reformation of the 16th century. Three credits.

CATH 245 Christ in the Catholic Tradition
This course will examine the person, nature, and work of Christ as these are understood in the Catholic tradition. Topics and texts will include: the Bible, theological works from different historical periods, literary presentations of Christ, and artistic depictions of Christ. Three credits.

CATH 251 The End of the World
The purpose of this course is to give students an interdisciplinary understanding of eschatology, which is the study of theological and religious views about 'last things' (death, heaven, purgatory, hell). This topic will be presented from three points of view: historical sources, including scripture; doctrinal issues; artistic depictions. Three credits.

CATH 261 Angels and Demons
This course will trace the evolution of the Catholic doctrine of angels, or 'angelology.' As a parallel to angelology, we will also study the nature and role of demons in Catholicism. By the end of the course, we will examine what the contemporary Church teaches

about the role of angels in everyday life, about demons, and exorcism. Consideration of the testimony of other faiths – particularly Judaism and Islam – will also help us to cultivate a complete understanding of angels in Catholicism. Three credits.

CATH 297 Selected Topics
Three credits.

CATH 322 Contemporary Issues in Christianity & Science
This course examines the contemporary interaction between the sciences and Christianity. Topics may include: recent Christian responses to methodologies in the sciences; evolutionary theory and the interpretation of creation narratives in the book of Genesis; the meaning of human embodiment and its relevance to understanding sexuality and issues in bioethics; neuroscience and the phenomenon of religious experience; the impact of contemporary cosmology, technology, and biology on Christian theology. Credit will be granted for only one of CATH 322 or CATH 320. Three credits.

CATH 331 Catholicism and the Arts I
This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the beginnings of Christianity to the early Renaissance. Credit will be granted for only one of CATH 331, CATH 330 or ART 331. Cross-listed as ART 331. Three credits.

CATH 332 Catholicism and the Arts II
This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the Renaissance until the contemporary era. Credit will be granted for only one of CATH 332, CATH 330 or ART 332. Cross-listed as ART 332. Three credits.

CATH 341 Social Justice and the Catholic Traditions
Rooted in scripture, philosophy, and theology, Catholic social thought proposes principles of justice that emphasize the dignity of the person, the value of economic and political institutions, and the importance of a common good. This course explores these principles and their application to contemporary social, political, and economic issues with reference to official documents of the Catholic Church. Three credits.

CATH 398 Selected Topics
Three credits.

CATHOLIC STUDIES DESIGNATED COURSES
The following courses may be chosen as designated courses to complete the program in Catholic studies. Normally a student will take no more than 9 credits from any one of these subject areas. Should a student take CATH 331 and 332, only six further credits may be taken from the art electives. Courses are 3 credits unless otherwise indicated.

Art

ART 251	Medieval Art
ART 252	Baroque Art
ART 371	Italian Renaissance Art I
ART 372	Northern Renaissance Art
ART 373	Not the Ninja Turtles: Donatello, Leonardo, Raphael, Michelangelo, and the High Renaissance in Italian Art
ART 435	Seminar in Italian Renaissance Art

Celtic Studies

CELT 230	Celtic Christianity

English

ENGL 207	World Masterpieces II: Medieval and Renaissance
ENGL 212	Shakespeare's Great Tragedies
ENGL 290	The Canterbury Tales
ENGL 304	The Early Tudor and Elizabethan Renaissance
ENGL 308	Milton and His Times
ENGL 341	Shakespeare and Marlowe
ENGL 388	Heroic Literature of the Middle Ages
ENGL 389	Chaucer's Contemporaries

French

FREN 318	Classical French Theatre
FREN 319	Literary Works of the Grand Siècle (Les Moralistes)
FREN 410	Medieval French Literature
FREN 415	Renaissance French Literature

History

HIST 363	Reformation Europe

Philosophy

PHIL 245	Philosophy of Religion
PHIL 361	Early Medieval Philosophy
PHIL 362	Philosophy in the High Middle Ages

Religious Studies

RELS 212	Christianity
RELS 311	New Testament
RELS 312	Old Testament/Hebrew Bible
RELS 317	Paul and His Interpreters
RELS 325	Early Christian Women
RELS 363	Roman Christianity
RELS 365	Spirituality in Medieval Christianity

9.8 Celtic Studies

R. de Vries, Ph.D.
M. Linkletter, Ph.D.

Celtic studies encompasses a wide range of history, geography, language, and culture, from the ancient Celts of continental Europe, to medieval Irish and Welsh manuscripts, to the modern Celtic languages of Scotland, Ireland, Wales, Cornwall, Brittany, and the Isle of Man. Celtic cultures have also influenced popular culture, ranging from literature and film to video games and music. Nova Scotia and StFX have long held a special connection to Scottish Gaelic. The language has continued to be spoken in Nova Scotia since the eighteenth century and StFX was founded by Gaels in 1853. Gaelic was first taught here in 1891. The Celtic Studies program focuses primarily on the language, literature, history, and culture of Gaelic Scotland, Nova Scotia, and Ireland, and offers both BA and MA degrees. Graduates have pursued advanced degrees in Celtic or related fields and have found employment in the region involving Gaelic, for example as teachers, and in museum settings.

Minor or Subsidiary
24 credits of CELT

Celtic Music Minor
18 credits from MUSI 104, 105, 275, 276, CELT 101, 102 (or 201, 202), 319; 3 credits from CELT 321, 325, 327, 328, 332, 342, 351, 352; 3 credits from MUSI 118, 166, 214, 147 and 157 (or 146 and 156).

Major
Major: 36 credits – CELT 101, 102, 201, 202; 24 credits CELT electives
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
CELT major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits – CELT 101, 102, 201, 202, 300, 491; CELT 131/132 or 327/328; 30 credits CELT electives
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits - CELT 101, 102, 201, 202, 300, 491; CELT 131/132 or 327/328; 18 credits CELT electives
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Master of Arts
The Master of Arts degree may be offered in Celtic studies. See chapter 8.

CELT 101 Gaelic Language and Culture I
This course is an introduction to the Gaelic language and culture of Scotland and Nova Scotia for students with no prior knowledge of the language. Students will learn the basics of spoken and written Gaelic as well as aspects of Gaelic culture rooted in the language. Credit will be granted for only one of CELT 101 or CELT 100. Three credits. Offered 2026-2027.

CELT 102 Gaelic Language and Culture II
Through a variety of written, oral, and audio-visual activities, students will build on listening, speaking, reading, and writing skills from the first semester acquire a more advanced foundation in Gaelic grammar. Discussion of select Gaelic customs, practices, and

traditions from Nova Scotia and Scotland will form part of this course. Credit will be granted for only one of CELT 102 or CELT 100. Prerequisite: CELT 101 or permission of instructor. Three credits. Offered 2026-2027.

CELT 111 Irish Language and Culture I
An introduction to the Gaelic language and culture of Ireland for students with no prior knowledge of the language. Students will learn the basics of spoken and written Irish as well as aspects of traditional Irish culture rooted in the language, including proverbs, songs, stories, holidays and foodways. Credit will be granted for only one of CELT 111, CELT 110, CELT 161 (2017-2018). Three credits. Not offered 2026-2027.

CELT 131 Celtic Civilizations I
This course will provide an introduction to the Celtic peoples from the earliest times to the Middle Ages. Topics will include history, language, art, literature and mythology. Acceptable as a course in history. Three credits. Offered 2026-2027.

CELT 132 Celtic Civilizations II
This course covers the Celtic cultures of Scotland, Ireland, Wales, Brittany, Isle of Man and Cornwall from the medieval to modern period. Topics will include history, language, music, folklore, and literature. Acceptable as a course in history. Three credits. Offered 2026-2027.

CELT 201 Gaelic Language and Culture III
Building on the communication skills and grammatical concepts learned at the 100 level, students will work on acquiring greater comfort and fluency in the language in the context of Gaelic culture in Nova Scotia and Scotland. Resources from the song and storytelling tradition will be used. Credit will be granted for only one of CELT 201 or CELT 200. Prerequisite: CELT 102 or permission of instructor. Students interested in taking this course should contact the department chair. Three credits. Not offered 2026-2027.

CELT 202 Gaelic Language and Culture IV
Through a variety of written, oral, and audio-visual activities from Gaelic Nova Scotia and Scotland, students will build on their listening, speaking, reading, and writing skills acquired in CELT 101, 102, and 201. Students will also acquire a more advanced foundation in Gaelic grammar. Credit will be granted for only one of CELT 202 or CELT 200. Prerequisite: CELT 201 or permission of instructor. Students interested in taking this course should contact the department chair. Three credits. Not offered 2026-2027.

CELT 220 Elves, Gods, and Otherworlds: Celtic Paganism
This course examines the religious practices and beliefs of the ancient Celtic peoples that we can glean from archaeology, classical sources, place-name evidence, and the mythology in medieval Irish and Welsh narrative tradition. Other topics include syncretism, adaptation of pagan festivals into Christian holidays, the persistence of elements of paganism into the Christian era, and neo-paganism today. Cross-listed as RELS 219. Three credits. Offered 2026-2027.

CELT 230 Saints, Sinners, and Sea-monsters: Celtic Christianity
This course is an exploration of the development of Christianity amongst the Celtic peoples, with a particular focus on medieval Irish and Welsh literature, including hagiography, voyage tales and visions of Heaven and Hell. Other topics include monasticism, peregrinatio, the Hiberno-Scottish mission to the continent, conflict with Roman Catholicism, material culture and the modern use of the term “Celtic Christianity”. Cross-listed as RELS 229. Three credits. Not offered 2026-2027.

CELT 300 Third-Year Scottish Gaelic
An advanced-level course with emphasis on attaining fluency. The course will concentrate on the Gaelic of Nova Scotia with readings from local publications. The class will also work on transcribing recordings of local speakers. Students interested in taking third year Gaelic should contact the department chair. Prerequisites: CELT 201, 202. Six credits. Not offered 2026-2027.

CELT 319 Celtic Music
This course is an examination of traditional music from the six Celtic countries with emphasis on Scotland, Ireland, and Cape Breton, including Gaelic song, bagpipe, fiddle, and harp music. We will also explore the development of the “Celtic Music” genre in North America. Credit will be granted for only one of CELT 319, CELT 219 or CELT 253. Cross-listed as MUSI 319. Three credits. Offered 2026-2027.

CELT 321 Celtic Art
Weave your way through Celtic knots and *horror vacui* “fear of empty space” and discover the art of the Celts. From the Battersea Shield to the Book of Kells, we will trace our way through the extraordinary legacy of weaponry, jewellery, illuminated manuscripts, Celtic crosses, and Sheela-na-Gigs to arrive at a deeper understanding of the people who made them. Acceptable as a course in history. Cross-listed as ANTH 321 and ART 321. Three credits. Not offered 2026-2027.

CELT 323 Medieval Manuscripts: from Book of Kells to Book of Hours
Medieval manuscripts often took years of effort to complete. How were these works of art and scholarship created, and by whom? This course focuses on how medieval manuscripts were put together, and on how to transcribe manuscript texts in various languages spoken on the British Isles and Ireland, including Gaelic, Old English, French, Welsh, and Latin (no knowledge of these languages required). Cross-listed as HIST 348. Three credits. Not offered 2026-2027.

CELT 325 The Celts in Popular Culture
Banshees, leprechauns, fairies, magic, shamrocks, and white-robed druids cutting mistletoe by moonlight: these are only some of the popular images associated with the Celtic peoples. This course will explore the complexities of identity and the popular

perception of Celtic culture, broadly defined, by examining various media including film, novels, and video games. Credit will be granted for only one of CELT 325 or CELT 361 (2013-2014). Three credits. Not offered 2026-2027.

CELT 327 Celtic Kings, Heroes and Monsters - Medieval Ireland
From hot-headed heroes to terrifying monsters and death-tales, this course will examine topics and texts from medieval Irish literary tradition in detail. Credit will be granted for only one of CELT 327 or CELT 221. Cross-listed as ENGL 327. Three credits. Not offered 2026-2027.

CELT 328 Celtic Kings, Heroes and Monsters - Medieval Wales
From King Arthur to Culhwch and from dragons to giants, this course will examine topics and texts from medieval Welsh tradition in detail. Credit will be granted for only one of CELT 328 or CELT 222. Cross-listed as ENGL 328. Three credits. Offered 2026-2027.

CELT 331 Scottish History
This course examines the (Gaelic) history of Scotland from earliest times to the present. Topics include the Dalriadic Scots and the kingdom of Alba, the Gaelic church, the Kingdom and Lordship of the Isles, rise of the clans, decline of Gaelic, the Scottish Wars of Independence, the Reformation and union with England. Cross-listed as HIST 328. Three credits. Offered 2026-2027.

CELT 332 The Scots in North America
This course will follow the fortunes of the Gaels of the Highland diaspora. Emphasis is placed on studying the Highland settlements of North America with an in-depth look at the history of the Gaels in the Maritime Provinces, particularly Nova Scotia, from the earliest settlements to more recent times. Cross-listed as HIST 329. Three credits. Not offered 2026-2027.

CELT 341 Scottish Gaelic Poetry I
This course familiarizes students with some of the masterpieces of Gaelic literature from medieval to early modern times and provides a grounding in the historical and cultural aspects of literary production in the Scottish Gaelic world. Topics to be considered include the uses of poetry, the role of the poet in medieval Gaelic society, and the origins and flowering of vernacular Gaelic verse in Scotland. Three credits. Not offered 2026-2027.

CELT 349 Medieval Medicine
This course examines the history of medicine in Western society, with emphasis on medieval Ireland, Wales and Scotland. Course topics include specific diseases, including the plague and dancing mania; and cures, including diet, charms and surgery. This course is of interest for students in Celtic studies, history, and those interested in the history of medicine. Credit will be granted for only one of CELT 349, CELT 361(2015-2016) or HIST 349. Cross listed as HIST 349. Three credits. Not offered 2026-2027.

CELT 351 Irish Folklore
Studies in the oral traditions of Gaelic Ireland including the folktale, the storyteller, folklore collectors, folksong tradition, fairies and calendar customs. Three credits. Not offered 2026-2027.

CELT 352 Folklore of Scotland and Nova Scotia
An introduction to the Gaelic folklore of Scotland and Nova Scotia, with an emphasis on wonder tales, clan sagas, Fenian tales, calendar customs, rites of passage, the supernatural and the history of folkloristics. Three credits. Offered 2026-2027.

CELT 491 Honours Thesis
The topic for the thesis depends on the interest of the students and the areas of research of the thesis supervisor and might include topics related to medieval Gaelic or Welsh language, literature, medieval medicine, textual edition, early modern Gaelic, modern Gaelic, and Gaelic history and folklore. Student are required to contact their prospective supervisor in their third year to discuss potential thesis topic. Credit will be granted for only one of CELT 491 or CELT 490. Restricted to students in the honours program. Six credits.

CELT 499 Directed Study
A directed study course in advanced topics in Celtic studies. Possible topics include Old Irish, Middle Welsh, Advanced Scottish Gaelic, Gaelic poetry, medieval Celtic law. Consult with the department chair. See section 3.5. Three or six credits.

GRADUATE COURSES
Contact the department chair for additional information.

CELT 521 Old Irish I
This course focusses on acquiring Old Irish grammar for the purposes of translating early Irish texts and obtaining a foundation in the historical and linguistic basis of the modern Gaelic languages. Emphasis will be placed on discussing written exercises and/or translations of Old Irish texts, mastering grammatical concepts, as well as demonstrating an understanding of prepared readings on Old Irish grammar. Three credits.

CELT 522 Old Irish II
This course, which is a continuation of Old Irish I, focusses on acquiring further Old Irish grammar, and on translating basic Old Irish saga-texts and poetry. Three credits.

9.9 Chemistry

E. Bertin, Ph.D.
A. Foo, Ph.D.
G. Hallett-Tapley, Ph.D.
D.G. Marangoni, Ph.D.
B.J. MacLean, Ph.D.
G. Orlova, Ph.D.
S. Razul, Ph.D.

Professor Emeritus
E. J. McAlduff, Ph.D.

Lab Instructors
S. Boucher, BSc
P. Budicky, BSc, MBA
S. Bursey, BSc
H. Fraser, BSc
J. Fraser, BSc B.Ed.

Chemistry deals with matter at the molecular and atomic levels, seeking to explain structures, properties, and reactions, and to develop syntheses of new substances and new uses for known substances. The study of chemistry prepares graduates for advanced work in biology, engineering, geology, medicine, and other professions; for careers in industry, government agencies, science journalism, and teaching. StFX chemistry graduates can be found carrying out tasks as varied as art conservation, pharmaceutical research, and industrial product development.

Faculty members are actively engaged in pure and applied chemistry research, and opportunities exist for students to participate. Chemistry laboratories are equipped with a wide range of modern instrumentation, including spectroscopic equipment, chromatographic analyzers and instrumentation to carry out calorimetry, capillary electrophoresis, differential thermal analysis, and thermogravimetric analysis. Junior and senior courses involve frequent practical experience with this equipment.

The department offers honours and major programs at the BSc level. Joint honours and joint major programs are offered in conjunction with other science departments and business administration. General requirements are given in chapter 7.

Department Requirements
Students must choose their courses in consultation with the department chair; programs and required courses are listed below. Students considering a major or honours degree should complete CHEM 221, 222, 235, 245, and 265 in their second year and are advised to complete the physics requirement by the end of their second year. For students aiming to complete a degree with biochemistry concentration, CHEM 255 should also be taken in year 2 and the physics requirement must be completed by year 3. For students enrolled in the major degree path, CHEM 362 is recommended as one of the chemistry elective courses. For the recommended course sequence, see the department's website https://www.stfx.ca/department/chemistry. For the major, biochemistry stream, it is recommended that MATH 106 or 126, 107 or 127 be completed in year 1 and PHYS 101, 102 or 121, 122 be completed within the first two years of the four-year program. For students considering the honours biochemistry stream, it is strongly recommended that PHYS 101, 102 or 121, 122 and MATH 106 or 126, 107 or 127 be completed during the first year of the program. Students aiming to pursue the BSc major with 2-year engineering diploma are encouraged to consult with the department Chair for course selections.

Chemistry students are required to attend all department seminars during their third and fourth years. Credit for a course may not be earned if the lab component is not reasonably completed. Students who are concerned that their health may be adversely affected by a lab should consult the professor or department chair. As well, students who are subject to a medical condition, e.g., frequent fainting, seizures, that may endanger them or others in a lab setting, are required to inform the professor, in confidence, so that steps can be taken to minimize the danger to the student and others in the lab.

Minor
24 credits of CHEM

Major
Science A: 42 credits - CHEM 121, 122 (or 101,102), 221, 222, 235, 245, 255, 265, 325, 335, 341, 361, 391 (non-credit), 491 (non-credit); 3 credits from CHEM 421, 422, 445; 3 credits CHEM at the 300/400 level
Other required courses to be included as science B, science C, or electives: 3 additional credits CHEM; MATH 106 or 126, 107 or 127 (must be science B or C); 6 credits from MATH 253, 254, 267, 367; PHYS 121, 122 (or 101,102)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

Major – Concentration in Biochemistry
Science A: 42 credits - CHEM 121, 122 (or 101,102), 221, 222, 235, 245, 255, 265, 325, 335, 341, 361, 391 (non-credit), 491 (non-credit); 6 credits from CHEM 355, 452, 455, 496, 497
Other required courses to be included as science B, science C, or electives: 3 additional credits CHEM; BIOL 111, 112, 205; 3 credits from BIOL 201, 202, 203, 251; MATH 106 or 126, 107 or 127 (must be science B or C); PHYS 121, 122 (or 101,102); STAT 231
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Major - Concentration in Sustainable Chemistry and Renewable Energy
Science A: 42 credits - CHEM 121, 122 (or 101,102), 221, 222, 235, 245, 255, 265, 325, 335, 341, 342, 361, 391 (non-credit), 445, 491 (non-credit)
Other required courses to be included as science B, science C, or electives: 3 additional credits CHEM; EESC 172, 272; 3 credits from EESC 377, 406, 473; ENGR 128, 227; MATH 106 or 126, 107 or 127 (must be science B or C); 6 credits from MATH 253, 254, 267, 367; PHYS 121, 122 (or 101,102)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

BSc Major with Business Administration
Science A: 42 credits - CHEM courses as outlined in the major program
Other required courses, as outlined in the major program, to be included in the degree pattern; science B must be MATH
Business Administration: 30 credits – BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits – MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits to include CSCI 135
Arts electives: 12 credits to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

Honours
Science A: 60 credits - CHEM 121, 122 (or 101,102), 221, 222, 235, 245, 255, 265, 325, 335, 336, 341, 342, 361, 362, 391 (non-credit), 421, 422, 490, 491 (non-credit); 3 credits CHEM elective
Other required courses to be included as science B, science C, or electives: 3 additional credits CHEM; MATH 106 or 126, 107 or 127 (must be science B or C); 6 credits from MATH 253, 254, 267, 367; PHYS 121, 122 (or 101,102)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

Honours – Concentration in Biochemistry
Science A: 60 credits - CHEM 121, 122 (or 101,102), 221, 222, 235, 245, 255, 265, 325, 335, 336, 341, 361, 362, 391 (non-credit), 490, 491 (non-credit); 3 credits from CHEM 421, 422, 445; 9 credits from CHEM 355, 452, 455, 496, 497
Other required courses to be included as science B, science C, or electives: 3 additional credits CHEM; BIOL 111, 112, 205; 6 credits from BIOL 201, 202, 203 251, 252, 315; MATH 106 or 126, 107 or 127 (must be science B or C); 3 credits from MATH 253, 267, 367; PHYS 121, 122 (or 101,102); STAT 231
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits

Honours – Concentration in Sustainable Chemistry and Renewable Energy
Science A: 60 credits - CHEM 121, 122 (or 101,102), 221, 222, 235, 245, 255, 265, 325, 335, 336, 341, 342, 361, 362, 391 (non-credit), 445, 490, 491 (non-credit); 3 credits from CHEM 421, 422; 3 credits CHEM elective
Other required courses to be included as science B, science C, or electives: 3 additional credits CHEM; EESC 172, 272; 3 credits from EESC 377, 406, 473; ENGR 128, 227; MATH 106 or 126, 107 or 127 (must be science B or C); 6 credits from MATH 253, 254, 267, 367; PHYS 121, 122 (or 101,102)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Diploma in Engineering with Major – Concentration in Sustainable Chemistry and Renewable Energy
Science A: 42 credits - CHEM 121,122 (or 101,102), 221, 222, 245, 255, 265, 325, 336, 341, 342, 361, 391 (non-credit), 445, 491 (non-credit); 3 additional CHEM credits at the 300/400 level
Science B: 12 credits - ENGR 121,122, 221, 222
Science C: 6 credits - EESC 172, 272
Science (required/electives): 12 credits - ENGR 128; PHYS 121, 122; 3 credits from EESC 377, 406, 473
Arts electives: 12 credits (at least 6 credits that fulfill writing requirement for Diploma in Engineering)
Open electives: 36 credits – ENGR 132, 136, 147, 211, 212, 223, 224, 227, 232, 237, 242; 3 credits open elective
Total: 120 credits

Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

Master of Science
Research fields available include various aspects of analytical, environmental, inorganic, organic and physical chemistry and biochemistry. General requirements for graduate degrees are outlined in chapter 8. For specific requirements, consult the chemistry faculty or department chair.

Note: All 200-level and higher chemistry courses require CHEM 101, 102 (100) or 121, 122 (120) as prerequisites.

CHEM 101 General Chemistry I
Fundamental principles of chemistry, including the nature of atoms, ions and molecules, and stoichiometry chemistry of aqueous solutions including oxidation-reduction reactions, equilibrium and acid/base chemistry with a focus on buffer solutions; thermochemistry and chemical thermodynamics. The application of chemical principles in areas of interest to students in the life sciences, human nutrition and human kinetics are emphasized. Credit will be granted for only one of CHEM 101, CHEM 100, CHEM 120, or CHEM 121. Three credits and lab/tutorial.

CHEM 102 General Chemistry II
Chemical kinetics, thermochemistry, and the electronic structure and properties of atoms and ions and bonding models used to determine molecular geometry; periodic properties of the elements; basic concepts of organic chemistry, materials and environmental chemistry. Intended for students in the life sciences, human nutrition and human kinetics. Credit will be given for only one of CHEM 102, CHEM 100, CHEM 120 or CHEM 122. Prerequisite: CHEM 101. Three credits and lab/tutorial.

CHEM 111 Chemistry of Everyday Life
A coverage of the fundamentals of chemistry with an emphasis on how chemistry affects our everyday lives. A particular emphasis will be placed on the role of chemistry in both living systems (nutrition, pharmaceuticals and health) and in our environment (renewable energy and sustainability). The course is primarily intended for students in the Faculty of Arts. Credit will be granted for only one of CHEM 101, 111 or 121. Three credits. Not offered 2026-2027.

CHEM 121 Principles of Chemistry I
Fundamental properties of matter and their correlation with modern principles of chemistry. Topics include atoms, molecules, and ions; chemical formulae and equations; reaction types and stoichiometry; the gaseous state; energy changes in chemical systems; electronic structure of atoms; periodic properties of the elements; models of chemical bonding; and change of state. Credit will be granted for only one of CHEM 121, CHEM 120, CHEM 101, or CHEM 100. Three credits and lab/tutorial.

CHEM 122 Principles of Chemistry II
Topics covered in include a description of the solution state and intermolecular forces in solutions; rates of reaction, reaction mechanisms, equilibrium, acid-base reactions, electrolytes and voltaic cells, nuclear chemistry, and an overview of organic chemistry. Credit will be granted for only one of CHEM 122, CHEM 100, CHEM 102 or CHEM 120. Prerequisite: CHEM 121. Three credits and lab/tutorial.

CHEM 152 Fundamentals of Chemistry
Topics include basic concepts of general chemistry; introduction to organic nomenclature and the reactivities of functional groups; coverage of the fundamentals of biological chemistry. May not be used as a prerequisite for any other chemistry course. Credit will be granted for only one of CHEM 152 or CHEM 151. Open to students in nursing, human kinetics (arts), business, and arts; may not be taken for credit by other science students. Three credits.

CHEM 221 Introductory Organic Chemistry I
The properties, reactions and synthesis of hydrocarbons, alkyl halides and alcohols; relationships between the structures of organic compounds and their physical and chemical properties; reaction mechanisms, and stereochemistry. Credit will be granted for only one of CHEM 221, CHEM 220 or CHEM 225. Prerequisites: CHEM 101, 102 or CHEM 121, 122. Three credits and lab.

CHEM 222 Introductory Organic Chemistry II
Continuation of CHEM 221, including the properties, reactions and synthesis of ethers, aromatics and carbonyl compounds; spectroscopy with an emphasis on nuclear magnetic resonance. Credit will be granted for only one of CHEM 222, CHEM 220 or CHEM 225. Prerequisite: CHEM 221. Three credits and lab.

CHEM 235 Structure, Bonding and Spectroscopy
This course introduces elementary quantum mechanics for chemistry within the framework of chemical systems and spectroscopy. Structure and bonding of atoms and molecules will be introduced with basic quantum mechanical models. Properties of atoms and molecules will be connected to spectroscopy from vibrational, rotational and electronic phenomena, including nuclear magnetic resonance. Credit will be granted for only one of CHEM 331 or CHEM 235. Prerequisites: CHEM 102 or 122; MATH 107, 122, 127 or ENGR 122. Three credits and tutorial.

CHEM 245 Basic Inorganic Chemistry
An introduction to inorganic chemistry. Topics include: the quantum mechanical atom and wavefunctions; bonding models, including molecular orbital theory; Lewis acid-base adducts; solid-state chemistry, including bonding models, lattice energy, semiconductors and band theory; survey of main group elements. Prerequisites: CHEM 102 or 122. Three credits and lab.

CHEM 255 Introductory Biochemistry
An introduction to the basic molecules of life including carbohydrates, fats, proteins and nucleic acids. The catalytic mechanism of enzymes and basic metabolic pathways will also be examined. Prerequisite: CHEM 222 completed (recommended) or concurrent or CHEM 225 or 220; or CHEM 221 completed in 2023 or later. Three credits and lab.

CHEM 265 Basic Analytical and Environmental Chemistry
An introductory course which includes a survey of aqueous titration methods, the evaluation of analytical data, and an introduction to electrochemistry, UV visible absorption spectroscopy and chromatography. Prerequisites: CHEM 102 or 122. Three credits and lab.

CHEM 325 Organic Structural Methods
Methods for deducing the structural features of organic compounds will be examined, with emphasis on the use of spectroscopic techniques. While the theory and instrumentation of each technique will be presented, the course will focus on the interpretation of spectral data to provide information on functional groups, bonding, and stereochemistry. Use will be made of spectral data correlation charts, compilations and databases. Prerequisites: CHEM 222 or 220, PHYS 102 or 122. Three credits and tutorial.

CHEM 335 Introduction to Physical Chemistry I
This course begins with an introduction to the three laws of thermodynamics and their application to physical and chemical transformations. Entropy and the natural directions of physical and chemical transformations are discussed. The course then introduces Gibbs energies and chemical potentials and looks at their applications to spontaneity, chemical reaction equilibrium, and phase equilibria. The course ends with an introduction to the physical chemistry of real gases and the concept of activity and fugacity. Credit will be granted for only one of CHEM 231 or CHEM 335. Prerequisites: CHEM 102 or 122, 235; MATH 107, 122, 127 or ENGR 122. Three credits and lab/tutorial.

CHEM 336 Introduction to Physical Chemistry II
Students will examine applications of chemical thermodynamics to a diverse range of topics including phase equilibria, electrochemistry, and non-ideal solutions. Principles governing the dynamics of systems, including kinetic molecular theory of gases, transport properties, and rates of chemical reactions are also discussed. Topics of relevance to the world of today include the discussion of the physical chemistry of battery systems and fuel cells to replace internal combustion engines, and the use of phase equilibria in the fabrication of electronic components. Credit will be granted for only one of CHEM 232 or CHEM 336. Prerequisite: CHEM 335. Three credits and lab/tutorial.

CHEM 341 Inorganic and Theoretical Chemistry I
An introduction to molecular symmetry and group theory and its applications to vibrational spectroscopy. Also included are basic coordination chemistry of the transition metals, including discussion of some common inorganic techniques, as well as electronic magnetic properties of transition medal compounds. Prerequisite: CHEM 245. Three credits and lab.

CHEM 342 Inorganic and Theoretical Chemistry II
Electronic and magnetic properties of transition metal compounds. Introduction to organometallic chemistry, homogeneous and heterogeneous catalysis, inorganic reaction kinetics and mechanisms and bio-inorganic chemistry. Prerequisite: CHEM 341; CHEM 232 recommended. Three credits and lab.

CHEM 355 Advanced Biochemistry
The course focuses on the biosynthesis and metabolism of important biological molecules. Topics include lipids, amino acids, nucleotides, and complex carbohydrate metabolism pathways. Prerequisites: CHEM 222 or 220, 255. Three credits and lab.

CHEM 361 Instrumental Analytical Spectroscopy
The course deals with instrumental design and the analytical application of UV/visible, atomic, and infrared absorption spectrometers, Raman spectrometers, and fluorimeters. Topics include sample preparation, data analysis, method optimization and radiochemistry. Prerequisite: CHEM 265. Three credits and lab.

CHEM 362 Instrumental Separations & Analysis
This course deals with liquid and gas chromatography, capillary electrophoresis and electrochemistry. Included are sample preparation, data analysis, and method optimization. Prerequisite: CHEM 265; CHEM 361 recommended. Three credits and lab.

CHEM 391 Chemistry Seminar I
Introduction to seminar techniques using topics in modern chemistry, chemical information sources, basic molecular modelling and drawing. Required for, and restricted to, students in degree programs where chemistry is science A. Required in the first term of the junior year. No credit.

CHEM 421 Physical Organic and Theoretical Chemistry
A survey of theoretical models and experimental tools to correlated data related to the structure, property, and reactivity of organic compounds. Topics include qualitative models (Lewis structures, resonance, hybridization, VSEPR, qualitative molecular orbital theory) and quantitative computational chemistry methods (Hartree-Fock, semi-empirical and density functional theory methods) using Gaussian09 software. Extensive use is made of theoretical studies in assignments and computational labs. Prerequisites: CHEM 221,222 or 220, 232 or 335; PHYS 102, 122 (120). Three credits and tutorial/lab.

CHEM 422 Advanced Organic Chemistry: Structure & Mechanism
This course will examine the role of structure and energetics of intermediates in reaction mechanisms. Several important classes of reactions will be analyzed in detail with respect to stereoelectronic effects, and methodology used for determining organic reaction mechanisms will be discussed. Synergy between experimental and computational results will be discussed. Prerequisite: CHEM 222 or 220; CHEM 421 recommended. Three credits and lab.

CHEM 423 Industrial Organic and Inorganic Chemistry
An introduction to the manufacture and use of common organic and inorganic materials. Sources, manufacturing processes and applications will be discussed. Credit will be granted for only one of CHEM 423 or CHEM 471(offered in 2018-2019). Prerequisites: CHEM 222 concurrent or 220 concurrent. Three credits.

CHEM 445 Introduction to Photochemistry and Applications in Sustainable Catalysis
An introduction to photochemistry with a focus on current catalytic applications. The course will focus on the fundamental concepts of photochemistry and light-induced chemistry of common organic functional groups. Modern applications of photochemistry in catalysis involving transition metals, semiconductors, supramolecular materials, and nanomaterials will also be discussed. Prerequisite: CHEM 222 or 220 or 225. Three credits and lab/tutorial.

CHEM 452 Bio-Organic Chemistry II
Continuing from CHEM 255, this course will provide a detailed examination of the chemical mechanisms which underly a variety of advanced enzymatic reactions including redox, carbon-carbon bond formation and free-radical chemistry. A specific focus will be placed on protein structure, amino-acid chemistry and its role in catalysis. The experimental protocols used to study and elucidate these mechanisms will also be explored. Prerequisites: CHEM 222 or 220, 255. Three credits.

CHEM 455 Medicinal Chemistry
This course examines the chemical basis for modern pharmaceuticals. Topics include the drug development process, receptors, drug interaction, pharmacodynamics, pharmacokinetics and quantitative structure activity relationships. Chemical properties and mode of action of common drugs will be discussed, along with the experimental techniques used to study them. Prerequisites: CHEM 222 or 220, 255. Three credits and lab.

CHEM 490 Honours Thesis
A program of experimental research involving the use of modern chemical techniques to solve a problem in a sub-field of chemistry. An acceptable thesis based on the research must be submitted as part of this course to satisfy the department requirements for the BSc with Honours in chemistry. Credit will be granted for only one of CHEM 490 and CHEM 493. Restricted to students in the honours program. Six credits and lab.

CHEM 491 Chemistry Seminar II
Presentations by visitors, faculty, staff, senior honours and major students on aspects of chemical science. Attendance mandatory for students in all BSc and M.Sc. degree programs where chemistry is science A. Satisfactory completion of senior essays and presentations for students in the major program, and presentations based on their theses for students in the honours program are requirements for the BSc degree. No credit.

CHEM 496 Selected Topics
The topic for 2026-2027 is Experimental Biochemistry. This course provides an introduction to the experimental approaches used to study biological systems. Topics include biological sample preparation and handling, biosensors, bio separation techniques,

bioassays, cell-based experiments, biomolecular interactions, and biochemical data interpretation. Prerequisite: CHEM 255. Three credits.

CHEM 497 Selected Topics
The topic for 2026-2027 is Signal Transduction. This course will examine how cellular processes are regulated in response to external stimuli. Topics covered include ubiquination/protein degradation, G-protein coupled receptors, and immunological signalling pathways. Prerequisite: CHEM 255. Three credits.

CHEM 499 Directed Study
Designed for students with high academic standing. Explores current topics in chemistry and new methods in chemical research. See section 3.5. Three credits.

GRADUATE COURSES

		Credits
CHEM 511	Computational Chemistry	3
CHEM 521	Advanced Organic Chemistry	3
CHEM 530	Physical Chemistry III	3
CHEM 532	Electrochemical Methods	3
CHEM 534	Colloids and Interfaces	3
CHEM 535	Polymers	3
CHEM 536	Advanced Topics in Colloid Chemistry	3
CHEM 540	Advanced Topics	6
CHEM 542	Advanced Inorganic Chemistry	3
CHEM 543	Inorganic Materials	3
CHEM 561	Advanced Analytical Chemistry I	3
CHEM 562	Advanced Analytical Chemistry II	3
CHEM 591	Advanced Instrument I: Bioanalysis	3
CHEM 593	Advanced Instrument II: Capillary	3
CHEM 594	Instrumentation III Electronic	3
CHEM 595	Nucleic Acids	6
CHEM 598	Research	6
CHEM 599	Thesis	18

Additional courses are available depending on the requirements and interests of the student and the availability of faculty.

9.10 Classical Studies

D. Al-Maini, Ph.D., Co-ordinator
S. Baldner, Ph.D.
E. Carty, M.Litt.
K. Penner, Ph.D.

Students in arts, science, and applied programs may take any of the courses listed below as electives or use 12 credits for a pair in classical studies.

CLAS 111 Introductory Latin I
For students with no knowledge of Latin, this course introduces students to Latin grammar and vocabulary. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 111 or CLAS 110. Three credits.

CLAS 112 Introductory Latin II
This course is the sequel to CLAS 111, providing the second third of Latin grammar and vocabulary. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 112 or CLAS 110. Three credits.

CLAS 121 Introductory Greek I
The aim of this course is to familiarize student with the basic structural features of classical Greek. In addition to grammar and vocabulary, the class will read simple texts from classical Greek philosophy and literature as well as from the New Testament. Credit will be granted for only one of CLAS 121, CLAS 120 or CLAS 198(2023-2024). Cross-listed as RELS 113. Three credits. Offered 2026-2027.

CLAS 122 Introductory Greek II
The aim of this course is to familiarize student with the basic structural features of classical Greek. In addition to grammar and vocabulary, the class will read simple texts from classical Greek philosophy and literature as well as from the New Testament. Credit will be granted for only one of CLAS 122, CLAS 120 or CLAS 199 (2022-2023). Cross-listed as RELS 114. Prerequisite: CLAS 121 or RELS 113. Three credits. Offered 2026-2027.

CLAS 215 Introductory Latin III
This course is the sequel to CLAS 112, providing the final third of Latin grammar and vocabulary. At the completion of this course, students will be ready to read classical Latin texts. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 215, CLAS 230, or CLAS 399 offered in 2014-2015. Prerequisites: CLAS 111, 112. Three credits.

CLAS 216 Classical Latin Texts
In this course, students who have learned Latin grammar and vocabulary, begin to ready classical Latin texts. Authors such as Cicero, Caesar, Catullus, and Ovid will be read. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 216 or CLAS 230. Prerequisite: CLAS 211. Three credits.

CLAS 240 Greek Literature in Translation
The study of selected works of ancient Greek literature, read in translation, concentrating on the principal figures and themes of ancient Greek mythology. Texts will include the epic poetry of Homer and the tragedies of Aeschylus, Sophocles, and Euripides. Six credits.

CLAS 241 Greek and Roman Mythology
This course covers narrative and artistic depictions of Greco-Roman Gods, demi-gods, and heroes, both in Hellenistic and early Roman periods, and in their contemporary reception in fiction and film. We will also cover how myths and grand narratives function in the service of and in tension with power, politics, gender, ritual, and culture. Cross-listed with RELS 241.Three credits. Offered every year.

9.11 Climate and Environment

A. MacDougall, Ph.D., Co-ordinator

Advising Faculty	Department
H. Penney, Ph.D.	Aquatic Resources/Biology
K. Burnett, Ph.D.	Development Studies
H. Beltrami, Ph.D.	Earth and Environmental Sciences
R. Olstead, Ph.D.	Sociology
P. Withey, Ph.D.	Economics

The Bachelor of Arts and Science in Climate and Environment is an interdisciplinary offering that seeks to support student development and intellectual capacity in problem-solving and academic discourse pertaining to climate and environment. The complexity of environmental issues facing societies across the planet as a result of the growth of technology, globalization of economies, and rapid increases in population and per capita consumption requires an integrative approach provided by the BASc structure.

Minor (for BA BBA, BSc, HKIN programs)
24 credits: CLEN 101, 102, 201; 3 credits from CLEN 202, 301, 302, 304; 12 credits additional core or designated courses. Only cross-listed or designated courses at the 200-level or above can be counted toward the minor. No more than six credits of CLEN cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared major subject.

Bachelor of Arts and Science in Climate and Environment
CLEN core: 24 credits – CLEN 101, 102, 201, 202, 320, 355, 401, 402
Science required and designated: 18 credits – BIOL 112; EESC 265; CSCI 161 or MATH 106; 9 credits science designated courses
Arts required and designated: 18 credits – ECON 101; SOCI 101, 102, 202; 6 credits arts designated courses
Arts/science designated: 12 credits
Designated humanities: 12 credits
Open electives: 36 credits
Total: 120 credits

BASc in Climate and Environment Requirements
a) 24 credits of core courses: CLEN 101, 102, 201, 202, 320, 355, 401, 402.
b) BIOL 112; ECON 101; SOCI 101, 102; CSCI 161 or MATH 106.
c) EESC 265; SOCI 202.
d) 3 credits in Indigenous ways of knowing, from designated courses.
e) 18 credits in arts: some credits from requirement (b), (c), and (d); remaining credits from designated courses.
f) 18 credits in science: some credits from requirement (b), (c), and (d); remaining credits from designated courses.
g) 12 credits in arts or science: credits from designated courses.
h) 12 credits from humanities designated courses.
i) 36 credits of open electives.
j) 100 level restriction: maximum of 30 credits at the 100 level of designated and required courses (not including core courses).
k) 300/400-level requirement: a combined minimum of 12 credits at the 300/400 level in the designated courses.
l) In addition to the 12 credits of humanities, a minimum of 24 credits of arts courses. Designated, required, and elective courses may be used to complete this arts requirement.
m) A minimum of 24 credits of science courses. Designated, required, and elective courses may be used to complete this science requirement.
n) 12 credits must be courses with laboratory components at the 200 level or above. Designated, required, and elective courses may be used to complete this requirement.

Bachelor of Arts and Science in Climate and Environment with Honours
CLEN core: 30 credits – CLEN 101, 102, 201, 202, 320, 355, 401, 402, 490
Science required and designated: 18 credits – BIOL 112; EESC 265; CSCI 161 or MATH 106; 9 credits science designated courses
Arts required and designated: 18 credits – ECON 101; SOCI 101, 102, 202; 6 credits arts designated courses
Arts/science designated: 12 credits
Designated humanities: 12 credits
Open electives: 30 credits
Total: 120 credits

Co-operative Education Program in Climate and Environment
This optional academic program allows BASc in Climate and Environment students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. Many of the StFX Co-op programs are accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each COOP work term is two

credits. Students who complete three COOP work terms receive six credits which can be used as an open elective. For further information on work term sequencing options and professional development training topics see section 9.13.

CLEN 101 Introduction to Climate
This course introduces the climate system. It provides students with an overview of the origin, operation and history of Earth's climate system including the atmosphere, ocean, ice and weather systems. Specifically, it focuses on understanding the processes determining Earth's climates covering greenhouse gases, clouds, atmosphere and ocean circulation, and natural climate change. The course is intended for students who are new to the study of climate. Three credits and lab.

CLEN 102 Introduction to Environmental Systems
This course introduces students to the science of global environmental systems and processes necessary to address issues associated with environmental change. Through the study of interconnected global biogeochemical, atmospheric, landscape scale, and hydrological processes, students will learn about the science that underpins many current environmental issues associated with climate change, resource availability and contamination. Case studies will be used to illustrate concepts, and students will develop an understanding of the fundamentals of environmental measurement, and an introduction to major groups of environmental contaminants. Credit will be granted for only one of CLEN 102, ENSC 115 or EESC 271. Three credits and lab.

CLEN 201 Environment and Justice
This course looks at the relationship between people and ecosystems through a lens of environmental and social justice. It explores how varying historic and contemporary human interactions with the physical planet benefit and harm different members of the global population, examining how different societies impact the environment and how the environment impacts different societies. Issues explored will include resource extraction, biodiversity, climate change, human rights and livelihoods, global inequalities, environmental governance, and ecological justice. Cross-listed as DEVS 203. Prerequisite: One of CLEN 101, 102, DEVS 101, or permission of the coordinator. Three credits.

CLEN 202 Understanding Climate Change
An understanding of the impacts of climate change has become crucial for areas of governance, business, engineering and diverse fields of science. This course will provide students with a qualitative understanding of climate processes and climate models as well as an understanding of uncertainty in future climate change and limitations to model simulations. In addition, the impacts of climate change to many aspects of human societies will be explored. Cross-listed as EESC 272. Prerequisite: CLEN 101 or EESC 172. Three credits and lab.

CLEN 304 Regional Weather and Climate
An introduction to the processes which generate micro, local and regional scale climate and weather. Topics include surface energy balance, atmospheric stability and structure, turbulence, climates of coastal regions, forests, grasslands, and soils. Laboratory component is centred on multi-week outdoor field based projects. Prerequisites: CLEN 101 or EESC 172, PHYS 101 or 121 or MATH 106 or CSCI 161, EESC 265 or ENGR 224/STAT 231 or permission of the coordinator. Three credits and lab. Not offered 2026-2027.

CLEN 320 Sustainability and Corporate Social Responsibility in Practice
This course explores the social and environmental impacts of business, focusing on how organizations can improve outcomes for stakeholders while addressing sustainability challenges. Rooted in an understanding of corporate social responsibility (CSR) frameworks, students will examine strategies to integrate sustainability into business practices ranging from supply chain interventions to social impact reporting. Emphasis is placed on developing actionable solutions for real-world scenarios, equipping students to drive positive change in the business world. Cross-listed as BSAD 473. Prerequisite: CLEN 201 or BSAD 358 or permission of instructor. Three credits.

CLEN 355 Learning from Disaster
This course explains how failures of policy, planning, and preparation have resulted in the worst disasters in modern history – and how societies and governments have learned or failed to learn from these disasters. Using applied research and simulation-based learning, this course will also examine the policies, programs, and tools that can help societies prevent/mitigate, prepare for, respond to, and recover from hazards as they increase in frequency and severity. Cross-listed as PGOV 355, Prerequisite: PGOV 101 or CLEN 101 or permission of the instructor. Three credits.

CLEN 401 Strategies for Addressing Climate and Environmental Issues
This course provides students with the tools and strategies necessary to solve problems in climate and environment. Through case studies students will learn about best practices for addressing interdisciplinary problems in climate and environment. Students will then apply these principles to develop and workshop a proposal. Restricted to fourth-year students in the BASc Climate and Environment program. Three credits.

CLEN 402 Addressing Climate and Environmental Issues –Senior Practicum
This capstone course is designed to empower students with interdisciplinary and skills to deploy ideas. In this course, interdisciplinary groups of students will work to launch initiatives and take a project from conception to an outcome. The students will work closely with faculty advisors, and in some cases other outside experts, to define goals, methods, outcomes, and indicators of success. Restricted to fourth-year students in the BASc Climate and Environment program. Prerequisite: CLEN 401. Three credits.

CLEN 490 Honours Thesis

Students undertake an independent research project related to climate or environment, under the supervision of a faculty member associated with the CLEN program. Students will have the opportunity to gain hands-on experience in conducting original research. Students will also develop skills in written and oral communication by submitting a scholarly paper and defending their Thesis by presenting the results of their research in a public presentation. Restricted to students in BASc Climate and Environment honours program. Six credits.

DESIGNATED AND REQUIRED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Arts Courses

Foundational courses
ECON 101 Introductory Microeconomics
ECON 102 Introductory Macroeconomics
PGOV 101 Modern Challenges in Public Policy & Governance
PSCI 101 Introduction to Power and Politics
PSCI 102 Introduction to Comparative and Global Politics
SOCI 101 Introduction to Sociology I
SOCI 102 Introduction to Sociology II

Demography and Overconsumption
SOCI 243 Consumer Society
SOCI 364 Food and Society

Issues in Environment and Sustainability
IDS 305/306 Service Learning
PHIL 333 Environmental Ethics
SOCI 247 Environmental Social Science I: Problems and Paradigms

Socio-Political Perspectives
DEVS 303 Power, People, Planet, and Profit
DEVS 321 People and Development
ENGL 248 Climate Fiction and Environmental Literature
RELS 221 Religion and the Environmental Crisis
SOCI 202 Social Research Methods
SOCI 307 Research Principles and Practices
SOCI 312 Social Movements
SOCI 329 Climate, Land and Future

Resource Management and Policy
AQUA 202 The Ocean's Commons and Society
ECON 281 Environmental Economics
ECON 381 Natural Resource Economics

Special Topics
AQUA 398 Selected Topics: Sustainability of Aquatic Resources
DEVS 392 Selected Topics: Agricultural Systems and Development

Co-operative Education
COOP 410-430 Work Terms

Indigenous Ways of Knowing
PSCI 325 Indigenous Politics in Canada
SOCI 207 Heath Justice
SOCI 341 Sociology of Agriculture
SOCI 429 Climate, Land and Future

Science Courses

Foundational courses
BIOL 111 Introductory Cell Biology
BIOL 112 Diversity of Life
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CSCI 161 Introduction to Programming
EESC 171 Understanding the Earth
EESC 173 Natural Hazards
MATH 106/126 Calculus I
MATH 107/127 Calculus II
PHYS 101 Physics for the Life and Health Sciences I
or PHYS 121 Physics for the Physical Sciences and Engineering I
PHYS 102 Physics for the Life and Health Sciences I
or PHYS 122 Physics for the Physical Sciences and Engineering I

Chemistry, Monitoring and Contaminants
CHEM 265 Basic Analytical and Environmental Chemistry
EESC 305 Geochemistry
EESC 406 Environmental Biogeochemistry

The Climate System
CLEN 304 Regional Weather and Climate
CLEN 403 Advanced Topics in Climate Dynamics
EESC 472 Climate Interactions
BIOL 203 Ecology
BIOL 311 Coastal Marine Ecology
BIOL 360 Global Change Biology

Geosciences
EESC 265 Data Analysis in Earth and Environmental Sciences
EESC 266 Hydrology
EESC 277 Earth in Everyday Life
EESC 279 Earth History and Crustal Materials
EESC 304 Sedimentology and Stratigraphy
EESC 365 Geomorphology and Quaternary Geology
EESC 376 Environmental Earth Sciences Field Course
EESC 377 Earth Observing

Issues in Environment and Sustainability
BIOL 201 Animal Biology
BIOL 220 Biological Perspective of Health and Environmental Issues

Modelling
MATH 253 Matrix Algebra
MATH 287 Natural Resource Modelling
MATH 367 Differential Equations

Resource Management and Policy
HNU 405 Food Availability

Co-operative Education
COOP 405 Work Term and Integrated Learning

Indigenous Ways of Knowing
AQUA 340 Fisheries and Aquaculture

Humanities

ART 155 The Scientist's Sketchpad
CATH 101 The Catholic Story
CATH 322 Contemporary Issues in Christianity & Science
ENGL 100 Introduction to Literature and Critical Writing
ENGL 111 Literature and Academic Writing I
ENGL 223 Creative Writing: Nature, Ecology, Climate Change
ENGL 248 Climate Fiction and Environmental Literature
HIST 121 Global Race & Ethnicity I, 1300-1776
HIST 122 Race/Ethnicity in Global History, 1776-Present
HIST 132 Global History, Illicit Cargos and the Making of the Modern World
HIST 141 Empire & Plague 1300-1800
HIST 142 Revolution: Global from 1750
HIST 255 History of Colonial Latin America
HIST 326 History of Cuba from Independence to the Revolution
HIST 346 American Social Movements, 1865-1945
HIST 347 American Social Movements, 1945-Present
HIST 355 The Sixties: A Social History
PHIL 100 Introductory Philosophy
PHIL 101 Introductory Philosophy I: The Examined Life
PHIL 102 Introductory Philosophy II: Self, Freedom and Justice

PHIL 213	Philosophy of Science
PHIL 251	Critical Thinking
PHIL 331	Introduction to Ethics
PHIL 333	Environmental Ethics
PHIL 342	Logic
PHIL 372	Philosophy of Law
RELS 103	World Religions: What you Need to Know
RELS 210	The Bible and Film
RELS 221	Religion and the Environmental Crisis
RELS 225	Cults and Alternative Religions
RELS 265	Intro to the Gospels

Any Modern Languages course
Any Celtic Studies course

PHIL 213	Philosophy of Science
PHIL 251	Critical Thinking
PHIL 331	Introduction to Ethics
PHIL 333	Environmental Ethics
PHIL 342	Logic
PHIL 372	Philosophy of Law
RELS 103	World Religions: What you Need to Know
RELS 210	The Bible and Film
RELS 221	Religion and the Environmental Crisis
RELS 225	Cults and Alternative Religions
RELS 265	Intro to the Gospels

Any Modern Languages course
Any Celtic Studies course

9.12 Computer Science

H. Cai, Ph.D.
T. Darwish, Ph.D.
I. Gondra, Ph.D.
J. Hughes, Ph.D.
J. Levman, Ph.D.
M. Lin, Ph.D.
T. J. Smith, Ph.D.

Computer science is the study of computation. For any given problem, a central question is whether a solution can be computed, and, if so, what are the most efficient and practical ways to carry out the computation. Computer science also involves questions that have the potential to change how we view the world. What is the nature of intelligence and can we reproduce it in a machine? How do we represent the knowledge we have about the world and apply this knowledge to help make better decisions?

A computer is a mechanical device that manipulates symbols according to specified rules. As a discipline, computer science lies at the intersection of mathematics, science, and engineering, but it also has very strong ties to many other disciplines. Bioinformatics employs computers for storing and analyzing protein and genome sequences in order to interpret and predict biological structure and function. Business is served by providing the means to perform complex calculations and to interpret large amounts of data to make informed business decisions. The film industry relies on computer-generated graphics for three-dimensional animation. Psychology and philosophy share with computer science the desire to understand the nature of reasoning, learning and intelligence. Computer science has many subfields, such as algorithms, artificial intelligence, automated theorem proving, databases, graphics, high-performance computing, networking, programming languages, robotics, security, and verification. A common misconception is that computer science is equivalent to programming. Programming is a necessary tool, but it is not the focus.

The Department of Computer Science offers courses leading to BA and BSc degrees with major and honours in computer science as well as a BSc Major in Computer Science with Business Administration. The Department of Computer Science also offers a Post-Baccalaureate Diploma in Artificial Intelligence (PB DIP AI) as well as both a research-based Master of Science (M.Sc.) in Computer Science and a course-based Master of Applied Computer Science (MACS). Students must meet the general requirements of both the faculty and the department in which they are registered.

Students completing a program in computer science have a wide variety of options, including graduate studies in emerging areas of computer science such as big data, robotics, computer-aided vision, and artificial intelligence; and employment in areas such as systems and network analysis, software engineering and computer programming, database, information technology consulting, and data communications. Students are advised to choose their program of study in consultation with faculty and the chair of the Department of Computer Science.

Degrees and Diplomas Offered
BSc with Major (including an option with Business Administration), Honours
BSc with Joint Major, Joint Honours; see sections 7.1.6 and 7.1.7 for options.
BA with Major, Honours
BA with Joint Major, Honours with Subsidiary
Post-baccalaureate Diploma in Artificial Intelligence
Master of Science
Master of Applied Computer Science

Students interested in any of these programs should consult with the relevant department chairs.
General requirements for these degrees are in chapters 4 and 7.

Department Regulations
The following two courses are similar, a student may only receive credit for one of CSCI 275 or BSAD 384.
For major and honours students, CSCI 128 and 135 are permitted only as approved or open electives.

Minor or Subsidiary
24 credits of CSCI

Those students planning a career in secondary education with computer science as their second teachable must take at least 18 CSCI credits; it is recommended that these credits be chosen from: CSCI 135, 161, 162, 215, 255, 263, 275, 277, 364. In addition, it is highly recommended that they take either MATH 101 and 102, or MATH 106 or 126 and MATH 107 or 127.

BSc Major
Science A: 42 credits - CSCI 161, 162, 255, 263, 275, 277, 355, 356, 375, 485, 491 (non-credit); 6 additional CSCI credits at the 300/400 level; 6 credits CSCI electives
Other required courses to be included in science B or science C: MATH 106 or 126, 107 or 127
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits

Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major with Business Administration
Science A: 42 credits - CSCI courses as outlined in the major program
Other required courses to be included in science B: MATH 106 or 126, 107 or 127
Business Administration: 30 credits – BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits - MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits, to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Honours
Science A: 60 credits - CSCI 161, 162, 255, 263, 275, 277, 355, 356, 375, 485, 490, 491 (non-credit); 12 additional CSCI credits at the 300/400 level; 12 credits CSCI electives
Other required courses to be included in science B, science C, or electives: MATH 106 or 126, 107 or 127 (must be science B or C); MATH 253; STAT 231
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

BA Major
Major: 42 credits - CSCI 161, 162, 255, 263, 275, 277, 355, 356, 375, 485, 491 (non-credit); 6 additional CSCI credits at the 300/400 level; 6 credits CSCI electives
Other required courses to be included in minor or open electives: MATH 101, 102 or 106, 107 or 126, 127
Minor: 24 credits
Open electives: 54 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
6 credits of CSCI replace 6 credits of open electives in the standard degree pattern, which is normally 36 credits in the major and 60 credits of open electives.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Joint Major
Major 1: 42 credits - CSCI courses as outlined in the major program
Other required courses to be included in major 2 or open electives: MATH 101, 102 or 106, 107 or 126, 127
Major 2: 36 credits
Open electives: 42 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
6 credits of CSCI replace 6 credits of open electives in the standard degree pattern, which is normally 36 credits in each major and 48 credits of open electives.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours
Honours: 60 credits - CSCI 161, 162, 255, 263, 275, 277, 355, 356, 375, 485, 490, 491 (non-credit); 12 additional CSCI credits at the 300/400 level; 12 credits CSCI electives
Other required courses to be included in open electives: MATH 101, 102 or 106, 107 or 126, 127; MATH 253; STAT 101
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours with Subsidiary
Honours: 48 credits - CSCI 161, 162, 255, 263, 275, 277, 355, 356, 375, 485, 490, 491 (non-credit); 12 additional CSCI credits at the 300/400 level
Other required courses to be included in the subsidiary or open electives: MATH 101, 102 or 106, 107 or 126, 127; MATH 253; STAT 101
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Co-operative Education Program in Computer Science
This optional academic program allows BA or BSc in CSCI students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in areas including (but not limited to) various programming languages and systems analysis to reinforce classroom-based instruction and to increase students' networks and employability. The Computer Science Co-op Program is accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as a CSCI elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Post-Baccalaureate Diploma in Artificial Intelligence
This diploma in artificial intelligence is a two-year credential for individuals who have graduated from an undergraduate degree in a field that is not computer science and have one programming course. Students complete 48 credits of computer science courses normally taken over two academic years. A recognized statistics course must be completed prior or before year two to be awarded the diploma. General requirements are outlined in chapter 7.

Year 1 CSCI 162, 215, 223, 225, 255, 263, 277, 350; 3 credits STAT*

*Students are only required to complete 3 credits of statistics if they have not completed a recognized statistics course prior to being admitted to the program. If required to complete a statistics course, we recommend students take STAT 224 or 231.

Year 2 CSCI 275, 340, 444, 485, 495; two of CSCI 345, 361, 364, 455, 527; 3 credits MATH/STAT/CSCI elective at the 200-level or above.

Co-operative Education Programs in Post-Baccalaureate Diploma in Artificial Intelligence
This optional academic program offers PBD Artificial Intelligence students the opportunity to gain four months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PBD Artificial Intelligence students can confirm their interest in Co-op Education by the add/drop date in September of first year. Students complete professional development training, one four-month work term, and a capstone course, COOP 451. See section 9.13 for further information.

Master of Science (M.Sc.)
This research-based M.Sc. program is designed to equip graduate students with the necessary skills to either work in industry or to continue with academia in a research career. The focus is on research under the supervision of a faculty member. Students must earn a total of 36 graduate credits. Course work counts for 12 credits. Research and thesis work count for 24 credits. Graduate Seminar - 0 credits. General requirements for graduate degrees are outlined in chapter 8. For specific requirements, consult the department chair or visit department website.

Master of Applied Computer Science (MACS)
The MACS is a course-based master's program designed to equip graduate students with the necessary skills to work in industry. To complete the program, students must complete 1 mandatory course (CSCI 584) and 500-level elective courses, totalling 36 credits. Students have the option to complete an elective, project-based course (CSCI 595) in a workplace environment. General requirements for graduate degrees are outlined in chapter 8. For specific requirements, consult the department chair or visit department website.

Year 1 CSCI 584; 15 additional CSCI credits at the 500-level.
Year 2 18 CSCI credits at the 500-level

Co-operative Education Programs in Master of Applied Computer Science (MACS)
This optional academic program offers MACS students the opportunity to gain eight months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students complete professional development training, one eight-month work term, and a capstone course, COOP 530. See section 9.13 for further information.

CSCI 128 Computing Literacy and Coding for Problem Solving
This course introduces coding for everyday problem solving. Programming fundamentals are introduced with an intuitive programming language and a simple programming environment. The students will obtain first-hand experience with live coding examples and exercises. Students from all disciplines can learn to develop their programming abilities without any prior knowledge. For computer science major and honours students CSCI 128 may be used only as an approved or open elective. Students who have received credit for CSCI 161 or equivalent are not permitted to enrol in CSCI 128. Three credits.

CSCI 135 Computer Application Technology
This course enables students to use a variety of software tools to assist in their post-secondary studies and future careers. The course covers a broad range of information and communication tools essential for analyzing and presenting data, communicating information, organizing and writing papers, and preparing talks, slide presentations and posters. Webpage management is introduced. Topics covered support students in education, business, humanities and the health/social/physical sciences. For computer science major and honours students CSCI 135 may be available only as an approved or open elective. Three credits.

CSCI 161 Introduction to Programming
An introduction to computers, algorithms and programming. Topics include problem analysis, algorithm development, data representation, control structures, arrays, and file manipulation. Three credits and two-hour lab.

CSCI 162 Programming and Data Structures
Continuing from the material in CSCI 161, this course covers memory management and data abstraction via classes and objects, and introduces the linear data structures lists, stacks, and queues. Structured programming is encouraged via modular development. Prerequisite: CSCI 161. Three credits and two-hour lab.

CSCI 215 Social Issues in the Information Age
This course exposes students to the various impacts of technology on modern society with the goal of further developing their critical thinking and their ability to make informed decisions in this rapidly changing information age. Topics covered include privacy and security, biotechnology, cybercrime, genetic engineering, artificial intelligence, digitization and intellectual property, ethical issues in computing. Other topics and/or their emphasis may vary by semester. Students from every background will benefit from this course. Three credits.

CSCI 223 Introduction to Data Science
The course will provide students with the basic understanding of the theory and practice of data science and its applications in different real-world domains. Student will also gain practical skills in handling structured and unstructured data, analyzing and visualizing data, data mining, as well as gain hands-on experience of software tools and apply the basic techniques to their own different scientific, engineering and business applications. Prerequisite: One of CSCI 125, 128, 161 or 225. Three credits.

CSCI 225 Coding for Health Analytics
Technological development has transformed modern healthcare. The large amounts of health data currently acquired and analyzed has the potential to positively affect a patient's quality of life. This interdisciplinary course focuses on developing practical coding skills used in the healthcare domain, a rapidly growing field of computing that can have a beneficial impact on patient care and public health. Suitable for students from a variety of backgrounds planning a career involving health-related data. Open to students in all degree programs. Prerequisite: CSCI 128 or 161 or with permission of department chair. Three credits.

CSCI 255 Advanced Data Structures
This course provides a deep investigation of foundational data structures and algorithms. Criteria for selecting appropriate data structures and algorithms for a given problem are presented. General problem solving is emphasized throughout the course. Specific topics include stacks, queues, lists, trees, searching, sorting, traversals, recursion, graphs, hashing, and complexity analysis. Prerequisite: CSCI 162. Three credits and two-hour lab.

CSCI 263 Computer Organization
This course covers basic computer arithmetic, architectures, and instruction sets; in-depth study of the central processing unit, memory and input/output organization; and microprogramming and interfacing. Prerequisite: CSCI 162. Three credits and two-hour lab.

CSCI 275 Database Management Systems
An introduction to the theory and practice associated with the design and implementation of databases. Topics include database models (relational model in detail), design, normalization, transactions, SQL, and a DBMS. Credit will be granted for only one of CSCI 275 or BSAD 384. Prerequisite: CSCI 162. Three credits.

CSCI 277 Discrete Structures
An introduction to sets, binary relations and operations; induction and recursion; partially ordered sets; simple combinations; truth tables; Boolean algebras and elementary group theory, with applications to logic networks, trees and languages; binary coding

theory and finite-state machines. Cross-listed as MATH 277. Prerequisites: MATH 101, 102 or 107 or 127 or 122 or CSCI 162. Three credits.

CSCI 330 Introduction to Reinforcement Learning
In this course, you will delve into the practical aspects of reinforcement learning (RL) and deep reinforcement learning, gaining a comprehensive understanding of fundamental algorithms and techniques. Equipping you with essential tools, the curriculum empowers students to effectively address a diverse array of decision problems. Proficiency in Python is highly recommended for optimal engagement with the course content. Prerequisite: CSCI 162. Three credits.

CSCI 335 Management Science
This course prepares students for careers as analysts and consultants in industries with a focus on enhancing business value through operations, logistics and supply chain management. A variety of successful implementations of management science/operations research tools in different application areas will be studied. Tools such as linear programming, project scheduling with uncertain activity times, various inventory models and simulation will be introduced and coupled with application in the fields of managing operations in manufacturing, long term financial planning and management of healthcare systems. Cross-listed as MATH 335. Prerequisite: MATH 105 or 106/126 or CSCI 161. Three credits. Offered in alternate years.

CSCI 340 Evolutionary Computation
Evolutionary computation is a family of powerful optimization algorithms often used to find solutions to computationally intractable problems. The study of these algorithms and their application to problems is a large research area within computer science. Course topics include combinatorial optimization, genetic algorithms, particle swarm optimization, search space analysis, multi-objective optimization, and neuroevolution. Research practices and technical writing will be emphasized for course assignments/projects. Prerequisites: CSCI 255, CSCI 223 or 275; or permission of chair. Three credits.

CSCI 345 Computer Graphics
Covers fundamental mathematical, algorithmic, and representational issues in computer graphics. Topics include graphics programming, geometrical objects and transformations, 2-D and 3-D data description, manipulation, viewing projections, clipping, shading and animation. Prerequisites: MATH 253; CSCI 255. Three credits and two-hour lab. Offered in alternate years.

CSCI 350 Biomedical Computation
Technological development has transformed modern biomedical data analysis. The large amounts of biomedical data currently acquired has the potential to have real world positive impacts, however, the underlying nature of the data presents major challenges for computational biomedical analysis techniques. This course focuses on advanced technologies applied to biomedical computation, a rapidly growing field with tremendous potential for having a beneficial impact on patient care and public health. Prerequisite: CSCI 161 or with permission of department chair. Three credits.

CSCI 355 Algorithm Design and Analysis
An introduction to the design, analysis, and implementation of algorithms to solve common computational problems. Basic algorithm design techniques such as the greedy strategy, divide-and-conquer, and dynamic programming, as well as network flows, intractability, and NP-completeness will be discussed. Prerequisites: CSCI 255, 277. Three credits and two-hour lab.

CSCI 356 Theory of Computing
An introduction to the theoretical foundations of computer science, examining finite automata, context-free grammars, Turing machines, decidability and undecidability, and complexity theory. Strategies will be developed to help categorize problems as tractable or intractable. Prerequisites: CSCI 255, 277. Three credits.

CSCI 361 Natural Language Processing
This course presents students with methods to automatically analyze text written in a natural language. It explores traditional statistical methods for natural language processing before focusing on more modern techniques such as embedding-based models. This course represents approaches and their applicability across different tasks, such as, sentiment analysis, machine translation, and document classification. Students are expected to code solutions for assignments and a final project. Prerequisite: CSCI 255; 223 recommended. Three credits. Offered in alternate years.

CSCI 364 Mobile Application Development
A mobile application (mobile app) is a software application designed to run on smartphones, tablets and other mobile devices. The android mobile platform has become one of the most popular mobile platforms used by millions around the world. This course introduces application development for the Android OS that can run on mobile devices. The course covers the Android system, the Android development tools, Activity Lifecycle, User Interfaces in Android, and Android application development that uses SMS, databases, location tracking, and/or multimedia. Prerequisite: CSCI 162 or INFO 256. Three credits and two-hour lab. Offered in alternate years.

CSCI 368 Data Communications and Networking
This course covers communication systems; environments and components; common carrier services; network control, design and management; distributed and local networks. Prerequisite: CSCI 255. Three credits and two-hour lab.

CSCI 371 Selected Topics
This course explores current topics in computer science, such as big data, distributed computing, bioinformatics and machine learning. Three credits.

CSCI 375 Operating Systems
An overview of operating systems functions: file management, CPU scheduling, process management, synchronization, memory management, and deadlock handling. UNIX will be introduced and used in this course. Prerequisite: CSCI 255 and CSCI 263. Three credits and two-hour lab.

CSCI 435 Algorithms and Complexity
A survey of advanced topics in algorithms and complexity theory. Topics include online, randomized, approximation, and parameterized algorithms as well as other advanced algorithm design techniques, average-case analysis, and amortized analysis. Prerequisite: CSCI 355 or permission of the chair. Three credits. Offered in alternate years.

CSCI 444 Machine Learning
This course covers modern technologies in computational machine learning. Validation of machine learning algorithms will be taught alongside computational design considerations for the creation of reliable and robust machine learning models. Machine learning techniques will be taught in detail from a computational technology perspective, including decision trees, bootstrapping, bagging, super learners, AdaBoost, artificial & convolutional neural networks and methods for minimizing error on unseen data. Classical learning techniques will also be presented. Prerequisites: CSCI 161, STAT 224 or 231 or 101 or permission of department chair. Three credits.

CSCI 455 Parallel and Distributed Computing
Introduces parallel programming techniques as a natural extension to sequential programming. Students will learn techniques of message-passing parallel programming; study problem-specific algorithms in both non-numeric and numeric domains. Topics will include numeric algorithms; image processing and searching; optimization. Prerequisites: CSCI 375. Three credits and two-hour lab. Offered in alternate years.

CSCI 467 Cyber Security
Covers the theory and practice of computer and network security, including cryptography, authentication, network security, and computer system security. Topics include secret and public key cryptography; message digests; authentication, including password-based, address-based, and cryptographic; network security; system security, including intruders, malicious software, and firewalls. Students will use and implement algorithms. Prerequisite: CSCI 368, completed or concurrent. Three credits. Offered in alternate years.

CSCI 471 Topics in Computer Science
This course explores current topics in computer science, such as big data, distributed computing, bioinformatics and machine learning. Three credits. See https://www.stfx.ca/programs-courses/programs/computer-science

CSCI 483 Interactive Programming with Java
This course introduces principles and practices of interactive programming. Topics include event-driven program structure, user input handling, graphical user interfaces, real-time responsiveness, error and exception management, and introductory networking and concurrency. Prerequisite: CSCI 255. Three credits and two-hour lab. Offered in alternate years.

CSCI 485 Software Design
The course covers techniques for the design and management of large software projects, including structured programming, debugging, and testing methodologies. Examples of large systems will be provided and a programming project will be completed. Prerequisite: CSCI 255. Three credits.

CSCI 487 Organization of Programming Languages
Topics include structure of language definitions, control structures, data types and data flow, compilers vs interpreters, introduction to lexical analysis and parsing. Prerequisite: CSCI 375 completed or concurrent. Three credits. Offered in alternate years.

CSCI 490 Honours Thesis
Students will prepare and present a thesis based on original research conducted under the supervision of a faculty member. Credit will be granted for only one of CSCI 490 or CSCI 493. Restricted to students in the honours program. Required for honours students. Six credits.

CSCI 491 Senior Seminar
The purpose of this non-credit course is to assist students in carrying out research, composition, and oral presentation. Students will present a project topic in the fall term and their project in the spring. Attendance at departmental seminars is mandatory. No credit.

CSCI 495 Artificial Intelligence
An introduction to the core concepts of artificial intelligence, including state space, heuristic search techniques, knowledge representation, logical inference, uncertain reasoning, and machine learning. Specific methods covered include neural networks, genetic algorithms, and reinforcement learning. Prerequisites: CSCI 255, 263, 277. Three credits.

GRADUATE LEVEL COURSES

CSCI 521 Real Time Systems
This course covers analysis techniques and development methodology for real-time systems. Topics include real-time process and control, soft and hard real time systems, real-time scheduling algorithms, schedulability analysis theory, resource access control,

real-time operating systems, real-time communications, performance analysis, requirement specification and system specification, verification of real-time systems, and formal development process of time critical real-time systems. Three credits.

CSCI 522 High Performance Computing
This course is designed for graduate level parallel computing courses. This is not only a course which is linked to real parallel programming software, but also a course which covers many theoretical aspects on architectures, algorithms and applications. This course concentrates on parallel program to be executed not only on special multiprocessor systems or supercomputers, but also on networked workstations (Linux) or PCs using freely available parallel software tools such as Message Passing Interface (MPI) and Parallel Virtual Machine (PVM). Some emerging topics such as cluster computing, grid computing, cloud computing, peer-to-peer computing, as well as multicore systems will be introduced. Three credits.

CSCI 523 Software Engineering
This course covers major concepts in software engineering. The fundamental characteristics of the software life cycle as well as tools and techniques for development and maintenance of large software systems will be presented. A major objective of this course is to give the student real-life software development experience. This objective is accomplished through the student's participation on a team that will develop a single software product over the course of the term. Product development will follow the full software life cycle from requirements analysis through product delivery. The focus will be on an object-oriented development strategy. Three credits.

CSCI 524 Mobile Application Design/Development
Mobile applications are software applications designed to run on mobile devices. The Android mobile platform has become one of the most popular platforms used by millions of devices around the world. This course introduces App development for the Android OS. The course covers the Android system, fundamental components of Android Apps, how to create user interfaces in Android, and how to create Android Apps that use databases, location, and networking, multimedia and/or other services. Three credits.

CSCI 525 Machine Learning Design
This course covers modern technologies in computational machine learning with advanced applications in deep learning. Validation of machine learning algorithms will be taught alongside computational design considerations for the creation of reliable and robust machine learning models. Technologies taught will include autoencoders, deep learning for segmentation (U-Nets etc.), recurrent neural networks, long short-term memory learning machines and explainable artificial intelligence. Classical machine learning techniques will also be presented for breadth of background. Three credits.

CSCI 526 Embedded Systems
This course introduces the design and development of embedded systems. Students will gain theoretical knowledge and practical experience in developing
software for embedded applications. The course explores key concepts such as microcontrollers, real-time operating systems (RTOS), communication protocols, and energy-efficient systems. Three credits.

CSCI 527 Big Data
The emphasis of this course is to introduce big data concepts. Course topics include reliable and big data storage, efficient big data processing and analytics. Students will gain abilities to design highly scalable systems that can store, process, and analyze a big volume of unstructured and/or semi-structured data in batch mode and/or real time. Three credits.

CSCI 528 Advanced Data Analytics
The course will introduce advanced algorithms for structured data analytics and their applications in real-world problems. Course topics include classification, cluster analysis, association analysis, and anomaly detection. Students will learn these algorithms with hands-on implementation and gain abilities to derive value from collected data by applying the advanced data analytics algorithms. Three credits.

CSCI 529 Mobile Robotics
This course will introduce basic concepts and techniques used within the field of mobile robotics. Classical motion planning algorithms, such as A* and RRT will be taught. During this course, machine learning models related to robotics will also be taught. The fundamental challenges for autonomous intelligent systems will be analyzed and an approximation method to calculate a solution will be discussed. The concepts taught will include Bayesian filters, Kinematics, Sensors, Markov Decision Process, POMDP and Reinforcement Learning. Three credits.

CSCI 531 Reinforcement Learning
This course will introduce the fundamentals of Reinforcement learning and Deep learning techniques. The course will cover the Tabular solution methods, such as the finite Markov Decision Processes and Temporal-Difference learning. It will also cover approximation solution methods, as on-policy and off-policy approximations. By the end of the course, new deep-learning techniques will be introduced. Strong fundamentals in calculus and data structure are recommended. Restricted to MACS and MSc-CSCI students. Three credits.

CSCI 532 Advanced Natural Language Processing
This course presents students with methods to automatically analyze text written in a natural language and considers ethical concerns on biased data. It explores modern techniques such as embedding-based and neural models. This course presents approaches and their applicability across different tasks, such as, sentiment analysis, language modelling and document classification. Students are expected to code solutions for assignments. Three credits.

CSCI 541 Theory of Computing
An advanced course building on foundational ideas in the theory of computing. Further properties of regular and context-free languages, language classes beyond context-free, parsing, randomness and probabilistic computation, relativized computation, complexity hierarchies, and circuit complexity will be discussed. Prior experience with theory of computing at the undergraduate level is recommended. Three credits.

CSCI 542 Representation & Reasoning
This course provides a survey of general methods for analyzing knowledge about the real world and mapping it to a computable form. Principles of knowledge representation and their role in adapting logic and ontology to the task of constructing computable models of an application domain are introduced. Methods for representing dynamically changing processes and events are presented. Ways of dealing with vague, uncertain, imprecise or inconsistent facts are discussed. Three credits.

CSCI 543 Specification and Verification
A treatment of formal logic with applications to computer science, starting with a rigorous discussion of propositional and predicate logic (with equality) and culminating in proofs of soundness and completeness. Several automated theorem proving methods such as semantic tableaux, natural deduction, and resolution will be compared. Extensions to other logics will be discussed. Three credits.

CSCI 544 Computational Logic
This course focuses on automated theorem proving. We start with a rigorous treatment of propositional and first order calculus (with equality) and the method of natural deduction, giving a thorough investigation of the soundness and completeness proofs and decidability. Then we compare and contrast several automated theorem proving methods such as tableau, resolution, sequent style calculus and rewrite systems. Extensions to other logics will be discussed. Students will implement one of the automated theorem proving methods. Three credits.

CSCI 545 Artificial Intelligence
This course covers advanced core concepts in artificial intelligence (AI). Topics covered include intelligent agents, uninformed and informed (heuristic) search, logical and probabilistic knowledge representation, logical and probabilistic inference, essentials of machine learning, neural networks, reinforcement learning, and evolutionary computation. Project requires and in-depth study of a topic related to AI. Three credits.

CSCI 546 Biomedical Computation
Technological development has transformed modern biomedical data analysis. The large amounts of biomedical data currently acquired has the potential to have real world positive impacts, however, the underlying nature of the data presents major challenges for computational biomedical analysis techniques. This course focuses on advanced technologies applied to biomedical computation, a rapidly growing field with tremendous potential for having a beneficial impact on patient care and public health. Three credits.

CSCI 547 Evolutionary Computation
Evolutionary computation is a family of powerful optimization algorithms often used to find solutions to computationally intractable problems. The study of these algorithms and their application to problems is a large research area within computer science. Course topics include combinatorial optimization, genetic algorithms, particle swarm optimization, search space analysis, multi-objective optimization, and neuroevolution. Research practices and technical writing will be emphasised for course assignments/projects. Three credits.

CSCI 550 Approximation Algorithms
An introduction to the study of approximation algorithms, highlighting key algorithm design techniques for approximation algorithms and the complementary study of hardness of approximation. Topics include greedy algorithms and local search, dynamic programming, deterministic and randomized rounding of linear and semidefinite programs, and the primal-dual method. Three credits.

CSCI 554 Matrix Computation
Through the use of lectures, discussions, the text, assignments, and labs, this course will familiarize students with the advanced knowledge of triangular systems, positive definite systems, banded systems, sparse positive definite systems, general systems; Sensitivity of linear systems; orthogonal matrices and least squares; singular value decomposition; eigenvalues and eigenvectors; and QR algorithm with their applications. Three credits.

CSCI 555 Data Mining and Machine Learning
The course covers the most current techniques used in data mining and machine learning and their background theoretical results. Two basic groups of methods are covered in this course: supervised learning (classification or regression) and unsupervised learning (clustering). The supervised learning methods includes Recursive Partitioning Tree, Random Forest, Linear Discriminant and Quadratic Discriminant Analysis, Neural Network, Support Vector Machine. The unsupervised learning methods include Hierarchical Clustering, K-means, K-nearest-neighbour, model-based clustering methods. Furthermore, the course also covers the dimensional reduction techniques such as LASSO and Ridge Regression, and model checking criteria. Three credits.

CSCI 561 Computer and Network Security
The objective of the course is to provide a broad overview of issues and approaches, while exposing students to recent advancements in computer and network security. This course will cover the theory and practice of computer and network security.

While covering the theory of computer communication security, the course will focus on using and in some cases implementing various algorithms as well. Three credits.

CSCI 562 Computer Graphics
Fundamental mathematical, algorithmic and representational issues in computer graphics. Graphics programming. Geometrical objects and transformations. 2-D and 3-D data description and manipulation. Viewing, projections, clipping, shading, animation. Three credits.

CSCI 563 Advanced Database Systems
Explores advanced and evolving issues in database management systems. Topics include advanced database design and normalization, database implementations and optimizations, advanced and embedded SQL, ODBC and JDBC, XML, data warehousing, and emerging database trends. A major project is a key component of the course. Three credits.

CSCI 564 Constraint Processing and Heuristic Search
The course will examine combinatorial problem solving and optimization with constraint processing and heuristic search methods for a variety of real world applications. It contains two main parts. The first part covers basic and advanced search techniques and the second part studies constraint processing techniques and constraint programming. Three credits.

CSCI 582 Computer Science Thesis-Based Graduate Seminar
This seminar course is designed to equip students with the knowledge and skills necessary to conduct research, write theses, deliver oral presentations, and communicate effectively. It is facilitated by computer science faculty members and features presentations from invited experts. Pass/Fail. No credit.

CSCI 584 Computer Science Graduate Seminar
This seminar course prepares graduates for industry or academia by developing knowledge and skills that will be applicable in a variety of professional contexts. Among these skills will be professional communication with industry and non-industry audiences, social and ethical issues in the field, grant and proposal writing, job search skills, research skills, and current innovations in research. The course is facilitated by computer science faculty members and includes presentations by invited experts. Pass/Fail. Three credits.

CSCI 595 Project
The main objective of this course is to give the student real-life software development experience. The student will work with an industry or academic partner and develop a computing solution to a real-world problem. The student will be responsible to manage the project from development to execution. The student will gain practical experience on methods, languages, and tools in software design and development. Six credits.

CSCI 598 Research
Six credits.

CSCI 599 Thesis
Eighteen credits.

9.13 Co-operative Education

J. MacDonald, MLIS, M.Ad.Ed., M.Ed., Manager

Co-operative education utilizes experiential learning partnerships between the university and employer to provide students with opportunities for relevant, paid employment while completing academic studies. A combination of professional development training and practical work experience empowers students to apply and further develop the knowledge and skills they have acquired in their academic program. Currently, Co-operative education is an option for nine undergraduate, one graduate, and selected post-baccalaureate diploma programs.

Co-op Education in Undergraduate Programs
Co-operative education is an option for students enrolled in biology, business, climate and environment, computer science, data science, Earth and environmental sciences, economics, health, human nutrition, and mathematics. Students enrolled in a BA must commit to a major in computer science, economics, or mathematics to continue in the co-op education program. Students enrolled in BSc must commit to a major in biology, computer science, data science, Earth and environmental sciences, economics, or mathematics to continue in the co-op education program. Students' degree programs and registration will be monitored, and academic averages will be assessed annually to determine eligibility to continue in the program. Participation in the cooperative education program is voluntary, obtaining a cooperative education work assignment is competitive, and students are not guaranteed a cooperative education work placement.

Admission and Progression Requirements
Students are eligible to join the co-operative education program after at least one full year of academic study. Co-op applications will open in the spring and close shortly after the posted date on the program's website. Admission to the program is based on academic requirements and the student's ability to be flexible regarding work term options. A minimum overall first year average of 65% is required for students joining the program in their second year. For students joining the program in third year, the student must meet a minimum overall second-year average of 70%. To remain in the co-op education program, students must be actively engaged, must be registered in a minimum of 9 credits per term while completing co-op requirements, and maintain a 70% average. The co-op education program begins and ends on an academic term. After completing 12 months of co-op work experience, students are required to complete a minimum of 9 credits at StFX.

International students may apply for the co-op program if they have a valid study permit. The co-op work permit is required for international students to go on co-op work term and can be obtained from Immigration, Refugees and Citizenship Canada (IRCC). Students should be aware that work permit processing timelines can be lengthy (6-8 months). If a student hasn't submitted a co-op work permit application by the date indicated by the Co-op Education program or obtained a valid co-op work permit, the student will not be able to participate in the co-op job search and will probably extend the length of your academic studies if the student wishes to complete the co-op program.

PD Training
Students enrolled in the program complete their professional development training in-person within the first four months in the program. The professional development training assists with students' success within the program and their work terms. Students are notified of the professional development training schedule when they apply to the co-op program. Students must adjust their calendars to ensure they are available to complete the training when it has been scheduled. Students must successfully complete the mandatory professional development training and required assignments to be eligible for co-op work terms.

Work Term Sequencing
Students can complete their co-op work terms as an alternating or internship model. The alternating model consists of full time 4-month plus 8-month or 8-month plus 4-month. The 12 months full time work term is considered a co-op internship and must be with one employer. Work terms must occur in at least two of the three "academic semesters" and must be preceded and followed by an academic term(s). "Academic semesters" are January to April, May to August, and September to December. Within the first month of being in the program, the co-op office and academic advising will help you make a work term plan that is right for you. The co-op office will use this work plan to direct students when they need to secure their work terms.

All co-op work terms must be approved by the co-op office in advance. Failure to obtain the required approval of the work term from the co-op office may result in the work term not counting toward the co-op work term requirements. As the Co-op work terms have 2 credits assigned, students will pay the equivalent of 2 credit tuition in addition to their co-op fees for each work term.

Students who complete three work terms will receive 6 credits which are included in the 120 credits students need to complete for their degree. Depending on the major, the co-op work term credit can be used as major elective or open elective. For the Health program, co-op work term credits can be used as an open elective. For the CLEN program, co-op can be used as an open elective. Successful completion of each work term is required to continue in the co-op program. Students are not permitted to finish their degree on a co-op work term.

For some work terms, students must provide the employer a confirmation of enrollment letter. Students may request the letter through Services@StFX. In the comments section of this form, indicate you are enrolled in the Co-op program. Co-op students should not use the confirmation of enrollment letter available in myData.

Taking Courses while on a Co-op Work Term
Co-op students are permitted to take one course (3 credits) while on work term as long as it does not interfere with the students'

ability to perform their job duties or work schedule. The student must obtain permission from Co-op office and co-op employer before enrolling in the course. If a co-op student wishes to take a course from another academic institution, they must notify the COOP office on their intent to ask for letter of permission (LOP) and provide a timeline for course completion. The Co-op Office will consider the LOP an active course until the student's final grade for the course has been entered on the student's transcript. If a student is completing an active LOP course, the Co-op office will not grant permission to take another course until the final grade for the LOP course has been entered on the student's transcript.

If the Co-op student is looking to take a course while completing a work term in the summer semester, the student is allowed to take one spring course and one summer course IF those courses are taken online at St FX University only. If a co-op student decides to take a course on Letter of Permission, they can only complete one, 3 credit course from May-August. The co-op office must be notified in advance on a student's decision to enroll in a course while on a work term.

Withdrawing from Co-op
Students may withdraw from the co-operative education program by completing the online withdrawal form found on the co-operative education program Moodle page. There will be no refund of fees collected for professional development training or work terms completed prior to the date of withdrawal. For students who withdraw during a PDS session, normal refunding rules will apply. Students will not be permitted to withdraw from the co-op program once they have accepted a co-op position whether they have registered for the work term course or not. The student must successfully complete the work term and the necessary work term assignments to receive a pass for the work term. The process to withdraw the student from Co-op will take place after the final grade has been entered for the work term.

Co-op Completion
Students who successfully complete all co-op requirements and all academic requirements for their degrees will receive a certificate of completion with their degree parchment. In addition, a co-operative education designation will be displayed in the degree awarded section of their official transcript. Many of the co-op programs offered are accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada).

COOP 140 Enhancing your Career-Personal & Professional Effectiveness
This seminar lays discusses career development. Students discover the skills they need for future employability. Through career management strategies, students will establish goals that will enable them to achieve their career goals and develop career resiliency. Topics covered include career development, self-assessment, reflection, and mission statements. Students will also be introduced to the electronic portfolio development process and the important role it can play in the career development process. Pass/fail. No credit.

COOP 410-430 Co-operative Education Work Terms
Co-op work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's supervisor will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the Co-op staff, submit formal performance evaluation and write a reflective essay. Co-op work terms are paid and are full time hours (minimum 35 hrs/wk). Pass/fail. Two credits each. Note: Students will pay their co-op fee and the equivalent two credit tuition for each work term.

Co-op Education in Graduate Studies
Co-op Education is an option for students enrolled in the Master of Applied Computer Science (MACS). Admission to the Co-op Education program is based on the academic requirements of the MACS program and is a direct entry program. Students should be aware that the workload associated with a Masters-level degree requires additional time and effort than an undergraduate program.

Admission and Progression
Students will confirm their status in the Co-op program in September of their first year. The Co-op Office will notify new students of the confirm co-op status process in August. Students will have to confirm co-op status before add/drop date in September.

Students' degree programs and registration will be monitored, and academic averages will be assessed by term (December and April) and annually to determine eligibility to continue in the program. For continuation in the Co-op Education program, MACS students must achieve a passing grade of 70% in their academic courses, be actively engaged with the Co-op Education program, and be registered in and complete a minimum of nine MACS credits (three courses) per term while completing co-op requirements. If a student doesn't maintain a passing grade and/or the number of credits per term, they will be removed from the Co-op Program and if they have secured a work term, they will become ineligible to continue the work term as a co-op student. The student will need to notify their co-op employer within 24 hours that they are no longer a co-op student. The employer can retain the student but if the employer is using a co-op funding program (i.e. CEI NS Gov), the student is not eligible to continue with a funded co-op work term.

PD Training
MACS students will complete their professional development training within the fall semester of starting the co-op education program. The professional development training assist students' success within the program and their future work term. Students must successfully complete mandatory professional development training to be eligible for co-op work terms.

Participation in the cooperative education program is voluntary, obtaining a cooperative education work assignment is competitive, and students are not guaranteed a co-op education work placement. MACS students complete eight months of work. Each work term for MACS students is three credits (six credits total) which are included in the 36 credits students need to complete for degree requirements. While on work term, students will be charged their co-op fee and the equivalent of three credits tuition. MACS students will complete work terms in the summer and fall which begin in the summer after the first year (this is the only option for work term sequencing).

All work placements must be approved by the co-op office in advance. Failure to obtain the required approval of the work term from the co-op office may result in the work term not counting towards the program. After students complete their eight months of work experience, they return to StFX to complete their academic studies and COOP 530. Students are not permitted to finish their degree while on a co-op work term.

During the work term, students complete mandatory work term assignments and are monitored/evaluated by the Co-op Program staff and their direct reporting manager at the workplace. To complete a work term successfully, Co-op students must obtain at least a satisfactory grade on their performance evaluation and complete all co-op assignments with quality and be submitted on time. For some work terms, students must provide the employer a confirmation of enrolment letter. Students may request the letter through Services@StFX. In the comments section of this form, indicate you are enrolled in the Co-op program. Co-op students should not use the confirmation of enrolment letter available in myData.

The co-op work permit is required for international students to go on co-op work term and can be obtained from Immigration, Refugees and Citizenship Canada (IRCC). In order to obtain a co-op work permit, students must have a valid study permit and be enrolled in the StFX Co-op Education program. Students should be aware that work permit processing timelines could be lengthy (6-8 months). If a student has not submitted their co-op work permit application by the date indicated by the Co-op Education program or obtained a valid co-op work permit, the student will not be able to participate in the co-op job search.

Withdrawing from Co-op
Students may withdraw from the co-op education program by completing the online withdrawal form found on the co-op education program Moodle page. There will be no refund of fees collected for professional development seminars or work terms completed prior to the date of withdrawal. For students who withdraw before a PDS session, normal refunding rules will apply. Students will not be permitted to withdraw from the co-op program once they have accepted a co-op position whether they have registered for the work term course or not. The student must successfully complete the work term and the necessary work term assignments to receive a pass for the work term. The process to withdraw the student from Co-op Program will take place after the final grade has been entered for the work term.

Co-op Completion
Students who successfully complete all co-op requirements and all academic requirements for their degrees will receive a certificate of completion with their degree parchment. In addition, a co-operative education designation will be displayed in the degree awarded section of their official transcript.

Co-op Education in Post-baccalaureate Diploma Studies
Co-op Education is an option for students enrolled in the Post-Baccalaureate Diploma in Enterprise IT Management (PB DIP ENITM), Post-Baccalaureate Diploma in Business Studies (PB DIP BUS), Post-Baccalaureate Diploma in Data Science, Post-Baccalaureate Diploma in Digital Marketing (PB DIP DM), Post-Baccalaureate Diploma in Accounting Studies, and Post-Baccalaureate Diploma in Artificial Intelligence (PBD AI).

Admission and Progression
Admission to the Co-op Education program is based on the academic requirements of the PBD programs and is a direct entry program. Students will provide the Co-op office with a decision regarding their participation in the Co-op program. The decision will be finalized before the posted add/drop course dates outlined in the academic calendar. Students will confirm their decision to complete Co-op in the same month that they started their first-year classes. For PBD programs that have two intakes of students per year (September and January) students who start their academic program in January will be eligible to apply to Co-op in September of the same year that they started their academic program. January intake students should reach out to the Co-op Office to discuss the process.

Students' degree programs and registration will be monitored, and academic averages will be assessed by term and annually to determine eligibility to continue in the program. For continuation in the Co-op Education program, PBD students must achieve a passing grade of 60% in their academic courses, be actively engaged with the Co-op Education program, and be registered in and complete a minimum of 12 credits (4 courses) per term while completing co-op requirements. If a student doesn't maintain a passing grade of 60% in all academic courses, and the number of credits per term, they will be removed from the Co-op Program and if they have secured a work term, they will become ineligible to continue the work term as a co-op student. The student will need to notify their co-op employer within 24 hours that they are no longer a co-op student. The employer can retain the student but if the employer is using a co-op funding program (i.e. CEI NS Gov), the student is not eligible to continue with a funded co-op work term.

PD Training
PBD September students will complete their professional development training within the fall semester of starting the co-op education program. PBD January start students will be eligible to enroll/start the Co-op program in September of the same year that

they started their academic program. The professional development training assist students' success within the program and their work term. Students must successfully complete mandatory professional development training to be eligible for co-op work terms.

Work Term
Participation in the cooperative education program is voluntary, obtaining a cooperative education work term is competitive, and students are not guaranteed a cooperative education work placement. PBD students complete four months of work in the summer between first and second year (this is the only option for work term sequencing). The work term is three credits which is included in the 48/60 for students in the PBD in Enterprise IT Management, Digital Marketing, Business Studies and Data Science credits students need to complete for diploma requirements. For students in the PBD in AI and PBD in Accounting Studies, the three credits is considered additive credit to the 48 credits students need to complete for diploma requirements. While on work term, students will be charged their co-op fee and the equivalent of three credits tuition plus associated fees. The work term must be approved by the co-op office in advance. Failure to obtain the required approval of the work term from the co-op office may result in the work term not counting towards the program. After students complete their four months of work experience, they return to StFX to complete their academic studies and COOP 451. Students are not permitted to finish their degree while on a co-op work experience.

During the work term, students complete mandatory work term assignments and are monitored/evaluated by the Co-op Program staff and their direct reporting manager at the workplace. To complete a work term successfully, Co-op students must obtain at least a satisfactory grade on their performance evaluation and complete all co-op assignments with quality and be submitted on time. For some work terms, students will be required to provide the employer a confirmation of enrollment letter. Students may request the letter through Services@StFX. In the comments section of this form, indicate you are enrolled in the Co-op program. Co-op students should not use the confirmation of enrollment letter available in myData.

The co-op work permit is required for international students to go on co-op work term and can be obtained from Immigration, Refugees and Citizenship Canada (IRCC). In order to obtain a co-op work permit, students must have a valid study permit and be enrolled in the StFX Co-op Education program. Students should be aware that work permit processing timelines could be lengthy (6-8 months). If you have not submitted your co-op work permit application by the date indicated by the Co-op Education program or obtained a valid co-op work permit, you will not be able to participate in the co-op job search.

Withdrawing from Co-op
Students may withdraw from the co-op education program by completing the online withdrawal form found on the co-op education program Moodle page. There will be no refund on fees collected for professional development seminars or work terms completed prior to the date of withdrawal. For students who withdraw during a PDS session, normal refunding will apply. Students will not be permitted to withdraw from the co-op program once they have accepted a co-op position whether they have registered for the work term course or not. The student must successfully complete the work term and the necessary work term assignments to receive a pass for the work term. The process to withdraw the student from Co-op Program will take place after the final grade has been entered for the work term.

Students who successfully complete all co-op requirements and all academic requirements for their degrees will receive a certificate of completion with their degree parchment. In addition, a co-operative education designation will be displayed in the degree awarded section of their official transcript.

MACS Co-op students will complete the following co-op courses. Attendance is mandatory for co-op courses.

COOP 500 Developing Professional Identity and Workplace Effectiveness I
This seminar addresses workplace readiness topics (i.e. emotional intelligence, reflection, workplace identity) that will assist students with the transition from school to the workplace. Students discover and nurture their professional identity to facilitate co-op work experience. Pass/fail. No credit.

COOP 501 Developing Professional Identity and Workplace Effectiveness II
This seminar addresses workplace topics (e.g. bullying, harassment, conflict management, onboarding, performance management, negotiation) that will assist students with the transition from academics to the co-op workplace. Prerequisite: COOP 500. Pass/fail. No credit.

COOP 510 Co-operative Education Work Term I
COOP work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's work term manager will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the co-op staff, submit formal performance evaluation, and write a reflective essay. Prerequisites: COOP 500, 501. Pass/fail. Three credits.

COOP 520 Co-operative Education Work Term II
COOP work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's work term manager will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the Co-op staff, submit formal performance evaluation, and write a reflective essay. Restricted to MACS co-op students. Prerequisites: COOP 500, 501, 510. Pass/fail. Three credits.

COOP 530 Co-operative Education Integrated Learning
Following the completion of work term requirements, students reflect, discuss and report on their co-op experience. MACS prerequisites: COOP 500, 501, 510, 520. PB DIP ENITM prerequisites: COOP 500, 501, 510. Pass/Fail. No credit.

PBD Co-op students will complete the following co-op courses. Attendance is mandatory for co-op courses.

COOP 150 Developing Professional Identity and Workplace Effectiveness I
This seminar addresses workplace readiness topics (i.e. emotional intelligence, reflection, workplace identity) that will assist students with the transition from school to the workplace. Students discover and nurture their professional iFdentity to facilitate co-op work experience. Pass/fail. No credit.

COOP 151 Developing Professional Identity and Workplace Effectiveness II
This seminar addresses workplace topics (e.g. bullying, harassment, conflict management, onboarding, performance management, negotiation) that will assist students with the transition from academics to the co-op workplace. Prerequisite: COOP 150. Pass/fail. No credit.

COOP 450 Co-operative Education Work Term I
COOP work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's work term manager will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the co-op staff, submit formal performance evaluation, and write a reflective essay. Prerequisites: COOP 150/151. Pass/fail. Three credits.

COOP 451 Co-operative Education Integrated Learning
Following the completion of work term requirements, students reflect, discuss and report on their co-op experience.. PB DIP prerequisites: COOP 150, 151, 450. Pass/Fail. No credit.

9.14 Data Science

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D. DeWolf, Ph.D.
S. Finbow, Ph.D.
A. Kaur, Ph.D.
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Data Science, the study of data, has emerged from the vast proliferation of data generated in recent decades and is a growing field that will be instrumental in the rapidly expanding data driven future. Data Science is involved in the collection, organization, analysis, interpretation, and presentation of data with the potential to reveal patterns in data from which we can gain meaningful insights in pressing fundamental and socially relevant issues. As such, there is significant demand for data scientists throughout every domain including health, politics, sports, engineering, business, social science, media, life science, etc.

The primary goal of the Data Science (DSCI) program is to provide students with the necessary mathematical and statistical background required for success in data science, while integrating data-based applications found in other fields and exploring ethical issues and transparent data ethics strategies. The various offerings will provide students with opportunities to integrate real data from a specific discipline or their field of interest with the fundamental rigorous computational and technical mathematical and statistical skills and knowledge. In all courses, past examples of use and misuse of data from various real world examples will be used in the courses as teachable moments.

Data Science exemplifies interdisciplinary studies. Students will work on projects using real data sets from across a range of domains. Students will be shown how to work with statistical computing programming languages, such as R, course projects are designed to allow students to work with tools learned from other facets of their studies.

Degrees, Diplomas, and Certificates Offered
BSc with Major (including an option with Business Administration), Honours
BSc with Joint Honours; see sections 7.1.6 and 7.1.7 for options
Certificate in Data Science
Post-Baccalaureate Diploma in Data Science

Students interested in any of these programs should consult with the department chair or any member of the department. General requirements for these degrees are in chapter 7.

Minor
24 credits: DSCI 101, 204; STAT 101 or 231; 12 credits from DSCI 314, 318, 357, MATH 236, 253, STAT 331; 3 credits from DSCI designated electives. (Equivalent ENGR math and stat courses will also fulfill the above requirements.)

Certificate in Data Science
Students may complete a Certificate in Data Science as part of any degree program. The certificate is completed concurrently while completing the degree. The following 33 credits are incorporated into the student's degree pattern.
Requirements: DSCI 101, 204, 314; CSCI 161; MATH 253; STAT 101 or 231; 3 credits from DSCI 318, MATH 236; 3 credits from DSCI 357, STAT 331; 3 credits from DSCI 422, 445; 6 credits of DSCI designated electives. (Equivalent ENGR math and stat courses will also fulfill the above requirements.)

BSc Major
Science A: 42 credits - DSCI 101, 204, 314, 357, 445, 491; MATH 106 or 126, 107 or 127, 253; STAT 231, 331; 3 credits from DSCI 318, 422, MATH 236, STAT 333; 9 credits of DSCI designated electives. Science A requires a minimum of 18 credits at the 300/400 level. (Equivalent ENGR math and stat courses will also fulfill the above requirements.)
Other required courses to be included as science B, science C, or electives: CSCI 161
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major with Business Administration
Science A: 42 credits - DSCI courses as outlined in the major program
Business Administration: 30 credits – BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits

Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits, to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Honours
Science A: 60 credits - DSCI 101, 204, 314, 357, 422, 445, 490, 491; MATH 106 or 126, 107 or 127, 253, 254, 267, 277; STAT 231, 331, 333; 3 credits from DSCI 318, MATH 236; 6 credits DSCI designated electives. Science A requires a minimum of 30 credits at the 300/400 level. (Equivalent ENGR math and stat courses will also fulfill the above requirements.)
Other required courses to be included as science B, science C, or electives: CSCI 161, 162
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

Co-operative Education in Data Science
This optional academic program allows students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. The Data Science Co-op Program (undergraduate level) follows the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) accreditation standards. Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as Data Science elective or as an open or approved elective. At the PBD level, PBD Data Science Co-op students complete professional development training, one four-month work term (3 credits additive), and a capstone course, COOP 530.For further information on work term sequencing options and professional development training topics see section 9.13.

Post-Baccalaureate Diploma in Data Science
The Post-baccalaureate Diploma (PBD) in Data Science is a two-year credential for individuals who have graduated from an undergraduate degree in any field and have completed a Grade 12 pre-calculus course or equivalent. The diploma comprises 60 credits normally taken over two academic years (4 semesters).
Requirements: DSCI 101, 204, 314, 318, 357, 422, 445; MATH 106 or 126, 107 or 127, 236, 253, 254, 267; MATH/CSCI 277; STAT 101 or 231(recommended), 331, 333; 9 credits DSCI designated electives. (Equivalent ENGR math and stat courses will also fulfill the above requirements.)

Course pattern:
Year 1 DSCI 101, DSCI 204, MATH 106 or 126, MATH 107 or 127, MATH 236, MATH 253, MATH/CSCI 277, STAT 101 or 231, STAT 331, 3 credits DSCI designated elective
Year 2 DSCI 314, DSCI 318, DSCI 357, DSCI 422, DSCI 445, MATH 254, MATH 267, STAT 333, 6 credits DSCI designated electives

Co-operative Education Program in Post-Baccalaureate Diploma in Data Science
This optional academic program offers PBD Data Science students the opportunity to gain four months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PBD Data Science students can confirm their interest in Co-op Education by the add/drop date in September of first year. Students complete professional development trainincg, one four-month work term, and a capstone course, COOP 451. See section 9.13 for further information.

DSCI 101 Data Management
This course provides the skills and tools required to manage and analyse data in the day-to-day work of a data scientist. Students will be able to find and access data, assess the quality and suitability of data, and write software to access, manage, and analyse data. Topics include data handling (storage, access, recovery, etc.), data models (e.g., flat, relational, and JSON), database management with query languages (e.g., SQL), automation and API access with scripting languages (e.g., R), and basic analysis. Three credits.

DSCI 204 Introduction to Statistical Programming
This course will provide an application-driven introduction to data science. Students will be introduced to the required statistical and computational tools necessary for data science. By the end of this course, students will be equipped with all the knowledge required to perform analytical activities in R. Topics will include data visualization, data transformation, data wrangling, functional programming, and data modelling. Prerequisites: STAT 101, 224 or 231. Three credits.

DSCI 314 Predictive Analytics
This course will focus on applications of data science and statistical learning techniques to build predictive models using computational tools. Students will master frequently used predictive modelling techniques and develop the essential tools to evaluate the performance of these models. There will be integrated case studies to promote the effective communication of statistical results. Topics will include model building, data preparation, model selection and validation. Prerequisites: DSCI 204. Three credits.

DSCI 318 Customer Analytics
This course addresses how data science can be used to learn about and market to individual customers. Students will learn a scientific approach to marketing with hands-on use of technologies such as databases, analytics, and computing systems to collect and analyze customer data. Prerequisites: DSCI 204. Three credits.

DSCI 357 Regression Analysis
An investigation of the statistical techniques for modelling the relationship between a dependent variable and one or more independent or predictor variables. Topics include ordinary least squares method and linear regression, matrix algebra and multiple regression, variable selection, residual analysis, multicolinearity, and generalized linear models. Credit will be granted for only one of DSCI 357, STAT 357 or STAT 435. Cross-listed as STAT 357. Prerequisites: One of MATH 223, 253 and one of STAT 101, 224, 231 or permission of the chair. Three credits and one-hour lab.

DSCI 422 Spatial Statistics
This course will provide students with the knowledge and skills required to investigate the underlying spatial processes which generate the patterns we observe in real-world data. Students will learn to design and implement a spatial analysis and demonstrate the ability to apply and critically interpret appropriate methods for the analysis of geographical information. Topics will include an introduction to statistical mapping, point pattern analyses, investigating spatial autocorrelation, and analysing areal and spatially continuous data. Prerequisites: DSCI 204, STAT 331. Three credits.

DSCI 445 Statistical Learning and Data Mining
The course covers the most current techniques used in data mining and machine learning and their background theoretical results. Two basic groups of methods are covered in this course: supervised learning (classification or regression) and unsupervised learning (clustering). The supervised learning methods include Recursive Partitioning Tree, Random Forest, Linear Discriminant and Quadratic Discriminant Analysis, Neural Network, Support Vector Machine. The unsupervised learning methods include Hierarchical Clustering, K-means, K-nearest-neighbour, model-based clustering methods. Furthermore, the course also covers the dimensional reduction techniques such as LASSO and Ridge Regression, and model checking criteria. Cross-listed as STAT 445. Prerequisites: CSCI 161, STAT 224 or 231 or permission of department chair. Three credits. Offered 2026-2027 and in alternate years.

DSCI 490 Honours Thesis
Students will prepare and present a project-based thesis based on original research conducted under the supervision of a faculty member. Ideally, the project will be co-supervised by a faculty member outside the Department of Mathematics and Statistics. Required for honours students. Six credits.

DSCI 491 Senior Seminar
The purpose of this non-credit course is to assist students in carrying out research, composition, and oral presentation. This seminar will include speakers from industry, and ethics workshops. Students will present a project topic in the fall term and their project in the spring. Attendance at departmental seminars is mandatory. No credit.

DATA SCIENCE DESIGNATED COURSES
(Departmental prerequisites apply, or override approval is required)

BIOL 311	Coastal Marine Ecology
BIOL 452	Bioinformatics
BSAD 281	Technology Management
BSAD 384	Data Management and Analytics
BSAD 482	Decision Intelligence and Analytics
CSCI 215	Social Issues in the Information Age
CSCI 275	Database Management Systems
CSCI 350	Biomedical Computation
ECON 272	Economic Data Analysis
ECON 371	Econometrics I
ECON 472	Advanced Econometrics II
EESC 377	Earth Observing
MATH 287	Natural Resource Modelling
MATH 382	Sports Analytics

PHYS 374	Computational Physics
STAT 344	Epidemiological Methods I

9.15 Development Studies

S. Dodaro, Ph.D., Co-ordinator

Faculty	Department
K. Burnett, Ph.D.	Development Studies
S. Cameron	
S. Chattopadhyay, Ph.D.	Development Studies and Women's and Gender Studies
S. Dodaro, Ph.D.	Economics
J. Langdon, Ph.D.	Development Studies

Advising Faculty	Department
N. Allen, Ph.D.	Political Science
M. Fanjoy, Ph.D.	Coady International Institute
S. Vincent, Ph.D./R.Alam	Anthropology
R. Wyeth, Ph.D.	Biology

This interdisciplinary program in development studies examines the local and global social, economic, political, ecological and cultural contexts in which development takes place. Students engage with the theory and practice of development, explore issues that pertain to social justice, and learn about different approaches and initiatives, including the Antigonish Movement and the work of the Coady International Institute. Students are prepared to pursue careers related to development or to integrate what they learn in whatever other career path they choose to pursue.

Students may complete an honours with subsidiary, a joint advanced major or a joint major in development studies and another subject, a subsidiary or a minor in development studies. In addition, students may pair DEVS courses or take them as electives to gain a different perspective. Students who intend to pursue development studies, or to gain some understanding of what the program has to offer, are strongly encouraged to take DEVS 101 in their first year. Students graduating with honours, joint advanced major or joint major in development studies and another subject must complete ECON 101 and 102 during the course of their degree. These six credits are treated as electives. A three-credit social science research methods course is required for students graduating with an honours or joint advanced major degree. These three credits are also treated as electives. To satisfy prerequisite requirements, students should take at least one of the following during their first year: ANTH 111, 112, PSCI 101, 102, SOCI 101, 102. As well, it is recommended that students graduating with honours, joint advanced major or joint major in development studies gain competency in a second language relevant to their studies (e.g., French or Spanish).

Pair
12 credits – DEVS 101; 3 credits from DEVS 201, 202; 6 additional credits of DEVS core, cross-listed or designated courses

Minor
24 credits – DEVS 101, 201, 202; 15 additional credits of DEVS core, cross-listed or designated courses.
No more than 6 credits of DEVS cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared major subject.

Subsidiary
24 credits – DEVS 101, 201, 202; 6 credits from DEVS 302, 303, 311, 321; 9 additional credits DEVS core, cross-listed or designated courses.
No more than 6 credits of DEVS cross-listed or designated courses may be from a single department. None of the development studies cross-listed or designated courses may be in the student's honours subject.

Joint Major
Major 1 or 2: 36 credits - DEVS 101, 201, 202, 302, 303, 311, 321; 3 credits from DEVS 401, 405; 12 additional credits of DEVS core, cross-listed or designated courses
Other required courses to be included in the second major or open electives: ECON 101, 102
Major 1 or 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
No more than 12 credits of DEVS cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's other declared major subject.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Advanced Major
Major 1 or 2: 36 credits - DEVS 101, 201, 202, 302, 303, 311, 321, 401, 405; 9 additional credits of DEVS core, cross-listed or designated courses
Other required courses to be included in the second major or open electives: ECON 101, 102; 3 credits from ANTH 304, 305, PSCI 397, SOCI 202, 307, or other social science research methods course with approval of DEVS coordinator.
Major 1 or 2: 36 credits
Open electives: 48 credits
Total: 120 credits

At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in DEVS 401 or 405 if DEVS is major 1.
No more than 12 credits of DEVS cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's other declared advanced major subject.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits - DEVS 101, 201, 202, 302, 303, 311, 321, 401, 405, 412, 490; 12 additional credits of DEVS core, cross-listed or designated courses
Other required courses to be included in the subsidiary or open electives: ECON 101, 102; 3 credits from ANTH 304, 305, PSCI 397, SOCI 202, 307, or other social science research methods course with approval of DEVS coordinator.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
No more than 12 credits of DEVS cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's subsidiary subject.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

DEVELOPMENT STUDIES CORE COURSES

DEVS 101 Introduction to Development Studies
This course offers students an introduction to the field of development studies. It explores core concepts about 'development' and its real-world applications. Along with an introduction to international development institutions, topics covered include colonialism and its legacies, Indigenous people, gender and development, environment and climate change, food insecurity, human rights and diversity, human displacement and migration, and economic relations. Discussion of these topics will be situated in the context of local, national and global case studies. Three credits.

DEVS 201 Development and the Global South
An introduction to development theory and practice as it applies to inequality between countries, and within countries of the Global South. The course provides students with a critical analytical framework for understanding and evaluating development theories, policies, programs, trends, and impacts, especially since the formation of the Bretton Woods institutions. Students will explore the concepts of sustainable development and of social and economic justice as they relate to global development. Prerequisite: DEVS 101 or permission of the co-ordinator. Three credits.

DEVS 202 Development in Canada
In this course, Canada's path to development, and the challenges it currently faces will be explored. These include Canada's current economy and how it is rapidly changing, its colonial history and the ramifications of that history, including for indigenous peoples and racialized communities, and the persistence of social, economic, and geographic inequalities that raise questions about the distribution of the benefits of development, the challenge of sustainability, given the stresses Canada place on the global physical and social environment, and the country's changing demographics and its implications, including the role of migration and refugees. Prerequisite: DEVS 101 or permission of the co-ordinator. Three credits.

DEVS 203 Environment and Justice
This course looks at the relationship between people and ecosystems through a lens of environmental and social justice. It explores how varying historic and contemporary human interactions with the physical planet benefit and harm different members of the global population, examining how different societies impact the environment and how the environment impacts different societies. Issues explored will include resource extraction, biodiversity, climate change, human rights and livelihoods, global inequalities, environmental governance, and ecological justice. Cross-listed as CLEN 201. Prerequisite: One of DEVS 101, CLEN 101, 102, or permission of the coordinator. Three credits.

DEVS 213 Gender, Development, and Migration
Staying tuned to theories and intersections of three concepts: gender, migration, and development, the course will journey through topics like borders, sexuality, illegality, precarity, rights and vulnerability in relation to different kinds of migrants (asylum seekers, refugees, migrants without papers, temporary contract holders, care givers) and migrations (voluntary and forced). This is not all, we will also discuss migrant agency and migrant justice movements. Although the course is taught from a hyper-industrial and most developed location, we will hear narratives from the Global South, and the North-South connections in terms of migration. Credits will be granted for only one of DEVS 213 and WMGS 299 (2021-2022). Cross-listed as WMGS 213. Prerequisite: DEVS 101 or permission of the instructor. Three credits.

DEVS 302 Globalization and Development
The course analyzes the forces affecting the globalization process, its evolution over time, and its impacts on development. It takes a broad view, from an interdisciplinary perspective, of the factors at work, their nature and their consequences. Topics considered include the fact and policy dimensions of globalization, questions that pertain to equity and fairness, issues concerning production, consumption, global markets, governance, and the role of various international institutions. It also analyzes the mechanisms linking the global to the local level. Prerequisites: DEVS 201, 202 or ECON 101, 102. Three credits.

DEVS 303 Power, People, Planet, and Profit
The course considers the interrelationship of social, economic, and ecological considerations that pertain globalization processes that impact development. The course is grounded in theoretical consideration of the central role consumption plays in globalization, markets, ecological crises, and (in)equity. It provides an interdisciplinary analysis of such issues as: local and global markets, ecological stability, the significance of power, culture, norms, and various stakeholders in how consumption impacts sustainable and equitable development. It looks at particular initiatives including gender and the garment industry, boycotts, and child labour. Prerequisites: DEVS 201, 202, 203 or CLEN 201. Three credits.

DEVS 311 Development and Social Change in Practice
In this seminar course, students make the link between theoretical discussion of development, social change, and actual practice, both locally and internationally. An in-class component addresses the practicalities of development, social change and social justice interventions and the major issues that affect them, such as: gender/ethnic/class stratification; power relations within and between localities and external agents; and indigenous versus dominant forms of knowledge. Student will then apply this in an experiential learning component in a local or international context. Prerequisites: DEVS 201, 202; or permission of the instructor. Three credits.

DEVS 315 Gender and Development
This course will examine a number of ways to understand what gender and development mean, and the ways in which the two intersect. For instance, the course will explore such questions as, how can thinking intersectionally change the practices of development and of international institutions of development?; and, how local and gendered actors respond to development policies? This course shows the significance of feminist movements to development and a gender-sensitive turn in development policies. Sub-themes in the course include women and work, gender and health, empowerment, environment, sustainable development, and others. Credits will be granted for only one of DEVS 315 and DEVS 391(ST: Gender and Development). Cross-listed as WMGS 315. Prerequisite: WMGS 100 or DEVS 201 and 202. Three credits.

DEVS 321 People and Development
This course examines the people engaged in development policy and practice, from target populations, to NGO workers, international organizations, business and governments. Students will consider the impacts of strategies such as those promoting popular participation, gender equality, small-scale business, local knowledge and democratic reform, as well as of different forms of development institutions. The course uses case studies based on long-term, first-hand participant observation that place development processes in larger historical, political and economic contexts. Cross-listed as ANTH 320. Prerequisites: ANTH 111, 112 or DEVS 201, 202. Three credits. Offered every year.

DEVS 371 Political Economy of Development
Countries in the developing world face political challenges, particularly maintaining political order, fostering economic growth, and providing public services. This course will explore state weakness, political institutions and economic growth, corruption, and the politics of diversity. Credit will be granted for only one of DEVS 371, PSCI 371 or PSCI 370. Cross-listed as PSCI 371. Prerequisites: DEVS 201, 202 or PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

DEVS 391 Selected Topics
The topic for 2026-2027 is Social Movements, Development and Social Change in Practice. This course will explore examples of social movements and the ways in which they engage in making change in society; it will also give students an experiential learning opportunity to work with social movements and related organizations in their change efforts. The course will also engage with social movement literature, and how it connects to experiential learning in social change and activist contexts. Prerequisites: DEVS 101 or permission of the instructor. Three credits.

DEVS 401 Theories of Development
This seminar takes an interdisciplinary approach to the study of theories that have shaped the conceptualization and practice of development around the world. The seminar focuses on current versions of general development theories such as: modernization, structuralism, Marxism, dependency theory, neoclassical and neoliberal theory, alternative development, and post-development. Examples of current theories that focus on key development issues are also covered. Prerequisites: DEVS 201, 202. Three credits.

DEVS 405 Community-Based Development: Strategies and Practice
This seminar is an examination of community development and its practice, and how local initiatives are contributing to sustainable development. Particular attention is paid to agency in communities and how it is expressed in active citizenship and solidarity. Examples from current development initiatives are used to explore and unpack what is meant by community development across Canada and internationally. Prerequisites: DEVS 201, 202. Three credits.

DEVS 412 Internship in Development Studies
Building on DEVS 311 and rooted in experiential learning, this internship is designed to provide a more in-depth practical learning experience in a social change context. Internships take place over the spring and summer, lasting 2 to 3 months (or 4 to 6 months part time), in a local or international context or by distance. Reflective papers throughout the internship apply key learning approaches to understand impacts of social change on oneself and beyond. For the fall term, students participate in weekly seminars and complete assignments that explore the convergence of experiential learning, social justice, and development studies. Internships are frequently used towards an honours thesis or major research paper. Prerequisite: DEVS 311 and permission of the instructor. Three credits.

DEVS 490 Thesis
Students will work under the supervision of a faculty member who guides the selection of a thesis topic, use of resources, research methodology, and quality of analysis. Restricted to honours students. Six credits.

DEVS 499 Directed Study
Students will work with a course instructor on a topic which is not available through other course offerings. Prerequisites: DEVS 201, 202 and six additional credits in core development studies courses. See section 3.5. Three credits.

DEVELOPMENT STUDIES CROSS-LISTED COURSES

DEVS 211 Local and Community Development Economics
Beginning with theories of local and community economic development and welfare, this course provides an economic analysis of community needs and resources (human resources, capital and natural resources, infrastructure). Students will examine interactions within the community and between the community and the outside world, exploring approaches to local and community economic development and planning. Cross-listed as ECON 211. Three credits.

DEVS 223 Local and Global Livelihoods
Globalization has affected economies at all scales, from the household to international trading and investments. This course will examine how people make a living in this context. Ethnographic studies will be used to explore such aspects as international labour migration, global commodity chains, tourism, and the sending and investing of money. Cross-listed as ANTH 223. Prerequisite: ANTH 111, 112 or DEVS 201, 202. Three credits.

DEVS 257 Canada and the "Global South": Connections and Disconnections in the 20th Century
This course examines economic, political, military, and cultural ties between Canada and the Global South during the 20th century. The course explores how Canada's relationships with the Global South was shaped by its own colonial history and then examines different aspects of governmental, organizational, and person-to-person relations. Topics will include policies on immigration and refugees, business investments, concerns related to human rights, and international aid. Cross-listed as HIST 257. Three credits. Not offered 2026-2027.

DEVS 305 Economic Development I
Starting with an overview of the present state of the world, this course explores economic development strategies and prospects. Topics include perspectives on economic development; poverty and inequality; past and present theories of growth; alternate approaches to economic development; models of development and underdevelopment; population growth; rapid urbanization, rural-urban migration and the informal economy. Cross-listed as ECON 305. Three credits.

DEVS 306 Economic Development II
This course provides an overview of the most pressing issues and problems facing present day developing countries. Topics include education and health in economic development; rural development and agricultural transformation; the environment and its impact on development; development policymaking and the roles of markets, state and civil society; international trade, globalization and development; foreign aid and MNCs; and fiscal policy for development. Cross-listed as ECON 306. Prerequisites: ECON 101, 102. Three credits.

DEVS 321 People and Development
This course examines the people engaged in development policy and practice, from target populations, to NGO workers, international organizations, business and governments. Students will consider the impacts of strategies such as those promoting popular participation, gender equality, small-scale business, local knowledge and democratic reform, as well as of different forms of development institutions. The course uses case studies based on long-term, first-hand participant observation that place development processes in larger historical, political and economic contexts. Cross-listed as ANTH 320. Prerequisites: ANTH 111, 112 or DEVS 201, 202. Three credits.

DEVS 322 Co-operative Movements in Comparison: Antigonish & Beyond
Explores social change and economic development through the history, philosophy, and practice of co-operative movements across Canada, with a focus on the Antigonish Movement. The movements are used to examine political systems, labour relations, class conflict, co-operative strategies, education, religion, and ethnicity in the context of social transformation. Cross-listed as SOCI 322. Prerequisites: DEVS 201, 202 or SOCI 101, 102. Three credits.

DEVS 352 Social Entrepreneurship
The context, models, trends, opportunities, and challenges associated with social entrepreneurship focus on areas of public concern such as economic development, education, community welfare, and healthcare. These issues are examined using case studies, group projects, and experiential learning. Emphasis is on how entrepreneurship is combined with the tools of business to create effective responses to social needs and innovative solutions to social problems. Credit will be granted for only one of BSAD 352 or BSAD 457. Cross-listed as BSAD 352. Prerequisite: DEVS 201, 202. Three credits.

DEVS 354 Global Political Economy
This course examines the politics of international economic relations. Topics include transnational corporations and the globalization of production, the multilateral trade system and regionalism, the global monetary and financial system, and economic development in the global South. Cross-listed as PSCI 354. Prerequisites: PSCI 101, 102 (100) or DEVS 201, 202; PSCI 251/252 recommended. Three credits.

DEVS 355 Global Issues
This course examines the state's supremacy and its capacity to manage such global issues as: transnational flows of goods, services, money, and ideas; the phenomenon of failed states in the post-Cold War period; global environmental issues; weapons proliferation; terrorism and other forms of transnational crime; and the rise of transnational social activist groups. Cross-listed as PSCI 355. Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (251/252 recommended) or DEVS 201, 202. Three credits.

DEVS 371 Political Economy of Development
Countries in the developing world face a distinct set of political challenges, particularly as they relate to fostering economic growth and providing effective public services. This course will explore the political determinants of development as well as the effect of economic conditions on political outcomes. Key issues include the origins of state weakness, the relationship between political institutions and economic growth, the causes of corruption, and the effect of diversity on governance outcomes. Credit will be granted for only one of DEVS 371 or DEVS 370. Cross-listed as PSCI 371. Prerequisites: PSCI 100 or PSCI 101, 102 or DEVS 201, 202. Three credits.

DEVELOPMENT STUDIES DESIGNATED COURSES
Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 218 Anthropology of Health & Illness
ANTH 223* Local and Global Livelihoods
ANTH 234 Introduction to Indigenous Studies
ANTH 310 Anthropology of Tourism
ANTH 320* People and Development
ANTH 323 Feminist Anthropology
ANTH 332 L'nu (Mi'kmaq) Studies: Advanced Critical Issues in Indigenous Anthropology
ANTH 415 Anthropology of HIV/AIDS
ANTH 425 Power and Change
ANTH 435 Advanced Indigenous Issues

Aquatic Resources
AQUA 221 Issues in Resource Management
AQUA 298 Selected Topics: Managing Water & UN SDGs

Art
ART 300 A Cultural and Intellectual History of Canada
ART 344 Issues in Contemporary Canadian Art

Biology
BIOL 221 Issues in Resource Management
BIOL 345 Communities and Ecosystems

Business Administration
BSAD 352* Social Entrepreneurship
BSAD 357 International Business
BSAD 358 Business Ethics
BSAD 366 Indigenous Business in Canada

Catholic Studies
CATH 341 Social Justice and Catholic Tradition

Celtic Studies
CELT 332 The Scots in North America

Earth and Environmental Sciences
EESC 272 Understanding Climate Change
EESC 273 Health and the Environment
EESC 274 Health Impacts of Global Climate Change

Economics
ECON 211* Local & Community Development Economics
ECON 241 Canadian Economic Prospects and Challenges
ECON 242 International Economic Prospects and Challenges
ECON 281 Environmental Economics
ECON 305* Economic Development I
ECON 306* Economic Development II
ECON 361 Labour Economics
ECON 365 International Trade
ECON 366 International Payments and Finance
ECON 381 Natural Resource Economics

English
ENGL 240 Literature of the Middle East
ENGL 248 Climate Fiction and Environmental Literature
ENGL 282 Literature of Global Justice: Human Rights, Asylum, Self Determination
ENGL 347 The Afterlife of Slavery & 21st Century Black Literature: Reading Africa and the African Diaspora

French
FREN 361 Acadian Literature
FREN 362 Acadian Language and Culture

Health
HLTH 301 Global Health, Equity, and Innovation
HLTH 421 Food and Nutrition for Global Health Equity

History
HIST 223 Black and White and Colourful All Over: Africa in the World from 1800
HIST 228 History of Maritime Provinces: Pre-Confederation
HIST 229 History of Maritime Provinces: Post-Confederation
HIST 233 French Imperialism
HIST 235 Introduction to South Asia History
HIST 255 History of Colonial Latin America
HIST 256 History of Modern Latin America
HIST 257 Canada and the Global South
HIST 283 Making Britain Great
HIST 303 The Working People and Social Justice in Early Canadian Society
HIST 304 Capitalism and Social Justice in Modern Canada
HIST 317 Canadian Women and Gender History: From Colony to Nation
HIST 318 Canadian Women's and Gender History: Modernity
HIST 322 Canadian Immigration, Race and Ethnicity to 1896
HIST 326 History of Cuba from Independence to the Revolution
HIST 337 History of Modern Mexico
HIST 347 American Social Movements, 1945-Present
HIST 355 The Sixties: A Social History
HIST 360 Gender & Sexuality in Modern European Empires
HIST 374 The People's Republic of China
HIST 462 Topics in Latin American History

Human Nutrition
HNU 405 Food Availability
HNU 421 Global Health, Equity, and Innovation

Interdisciplinary Studies
IDS 305 Immersion Service Learning
IDS 306 Service Learning: Theory and Practice

Mi'kmaq
MIKM 205 Mi'kmaq Language II

Nursing
NURS 303 Indigenous Perspective of Health and Healing
NURS 364 Social Justice and Health
NURS 486 International Health and Development

Philosophy
PHIL 333 Environmental Ethics

PHIL 371	Social and Political Philosophy

Political Science

PSCI 211	Comparative Politics of Western Democracies
PSCI 212	Comparative Politics of Non-Western and Developing Countries
PSCI 241	Business and Government
PSCI 251	Foundations of Global Politics
PSCI 252	Contemporary Global Politics
PSCI 291	Violence, Conflict and Politics
PSCI 306	Theory and Politics of Human Rights
PSCI 308	Global Justice
PSCI 315	Democratization around the World
PSCI 316	Dictatorships
PSCI 322	Atlantic Canada
PSCI 325	Indigenous Politics in Canada
PSCI 335	Human Rights and International Justice
PSCI 344	Citizenship, Identity and Diversity
PSCI 345	Women and Politics
PSCI 353	International Organizations
PSCI 354*	Global Political Economy
PSCI 355*	Global Issues
PSCI 358	International Security
PSCI 363	International Relations of East Asia
PSCI 371*	Political Economy of Development
PSCI 372	Politics in the Muslim World
PSCI 391	Latin American Politics and Government
PSCI 395	Mexican Politics

Public Policy and Governance

PGOV 201	Public Policy Analysis
PGOV 305	Gender and Public Policy
PGOV 307	Science and Public Policy
PGOV 355	Learning from Disaster

Sociology

SOCI 203	Gender
SOCI 207	Health Justice
SOCI 212	Social Dissent
SOCI 217	Race and Identities
SOCI 218	Social Inequality in Canada
SOCI 237	Social Justice
SOCI 242	Technology and Society
SOCI 243	Consumer Society
SOCI 247	Environmental Social Science I: Problems & Paradigms
SOCI 254	Experiencing Social Class
SOCI 309	Power and the State
SOCI 341	Sociology of Agriculture
SOCI 356	Power, Culture, and Identity
SOCI 364	Food and Society
SOCI 366	Coastal Communities

Spanish

SPAN 255	Cultural Production & Human Rights in Latin America
SPAN 315	Hispanic Civilization to 1800
SPAN 325	Hispanic Civilization, 1800 to Present
SPAN 427	Spanish and Latin-American Literature and Cinema
SPAN 431	Topics in Latin American Literature

Women's and Gender Studies

WMGS 203	Gender
WMGS 217	Race and Identities
WMGS 345	Women and Politics
WMGS 364	Social Justice and Health

Notes: *Cross-listed as DEVS courses.

Other courses, not listed here, may be considered designated courses with permission of the development studies co-ordinator (selected topics courses or on a development theme or issue).

9.16 Earth and Environmental Sciences

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We are intimately connected to the physical Earth— its land, plants and animals and atmosphere; the materials that fill our homes and workplaces, the energy that powers our movements, the food that we eat, and the technology that powers our innovations. Earth and environmental sciences provide a multidisciplinary approach to understanding Earth's systems employing physical, chemical, biological and mathematical methods to study the Earth's materials, dynamics, and evolution.

Scientists in this field study and interpret the Earth's evolution as revealed by its atmosphere, ocean and fresh waters, soils, rocks, minerals, and fossils; explore and develop valuable resources; and evaluate and measure the environmental changes arising from human activities. An understanding of these systems is becoming increasingly central to many of the present-day issues facing humanity. This degree prepares students for postgraduate studies, as well as a wide range of careers in geology, climatology, environmental science, resource exploration, renewable energy development, government, industry, and financial institutions where earth science knowledge is vital for investments and economic planning.

We offer a fully integrated Earth and Environmental Sciences BSc degree with major or honours with options for joint programs, and non-specialist courses for students interested in acquiring a better understanding of our planet. An important component of the instruction includes exercises involving real data acquisition and analysis in the field and lab.

Department Requirements
Course requirements for major and honours Earth and Environmental Sciences programs are shown below; deviation from this course pattern requires the permission of the department chair and/or the Dean of Science. See chapter 7 for information on the degree patterns, declarations of major and honours, advancement, and graduation requirements. Approved science electives may be in any discipline normally accepted for credit for science students.

Minor
24 credits: EESC 171 or 173, 172; 18 additional EESC credits

Major
Science A: 42 credits - EESC 171 or 173, 172 (or CLEN 102 with permission), 245, 265, 266, 272, 277, 279, 304 or 365, 375 or 376, 491 (non-credit); 3 credits EESC at the 400 level; 9 additional EESC credits at the 300/400 level
Other required courses to be included in science B, science C, or electives: CHEM 101,102 or 121, 122; MATH 106 or 126, 107 or 127 (must be science B or C); 6 credits from BIOL 111, 112, PHYS 101, 102, 121, 122
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major with Business Administration
Science A: 42 credits – EESC courses as outlined in the major program
Other required courses, as outlined in the major program, to be included in the degree pattern; science B must be MATH
Business Administration: 30 credits – BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits – MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits, to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

Honours
Science A: 60 credits - EESC 171 or 173, 172 (or CLEN 102 with permission), 245, 265, 266, 272, 277, 279, 304 or 365, 375 or 376, 490, 491 (non-credit); 3 additional EESC credits at the 400 level; 15 additional EESC credits at the 300/400 level; 6 credits EESC electives
Other required courses to be included in science B, science C, or electives: CHEM 101, 102 or 121,122; MATH 106 or 126, 107 or 127 (must be science B or C); 6 credits from BIOL 111, 112, PHYS 101, 102, 121, 122
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

Diploma in Engineering with Bachelor of Science
Students may earn their engineering diploma and a 4-year BSc degree with a major in Earth and environmental sciences or their engineering diploma and a 3-year BSc degree with a concentration in Earth and environmental sciences. Contact academic advising for available options.

Co-operative Education Program in Earth and Environmental Sciences
This optional academic program allows students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as EESC elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Master of Science Program
See chapter 8 for admission regulations.

EESC 171 The Hidden Earth: Deep Time, Resources, and Solid Earth Systems
An introduction to the processes driving Earth's geosphere and its evolution through time. The course provides students with the framework to understand how plate tectonics has shaped and continues to reshape Earth's surface, including continental landmasses, oceans, climate, life, and the occurrence and distribution of Earth's resources. Topics include plate tectonic theory, Earth's composition and internal structure, geologic time, crustal deformation and mountain building, earthquakes, volcanoes, the origin of the ocean and atmosphere, linking geological processes, paleoclimates, and extinction events, and the role of Earth's resources in modern society. Three credits and tutorial.

EESC 172 The Changing Earth: Water, Climate, and Environmental Systems
An introduction to the processes driving Earth's atmosphere, hydrosphere and cryosphere. The course prepares students to understand and evaluate contemporary challenges in environmental systems, exploring concepts such as climate change, water and resource management, and environmental impacts associated with human activity. Topics include ocean dynamics, coastal systems, surface and ground water, glacial processes, atmospheric structure, weather, and climate. Three credits and tutorial.

EESC 173 Natural Hazards
An introduction to the processes leading to natural hazards such as earthquakes, volcanic eruptions and tsunamis. This course will explore the geophysical and geological processes behind such events, their impacts on human society, the historical reason of why some of these events collide with human settlements more often than others, historical and present occurrences, and how to potentially minimize negative consequences from these catastrophic events. Three credits.

EESC 245 Structural Geology
An introduction to the deformation of the Earth's crust, mechanisms and concepts of deformation; classification and interpretation of folds, faults and fractures. Students will learn interpretation of geologic structure through the stereographic analysis of three-dimensional structures, creation of geological maps, and map interpretation. Prerequisite: EESC 171 or 173 or permission. Three credits and lab.

EESC 265 Data Analysis in Earth and Environmental Sciences
An assortment of data analysis methods used by the Earth and environmental scientists, in both industry and research. Students

are introduced to mathematical tools that form the foundation of data analysis and to techniques for data analysis using modern scripting languages. The course provides an introduction to matrices and arrays, data conditioning, analysis and statistics, visualization, and generative artificial intelligence (AI). Credit will be granted for only one of EESC 265 or EESC 246. Prerequisite: One of EESC 171, 172, CLEN 101, 102 or permission. Three credits and lab.

EESC 266 Hydrology
A study of the water cycle on land, this course covers the processes controlling: stream flow, soil water, groundwater flow, glaciers and ice sheets, and the exchange of water between natural reservoirs and the atmosphere; applications of chemical tracers to hydrology; aspects of human interaction with these systems, including flood hazards, water resource usage, and contamination. Credit will be granted for only one of EESC 266 or EESC 366. Prerequisite: One of EESC 172, CLEN 101, 102, AQUA 101, 102 or permission. Three credits and lab.

EESC 272 Understanding Climate Change
An understanding of the impacts of climate change has become crucial for areas of governance, business, engineering and diverse fields of science. This course will provide students with a qualitative understanding of climate processes and climate models, as well as an understanding of uncertainty in future climate change and limitations to model simulations. In addition, the impacts of climate change to many aspects of human societies will be explored. Cross-listed as CLEN 202. Prerequisite: One of EESC 172, CLEN 101, 102, AQUA 101, 102 or permission. Three credits and lab.

EESC 273 Health, Environment and Climate Change
Understanding the relationship between environment and health is a significant challenge for current and future generations. Environmental contaminants and a changing climate are a result of human interference in the natural processes and fluxes of elements in the planetary system and play key roles in the development of many common health problems. This course will explore many scientific aspects of the connections between human and planetary health. Cannot be used as a science credit by students in geoscience or Earth and environmental science streams. Three credits. Offered 2026-2027.

EESC 277 The Earth in Everyday Life
This course will explore the relationships between the earth, human evolution and modern society. Students will investigate advancement and evolution in our attempts to harness and understand the Earth from historic metallurgy to modern mining. Students will explore geological and environmental components of different parts of our daily lives including energy, food, cell phones and water and their relationship to modern day issues. Three credits.

EESC 279 Earth History and Crustal Materials
An overview of the evolution of planet Earth from its origin some 4.6 billion years ago to the present. Students will examine changes in the distribution and character of continents and ocean basins, mountain ranges, continental glaciers and other features of the Earth's surface, in light of plate tectonic theory, while studying the evolution and composition of the Earth's crust by learning the origin, composition, classification and identification of igneous, sedimentary, and metamorphic rocks. Laboratory study of rocks in hand sample. Prerequisite: EESC 171 or 173 or permission. Three credits and lab.

EESC 301 Advanced Crustal Materials
An advanced treatment of the rheological properties of magma, fluid dynamics, crystal growth, crystal-melt-fluid equilibria, igneous and metamorphic rock suites and their genesis, petrogenetic modelling. Applications of thermodynamic principles and phase equilibria to the genesis of igneous rocks and metamorphic rocks. Students will also investigate the optical properties of minerals in both theory and practice and the application of microscopic techniques. Prerequisites: EESC 279. Three credits and lab. Not offered 2026-2027.

EESC 303 Mineralogy of Natural Systems
The course involves an in-depth examination of common rock- and soil-forming minerals (including critical minerals) through systematic study of their physical, chemical and optical properties. Emphasis is placed on understanding how, where, and why different minerals form, how they interface with the hydrosphere and atmosphere in near surface environments, and how they integrate into modern human society. Prerequisites: EESC 277, 279 or permission. Three credits and lab. Not offered 2026-2027.

EESC 304 Sedimentology and Stratigraphy
Study of sedimentary facies analysis and interpretation of ancient depositional environments, petrology of clastic and carbonate sedimentary rocks, sequence stratigraphy, and methods of stratigraphic and correlation in surface and subsurface settings. Labs include examination of sedimentary rocks and interpretation of real-world stratigraphic and seismic datasets. Prerequisite: EESC 279 or permission. Three credits and lab.

EESC 305 Geochemistry
Covers the processes that control the movement of elements through the planetary system related to the geochemistry of water, the atmosphere, and the solid Earth. Topics may include equilibrium; dissolution, saturation and precipitation; buffering and pH; redox processes; crystallization, partitioning and fractionation; thermodynamic principles; isotopes. Prerequisites: EESC 266, 279 or permission. Three credits and lab. Not offered 2026-2027.

EESC 365 Geomorphology and Quaternary Geology
Study of landform processes and evolution. Students will examine how landscapes around the world are formed and shaped by processes such as water, wind, ice, gravity, and tectonism; the interrelation between climate and landscape; glaciation and quaternary history; and how to identify and interpret landforms. Prerequisite: EESC 171 or 172 or 173. Three credits and lab.

EESC 375 Geological Field Methods
An introduction to field techniques; geological mapping on small and large scales; stratigraphic and structural interpretations. Topics include aerial photographs, topographic maps; basic field mapping techniques; systematics of rock and mineral identification. Includes a 10-day introductory field camp, normally held at the beginning of third year. Prerequisites: EESC 245, 279 or permission. Three credits. Offered end of August 2026.

EESC 376 Environmental Earth Science Field Course
A field and lab course which introduces field techniques in environmental Earth sciences, including sampling, collection, analysis, and interpretation of climatological, geochemical, biogeochemical, hydrological, geophysical, and surficial geological data. Topics include spatial variability in natural physical and chemical processes; field sampling techniques and tools; lab and computer-aided analysis of data. A 10-day course held in May. Prerequisites: EESC 266, 272/CLEN 202 or permission. Three credits. Offered 2026-2027.

EESC 377 Earth Observing
An introduction to the methods of acquiring, processing, and mapping spatial data for the study of natural processes or human factors. This practical hands-on course covers: satellite and airborne (including by Unmanned Aerial Vehicle or UAV) remote sensing applications and imagery; geographic positioning systems and techniques; computational and data processing tools, with an emphasis on cloud-based platforms for big data analysis (e.g. Google Earth Engine); and mapping using Geographic Information Systems (GIS). Prerequisite: EESC 265 or CSCI 161. Three credits plus hands-on laboratory component involving field and in-class assignments.

EESC 406 Environmental Biogeochemistry
An advanced examination of selected topics in environmental geochemistry and biogeochemistry, including chemical cycling and transformation in atmospheric, soil and aquatic environments. Topics may include stable isotopes, redox processes, heavy metals, sulphur, carbon and reactive nitrogen. Prerequisites: CLEN 102 or EESC 172, EESC 266 or permission. Three credits and lab. Not offered 2026-2027.

EESC 426 Ore Deposits
Covers classification, petrology, ore mineralogy, and mode of occurrence of mineral deposits and their relationship to tectonic processes. Students will study the large and small-scale characteristics of mineral deposits and interpretation of the controls of ore formation and their relationship to modern-day global issues. Prerequisites: EESC 279, 303, concurrent if necessary. Three credits and lab. Not offered 2026-2027.

EESC 435 Advanced Structure and Tectonics
The course uses modern and ancient mountain belts (e.g., Himalayan, Appalachian, Variscan) to highlight special topics in structural geology and plate tectonics. These include, but are not limited to, the interpretation of regional structures, mechanisms of deformation, geometric analysis of single and polyphase deformation, understanding the temporal evolution of orogenic belts, numerical modelling of heat and material transport, integration and application of geochemical and geochronological datasets, linking orogenic processes to metamorphism, sedimentary basins, magmatism, and critical mineral deposits, critical taper theory, channel flow dynamics, etc. Prerequisite: EESC 245. Three credits and lab.

EESC 472 Climate Interactions
This course introduces students to a unified treatment of ocean and atmospheric processes. The mathematical treatment of the phenomena will be central to this course and students will gain an in-depth understanding of the fundamental physical behaviour of large-scale ocean-atmosphere interactions. Prerequisites: EESC 265; 272 or CLEN 202; or permission. Three credits and lab.

EESC 473 Sustainable Energy Systems and Infrastructure
Societies' dominant forms of energy systems are changing as we move from fossil fuels and toward renewables. This course provides a broad science-based treatment of energy systems and the energy transition, covering forms of energy, including resources and renewables; the science of energy extraction and conversion; understanding climate footprints; decarbonization and the energy transition; smart energy systems; and the roles of energy policy, regulation, and economics. Prerequisite: EESC 272 or permission. Three credits and lab. Not offered 2026-2027.

EESC 476 Advanced Geological Field Methods
A seven-day field camp in Southern Spain. Students will complete independent mapping, field analysis and observation of important geological processes. Field trips to the Iberian pyrite belt, Neves Corvo mine and the suture of Pangea. Prerequisites: EESC 375, 301, 302, 303, 304 or permission. Three credits and lab. Offered over Winter Study Break February 2027.

EESC 490 Senior Thesis
Restricted to honours students. Six credits.

EESC 491 Senior Seminar
This course will foster discussion and analysis of current topics in Earth and environmental sciences. No credit.

EESC 499 Directed Study
Designed for advanced students interested in fields of study not normally covered in courses. The research may be field-, laboratory- or library-based. Under the supervision of a faculty member, students will plan and conduct research and produce a

research paper. Prerequisite: permission of the department chair. Three credits. See section 3.5.

GRADUATE COURSES

		Credits
EESC 501	Selected Topics in Petrogenesis of Igneous Rocks	3
EESC 502	Selected Topics in Petrogenesis of Metamorphic Rocks	3
EESC 506	Selected Topics in Geochemistry	3
EESC 526	Selected Topics in Ore Deposits	3
EESC 535	Selected Topics in Tectonics	3
EESC 545	Selected Topics in Structural Geology	3
EESC 546	Selected Topics in Sedimentology and Basin Analysis	3
EESC 565	Selected Topics in Hydrogeology	3
EESC 569	Advanced Quantitative Methods in Earth Sciences	3
EESC 571	Selected Topics in Earth Systems Science I	3
EESC 572	Selected Topics in Earth Systems Science II	3
EESC 575	Selected Topics in Geophysics	3
EESC 576	Field Research Methods in the Earth Sciences	3
EESC 585	Selected Topics in Paleontology	3
EESC 586	Selected Topics in Climatology	3
EESC 591	Research Methods in the Earth Sciences	3 or 6
EESC 598	Research	6
EESC 599	Thesis	18

Additional courses are available depending on the requirements and interests of the student and the availability of faculty.

9.17 Economics

D. Alessandrini, Ph.D.
S. Dodaro, Ph.D.
T. W. Leo, Ph.D.
B. Malloy, Ph.D.
Z. Ozkok, Ph.D.
J. Rosborough, Ph.D.
F. Summerfield, Ph.D.
A. Suvorova
G. Tkacz, Ph.D.
P. Withey, Ph.D.

Economics intersects with a wide range of subjects and the economic way of thinking applies to virtually every area of society. Economics majors learn marketable skills including statistics and data analysis, cost benefit analysis, and analytical and critical thinking. Economic skills are valued by employers in many industries including finance, government policy, consulting, environment and natural resource management, health, social policy, and development. Recent economics graduates have been highly sought after by graduate schools and employers in the public and private sectors, as well as academia.

The Department of Economics allows you to earn a BA, BSc or BBA with a concentration in economics. You can earn a BA degree with Minor, Major, Advanced Major and Honours options, and a BSc with Honours. When earning an honours degree in economics, students can take a subsidiary subject; or an honours degree in another program with economics as a subsidiary subject. The department also offers joint honours degrees with a variety of other departments, including business, mathematics and statistics, as well as most other departments in the Faculty of Science. The Department of Economics also offers a COOP option. Students who graduate with a degree other than economics are also able to return for a 5th year in order to complete a second undergraduate degree in economics. Programs of study must be approved by the department chair.

Minor
24 credits: ECON 101, 102, 201, 202; 12 credits ECON electives.
BBA students completing an ECON minor require an additional 6 credits of ECON; because ECON 101 and 102 are required courses for BBA programs, those courses cannot be used in the minor.

Subsidiary
36 credits: ECON 101, 102, 201, 202, 301, 302; 6 credits ECON at the 300/400 level; 12 credits ECON electives. 3 credits from ECON 371, 472, STAT 101, 224, 231 is strongly recommended.
If the honours subject is mathematics or computer science, ECON 401, 402, 471 are recommended as ECON electives. Depending on the nature of the individual thesis, joint supervision by an economist and a mathematician may be appropriate.

BA Major
Major: 36 credits - ECON 101, 102, 201, 202; 18 additional ECON credits at the 300/400 level; 6 credits ECON electives
Other required courses to be included in minor or open electives: 3 credits MATH/STAT
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Joint Major
ECON major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Other required courses to be included in the second major or open electives: 3 credits MATH/STAT
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Advanced Major
Major: 36 credits - ECON 101, 102, 201, 202, 301, 302, 493; 9 additional ECON credits at the 300/400 level; 6 credits ECON electives.
Other required courses to be included in minor or open electives: MATH 106 or 126; 3 additional MATH/STAT credits
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in a 300- or 400-level ECON course in winter term of final year. At least 25% of the course grade must derive from this paper.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Joint Advanced Major
ECON advanced major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Other required courses to be included in the second major or open electives: same as advanced major above
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Major or Advanced Major in Economics with Minor in Business Administration
Candidates for a major or advanced major in economics may take a minor in business administration by fulfilling the normal requirements for the major or the advanced major degree and completing 24 credits in BSAD. The student will normally complete BSAD 111, 112; 12 credits from 221, 223, 231, 241, 261, 281; 6 credits of BSAD electives.

BA Honours
Honours: 60 credits - ECON 101, 102, 201, 202, 301, 302, 371, 472, 493, 494; 18 additional ECON credits at the 300/400 level; 12 credits ECON electives
Other required courses to be included in open electives: MATH 106 or 126, 107 or 127
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours with Subsidiary
Honours: 48 credits - ECON 101, 102, 201, 202, 301, 302, 371, 472, 493, 494; 12 additional ECON credits at the 300/400 level; 6 credits ECON electives
If the subsidiary is mathematics or computer science, ECON 401, 402, 471 must be 9 credits of the ECON electives.
Other required courses to be included in subsidiary or open electives: MATH 106 or 126, 107 or 127
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BSc Major
Science A: 42 credits - ECON 101, 102, 201, 202, 301, 302, 371, 472; 6 additional ECON credits at the 300/400 level; 12 credits ECON electives
Other required courses to be included as science B, science C, or electives: MATH 106 or 126, 107 or 127 (must be science B or C); STAT 231; 3 additional credits MATH/STAT elective
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits (non-ECON; PHIL 213 recommended)
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major with Business Administration
Science A: 42 credits – ECON courses as outlined in the major program
Science B must be MATH, and will include other required courses as outlined for the ECON major.
Business Administration: 30 credits – BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits – MATH 106 or 126, 107 or 127; STAT 231; 3 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits (non-ECON; PHIL 213 recommended)
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Honours
Science A: 60 credits - ECON 101, 102, 201, 202, 301, 302, 371, 401, 402, 471, 472, 493, 494; 9 additional ECON credits at the 300/400 level; 12 credits ECON electives
Other required courses to be included as science B, science C, or electives: MATH 106 or 126, 107 or 127 (must be science B or C); STAT 231; 3 additional credits MATH/STAT elective
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits (non-ECON; PHIL 213 recommended)
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

BBA Joint Honours
In conjunction with the Department of Business Administration, the Department of Economics offers a joint honours program in business and economics. See sections 5.1 and 9.1 for degree regulations.

Co-operative Education Programs in Economics
This optional academic program allows students can gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as ECON elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Note: ECON 101 and 102 are prerequisites for all other courses unless otherwise stated. Students lacking other prerequisites may request department approval to enrol in a course.

ECON 101 Introductory Microeconomics
This course provides an introduction to microeconomic concepts and methodology. Students will learn about basic concepts such as scarcity and opportunity cost, and economic efficiency. The other central themes of the course include theories of supply and demand; the theory of production and costs, the functioning and the performance of competitive markets versus monopolies and oligopolies; labour markets and the markets for public goods. Three credits.

ECON 102 Introductory Macroeconomics
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.

ECON 201 Intermediate Microeconomics I
An introduction to the basic concepts of microeconomic theory, this course examines and derives components of the demand-supply model using consumer theory and producer theory. The course focuses on the purely competitive model. Theory is taught and tested with numerical examples and graphs. Prerequisites: ECON 101, 102. Three credits.

ECON 202 Intermediate Macroeconomics I
This is the first of a two-course sequence on intermediate macroeconomics. Students will learn the structure and behaviour of contemporary national economies with an emphasis on the policies developed to gear them towards the public interest. This course focuses on the Keynesian and classical models of the closed economy for explaining what determines national income, employment, unemployment, prices, inflation, ` □ Introduc the closed ecm wil l his a□ Intrtrtrt omic c□ the rt

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into economic growth processes, business cycles, international macroeconomic stabilization policies, and alternative approaches to building macroeconomic models. Students are introduced to the use of two-period models. Prerequisites: ECON 302; MATH 107 or 127 or ECON 271. Three credits.

ECON 415 Introduction to Game Theory
Game theory is the mathematical analysis of strategic interactions between players, such as competing firms, nations at war, or between a job-seeker and employer. This course will sharpen your ability to think strategically, and to apply game theory with clarity and precision. Applications of game theory to the real world will be studied. Prerequisite: ECON 201. Three credits.

ECON 471 Mathematical Economics
An introduction to mathematical reasoning in economics and business, this course covers: the methodology of operations research; profit and cost analysis; resource use and production decisions; input-output and macro-analysis; pricing and inventory decisions; capitalization of cash flows and growth; portfolio selection and investment. Prerequisites: MATH 107 or 127 or ECON 271. Three credits.

ECON 472 Advanced Econometrics II
This course is a continuation of ECON 371 and deals with various estimation methods, including least squares and maximum likelihood, specification tests, dynamic models and simultaneous equation models as well as limited and qualitative dependent variables. Students will be exposed to MATLAB or other matrix-based analytical software. Credit will be granted for only one of ECON 472 or ECON 372. Prerequisite: ECON 371. Three credits.

ECON 493 Seminar
Students are introduced to current research issues in economics and will read and critically analyze significant historical or recent research papers. They will also be exposed to the art of presenting research findings, as department faculty and visiting speakers will present their latest research. In the past, students have been exposed to topics such as: macroeconomic data revisions; economic impact of climate change; European financial integration; matching models; and the economics of the non-profit sector. Three credits.

ECON 494 Thesis
Each student works under the supervision of a professor who guides the selection of a thesis topic, the use of resources, the methodological component, and the quality of analysis. Restricted to honours students. Three credits over full year.

ECON 499 Directed Study
A directed study course in advanced topics in economics. See section 3.5. Students wishing to take this course must consult the department chair. Three credits.

9.18 Education

W. Ankomah, Ph.D.
E. Carter, Ph.D.
C. Clarke, Ph.D.
M. Cumming, Ph.D.
M. Fairbrother, Ph.D.
M. Facci, Ph.D.
A. Foran, Ph.D.
C. Gilham, Ph.D.
G. Hadley, Ph.D.
M. Husband, Ph.D.
A. Johnston, Ph.D.
M. Jutras, Ph.D.
S. Kell, Ph.D.
L. Kearns, Ph.D.
L. Lunney Borden, Ph.D.
W. Mackey, Ph.D.
K. MacLeod, Ph.D.
J. Mitton, Ph.D.
D. Robinson, Ph.D.
I. Robinson, Ph.D.
S. Sylliboy, M.Ed.
E. Throop-Robinson, Ph.D.
A. Tucker, Ph.D.
W. Walters, Ph.D.
D. Young, Ph.D.

Senior Research Professor
L. MacDonald, Ph.D.
J. Tompkins, Ed.D.
R. White, Ph.D.

See chapter 6 for B.Ed. regulations and chapter 8 for M.Ed. regulations. Candidates are required to complete all of the courses shown below for the elementary or secondary division.

9.18.1 Bachelor of Education

Elementary Program
Year 1 (E1) EDUC 411, 412A, 412B, 414, 433, 435, 439A, 439B, 471, 472;
Year 2 (E2) EDUC 413, 415, 416, 434, 436, 463, 481, 482; 6 credits EDUC electives.

Secondary Program
Year 1 (S1) EDUC 432, 433, 435, 471, 472; a first curriculum and instruction course taken from EDUC 421 to 429; 6 credits EDUC electives
Year 2 (S2) EDUC 434, 436, 438, 440, 481, 482; a second curriculum and instruction course taken from EDUC 421 to 429; 6 credits EDUC electives.

Mi'kmaq Language Focus
A student in either the elementary or secondary program can achieve a focus on Mi'kmaq language by earning credit for EDUC 454 and 455.

French Language Specialization
A student in either the elementary or secondary program may specialize in teaching French. Students who complete EDUC 459 and 460 may achieve a core French specialization. Students with demonstrated French fluency can, after successfully completing 459 and 460, take EDUC 428A and B in their second year to qualify to teach in French immersion.

Physical Education Specialization
A student in either the elementary or the secondary program may specialize in teaching physical education by earning credits for EDUC 457A and B, 425A and B, and EDUC 444(or 407). These courses prepare the teacher for a K-12 physical education where the emphasis is on the development of a physically active lifestyle, and includes such topics as movement education, fitness and dance, outdoor education, health education, personal development. Students pursuing this specialization would take EDUC 457A in the fall of year one, EDUC 457B in winter year one; EDUC 425A in the fall of year two and EDUC 425B in winter year two; and EDUC 444(or 407) in the fall of year two.

Core Courses for Elementary and Secondary Programs
Year One

EDUC 433 Sociology of Education
This course will examine the social-political context of education in Canada, particularly contemporary structures. Students will explore the relationship between educational opportunity and conditions of inequality. Three credits.

EDUC 435 Inclusive Practices I
This course discusses educational, practices and procedures, past and present, affecting pupils who have been marginalized socially and/or physically. These policies have evolved from an ideology of exclusion to inclusion. Preservice teachers will learn curriculum and instructional approaches to assist in meeting the academic and socio-emotional needs of students with diverse learning needs. Three credits.

EDUC 471 Internship I
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

EDUC 472 Internship II
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

Year Two

EDUC 434 Contemporary Issues in Public Education
This course examines the historical, legal, and philosophical underpinnings of contemporary issues facing public schooling. Goals, purposes, and dilemmas that have affected such facets of education as the structure of Canadian schooling, political and policy making processes, educational law, the work of teachers' organizations, and educational standards are explored. Three credits.

EDUC 436 Inclusive Practices II (E2 & S2)
This course provides preservice teachers with an understanding of the learning strengths and challenges of students with exceptionalities. Emphasis will be placed on collaborative team planning, professional supports provided for students with diverse learning needs, the assessment and education referral process, and the development of individualized educational plans. Three credits.

EDUC 481 Internship III
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

EDUC 482 Internship IV
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

Required Elementary Courses

EDUC 411 Curriculum and Instruction in Language and Literacy I (E1)
This course is designed to prepare prospective elementary teachers to teach the language arts: reading, writing, speaking, listening, and viewing. Also included is comprehensive literacy programming, children's literature, authentic assessment, and organizing the classroom for language instruction across the curriculum. Throughout this course, the practical influence of various language arts theories is emphasized with a particular focus upon early literacy in the lower elementary grades. Three credits.

EDUC 412A C & I in Early Elementary Mathematics (E1)
This course includes an examination of the early elementary school mathematics program (grades Primary – 3), and of various approaches to teaching mathematics to children, with emphasis on exploring strategies for the development of conceptual understanding through multiple representations. Three credits.

EDUC 412B C & I Upper Elementary Mathematics (E1)
This course includes an examination of the upper elementary school mathematics program (grades 4 – 6), and of various approaches to teaching mathematics to children, with emphasis on exploring strategies for the development of conceptual understanding through multiple representations. Three credits.

EDUC 413 Curriculum and Instruction in Science (E1)
The focus of this course is an emphasis on the process approach to teaching science, on the inquiry method, and on special techniques in the teaching of scientific concepts. The elementary science curriculum is examined. Three credits.

EDUC 414 Curriculum and Instruction in Language and Literacy II (E2)
This course is a continuation of Language Arts I with emphasis on the upper elementary years. Three credits.

EDUC 415 Integration of Curriculum (E2)
This course provides an understanding of the content of the elementary school curriculum and of the potential for the integration of elementary subjects into language arts and mathematics, and the development of a rationale and strategies for teaching an integrated approach. Three credits.

EDUC 416 Curriculum and Instruction in Social Studies (E1)
A review of the social studies programs used in elementary school, with emphasis on the development of skills, methods and approaches involved in teaching these programs. Three credits.

EDUC 439 Principles and Practices of Elementary Education (E1)
This course emphasizes the foundations of becoming an elementary school teacher. Topics include the professional and ethical role of the teacher, educational planning, the professional development process, reflective practice, teaching strategies, learning processes, classroom environment and management. Six credits.

EDUC 463 Elementary Assessment for and of Learning
This course examines current research and practices in classroom assessment, evaluation, record keeping and communication of student achievement. Three credits.

Required Secondary Courses

Curriculum and Instruction in Secondary Education (S1 and S2)
Curricular and instructional concepts will be described, demonstrated, evaluated, and applied in relation to the following subject fields of the school curriculum:

420	A & B Gaelic
421	A & B English
422	A & B Social Studies
423	A & B Mathematics
424	A & B Diverse Cultures (First Nations and African-Canadian Studies)
425	A & B Physical Education
426	A & B Music
427	A & B Science
428	A & B French
429	A & B Visual Arts
441	A & B Business
442 & 450	Drama
448	A & B Family Studies
454 & 455	Mi'kmaq Language Arts

Students normally register for one of these eight courses in year one, and a second in year two. The choice is determined by each student's two subject fields of study. For students pursuing a French or physical education specialization, please consult that section of the Calendar for more details of course sequence. Students with more than two teachable subjects may take additional courses from this list as electives. Six credits per pair.

EDUC 432A & B Principles and Practices of Secondary Education (S1)
This course emphasizes the foundations of becoming a secondary school teacher. Topics include the professional and ethical role of the teacher, educational planning, the professional development process, reflective practice, teaching strategies, learning processes, classroom environment and management and pedagogy. Three credits each.

EDUC 438 Assessment for and of Learning (S2)
This course explores issues surrounding the assessment for and of learning from a variety of perspectives. Basic principles of learning theory will be emphasized in the context of curricular examples from different teachable subject areas. Students will gain the skills necessary to critically evaluate and develop effective assessment approaches. Three credits.

EDUC 440 Literacy in the Content Areas (S2)
This course explores and models teaching strategies that are consistent with the philosophy and background theory of content literacy. Students use the associated theories of literacy and the five recognized tools (reading, writing, speaking, listening, viewing) to develop their knowledge of, and skill in applying, these concepts. Three credits.

Additional Physical Education Requirements

EDUC 457A Curriculum and Instruction in Lower Early Elementary Health and Physical Education
This course is designed to introduce beginning specialist pre-service teachers to the theoretical knowledge, practical experiences, and professional responsibilities of a successful early elementary physical education teacher. This course focuses upon the following P-3 physical education and health education curriculums, the impact of physical activity upon children, the skill themes instructional model, physical literacy assessment, culturally relevant pedagogy, applications of the spectrum of teaching styles and unit planning. Three credits.

EDUC 457B Curriculum and Instruction in Upper Elementary Health and Physical Education
This course is designed to introduce beginning specialist pre-service teachers to the theoretical knowledge, practical experiences, and professional responsibilities of a successful upper elementary physical education teacher. This course focuses upon the following 4-6 physical education and health education curriculums, inclusion of children with various diversities and disabilities, the teaching for personal and social responsibility (TPSR) and cooperative learning instructional models, physical literacy critiques, culturally relevant pedagogy, and year planning. Three credits.

Additional French Requirements

EDUC 459 French Education I
This course surveys several theories of language learning and the methodologies that reflect these theories. Students will learn how the national core French study (NCFS) brought about a change in French curriculum throughout Canada, and how the four syllabi of the NCFS are incorporated into all aspects of French second-language teaching and learning. Three credits.

EDUC 460 French Education II
This course combines theories of language acquisition with their practical application in the second-language classroom. Topics will include unit planning and implementation; materials and lesson plan development in the four skill areas; co-operative grouping strategies; graphic organizers as learning strategies; learning centres and authentic evaluation techniques. Three credits.

Electives

EDUC 406 Classroom Management
Teachers often report that they feel inadequately prepared to work with the complex behaviours students can present with in classrooms. This course will explore this pressing issue and provide evidence-informed interventions and strategies for effective classroom management. The course will enable an understanding of the impact of the classroom environment on students' behaviour, as well as basic classroom strategies, structures, and routines. It will also enable an exploration of classroom management styles as well as the management of more complex student behaviours. Credit will be granted for only one of EDUC 406 or EDUC 469 (ST: Classroom Management). Three credits.

EDUC 407 Outdoor Education: Winter Pursuits
This course is designed to prepare pre-service teachers to effectively teach Outdoor Education in school settings. The goal is to prepare teachers to integrate physical activity in winter environments that are age and grade appropriate, cross curricular, taking into account safety procedures, and in-field assessment practices. Students will experience a range of outdoor pursuits: Nordic skiing, snowshoeing, archery, and winter camping. This course will focus on inclusive strategies for all abilities. Credit will be granted for only one of EDUC 407 or EDUC 469 (ST: Outdoor Experiential ED). Three credits.

EDUC 408 Learning Disabilities
This course provides students with an opportunity to acquire the knowledge, skills, and attitudes needed for teaching pupils with learning disabilities in the primary and secondary school system. Adaptations to curriculum and associated instructional strategies will be explored as part of classroom practices. Credit will be granted for only one of EDUC 408 or EDUC 469 (ST: Learning Disabilities). Three credits.

EDUC 409 Play in the Elementary Classroom
This course provides students in elementary education with opportunities to explore research and practices that incorporate play into elementary grades in public schools. Students will investigate the integral role of play in learning and consider play as a starting place for planning learning experiences in classrooms. Credit will be granted for only one of EDUC 409 or EDUC 469B(2024-2026). Three credits.

EDUC 417 Curriculum and Instruction for Diversity
This course provides preservice teachers with an overview of curricular approaches and content for representing the cultural diversity of Canadian society in the elementary curriculum. Multicultural, anti-racist, feminist and Aboriginal approaches to curriculum content, teaching, assessment, classroom management and learning are emphasized. Three credits.

EDUC 418 Physical Education and Health for Elementary Teachers
This course is designed to provide pre-service elementary/middle school pre-service teachers with foundational knowledge and practical experiences related to health education and physical education in elementary/middle school communities. Additionally, this course will introduce concepts related to physical literacy, daily physical activity (DPA), cross-curricular planning, and Health Promoting Schools (HPS). Three credits.

EDUC 419 Curriculum and Instruction in Middle School Science
This course examines curriculum and instructional strategies appropriate in middle years' science classrooms, including an emphasis on the process approach to teaching science, the inquiry method, and special techniques in the teaching of scientific concepts. The grade six to grade nine science curriculum is examined. Three credits.

EDUC 437 Comprehensive School Counselling (S2)
This course focuses on the development and knowledge of interpersonal relationships and interpersonal skills required by the classroom teacher in providing guidance for his/her students. It addresses specific strategies and frameworks for meeting the needs of at-risk students and those with other special needs in a variety of contexts. The basic principles and practices of guidance will be emphasized. Three credits.

EDUC 444 Outdoor Experiential Education
Students will explore strategies to encourage their pupils to achieve, appreciate, and maintain a physically active lifestyle in the outdoors. They will learn to develop strategies that foster a life-long commitment to outdoor education, as a part of a physical education program in public school. Students will experience a range of outdoor pursuits: canoeing, kayaking, navigation,

Geocaching, orienteering, hiking and backpacking, core camping, and mountain biking. Each pursuit will include an overview of risk management and emergency procedures to support a skills progression that is challenging, fun, safe, and inclusive. Three credits.

EDUC 445 Curriculum and Instruction in Comprehensive School Health
This course provides students with an interest in health and wellness an opportunity to acquire the knowledge, skills and attitudes needed for teaching a comprehensive school health education curriculum in the public school system. An overview of the main components of a comprehensive school health curriculum and associated pedagogical approaches will be explored. Three credits.

EDUC 447 Mental Health Education
This course will develop an understanding of mental health education as both wellbeing and the experiences of children and youth who are living with poor mental health in schools. Pre-service teachers will develop their awareness of how such issues as anxiety, depression, addictions and bullying can be addressed to create greater well-being for all students and staff. The course will also analyze school policies and various support services related to mental health education. Three credits.

EDUC 453 Teaching English Language Learners
Provides student teachers with a thorough understanding of the theoretical and methodological aspects of learning and teaching a second language, focusing on the learning/teaching of English (ESL). Students will become familiar with relevant research and will examine the prevalent theories in different ESL areas. Three credits.

EDUC 456 Curriculum and Instruction in Elementary Music
This course provides an examination of music methods, materials, and curricula, using the Kodaly and other systems currently in use in the elementary school system. Three credits.

EDUC 458 Curriculum and Instruction in Elementary Visual Arts
This course will introduce students to the uniqueness of art within the Nova Scotia P-6 curriculum, and it will empower students to develop a strong appreciation for the value of art (making/looking/reflecting) in elementary schools. Students will learn and create cross-curricular experiences while infusing the elements and principles of design, the creative process, and assessment practices. This course is also open to secondary students. Three credits.

EDUC 462 Teaching Religious Education in a Catholic School
Students will learn about the Canadian Catholic catechism and its setting within the doctrinal foundations of the Catholic faith. Related topics of religious philosophy and spirituality and their roles in people's lives will be explored. Three credits.

EDUC 464 Environmental Education
This course invites teacher candidates to explore environmental education as an interdisciplinary, relational, and justice-oriented field of practice. Drawing on theory, lived experience, and land-connected learning, students examine historical, social, political, and cultural dimensions of human-environment relationships, with particular attention to climate justice, Indigenous ways of knowing and being, and inclusive education in the Nova Scotian context. Through inquiry-based, experiential, and outdoor learning approaches, candidates develop pedagogical tools and philosophies that support ethical, hopeful, and transformative teaching for more just and habitable futures. Three credits.

EDUC 467 21st-Century Teaching and Learning
This course examines the effective implementation of technological options for teaching and learning in the 21st century for P-12 teachers. Students will explore legal, social, and ethical issues; selection and design of learning experiences that incorporate technology and analyzes of the use of emerging technologies to improve teaching and learning. Three credits.

EDUC 468 Teaching Mathematics in Middle Schools
Students will learn the process, content, and assessment of middle school mathematics. They will make connections, communicate, reason mathematically, and complete problems. Students will explore strategies for the development of conceptual understanding through multiple representations. Three credits.

EDUC 469 Selected Topics in Education
The topic for 2026-2027 is Trauma-Informed Practices in the Classroom. This course will explore ideas and strategies for employing trauma-informed practices in the classroom. Students will investigate research relating to asset-based thinking, trauma-informed practices, healing-centred engagement, and the impact these practices can have on students success. Students will develop practical approaches for planning for a trauma-informed classroom. Three credits.

EDUC 491 Advanced French Grammar
Available exclusively to education students and educators, this course will lead participants to a critical and analytical review of functional grammar as applied to the field of education. Special focus will be placed on French linguistic structures related to material development, correspondence with parents, teachers and other professionals in the field and the development of additional curriculum resources. A major objective of the course will be to encourage and enable participants to learn to self-correct written and oral communication. Three credits.

EDUC 493 Directed Study
In consultation with the department and with permission of the chair, students may undertake a directed study in an approved area of interest not available through other course offerings. See section 3.5. Three credits.

Certificate in Elementary Mathematics Education

This program has been developed in response to a need identified by the Nova Scotia Department of Education and school board partners. The Certificate in Elementary Mathematics Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of ten courses focusing on content and pedagogy suitable for the elementary and middle years and is offered to cohorts of in-service teachers on a part-time basis.

In addition, to EDUC 401, 402, 403, 404A and 404B, students will also complete EDUC 542, 546, 547, 548 and 549.

EDUC 401 The Numerate Learner: I

This course is an exploration of curriculum topics that support teachers in growing their mathematical understanding. Selected topics are designed to help learners build their mathematical thinking through active engagement with numerical reasoning. In-service teachers will collaboratively investigate and explore concepts essential to teaching elementary mathematics, including number systems, operation sense, real numbers and counting principles. Three credits.

EDUC 402 Modelling in the Elementary Mathematics Classroom

This course engages teachers in applying the mathematical modelling components of the elementary mathematics curriculum. Through selected topics in the pedagogy of modelling, teachers will deepen their own understanding of mathematical thinking as it relates to modelling real-world contexts and solving problems. In-service teachers will investigate essential concepts for fostering mathematical thinking in elementary learners, including functions, algebraic and statistical reasoning. Emphasis is placed on active exploration and inquiry to support teachers' and students' evolving understanding of these key mathematical ideas. Three credits.

EDUC 403 Geometric Reasoning in the Elementary Mathematics Classroom

This course invites teachers to explore key topics in the elementary mathematics curriculum, focusing on modern geometries and their application to spatial reasoning. Teachers will investigate and engage with concepts such as symmetry, transformational geometry, and geometric constructions. The course emphasizes supporting students in developing their understanding of geometric ideas through active exploration and inquiry, fostering deeper connections between abstract reasoning and practical application. Three credits.

EDUC 404A Exploring Play in the Elementary Mathematics Classroom

This course invites elementary teachers to explore diverse conceptions of play in mathematics education across the elementary curriculum. Emphasizing pedagogical documentation and making students' thinking visible, teachers will investigate ways to foster children's conceptual understanding through play. Using multiple representations—such as concrete models, drawings, symbols, language, and real-world contexts—participants will learn to support children's mathematical thinking and highlight how play contributes to foundational mathematical ideas. The course encourages reflective practices that make students' thinking visible, enhancing teachers' abilities to observe, document, and respond to learning through play. Three credits.

EDUC 404B Teaching Mathematics for Understanding: I

This course embraces an enactivist perspective, viewing mathematical understanding as a co-emergent process shaped by active engagement with rich, meaningful tasks. Teachers will explore how learners' mathematical ideas evolve through interaction, reflection, and collaboration, emphasizing the importance of multiple representations—such as models, diagrams, symbols, and real-world contexts—as tools for learners to continually reframe and expand their understanding. Through an emphasis on responsive teaching, participants will learn how to design experiences that adapt to and build upon students' evolving ideas, fostering a classroom culture where learners and teachers alike engage in a shared journey of mathematical discovery. Three credits.

EDUC 542 The Numerate Learner: II

This course is an exploration of curriculum topics that support teachers in fostering their students' growth in mathematical understanding. Focusing on the four tenets of fluency—flexibility, accuracy, efficiency, and appropriate strategy choice—participants will delve into practices that enhance students' abilities to think and reason mathematically. Through this course, teachers will learn to create engaging learning experiences that encourage students to solve mathematical problems. Emphasis will be placed on representing students' strategies visually, allowing them to make connections, reflect on their reasoning, and share their mathematical thinking with peers. Three credits.

EDUC 546 Teaching for Culturally Relational Mathematics

This course explores the ways in which mathematical practices and understandings are shaped by cultural contexts. Students will examine how diverse cultural and historical perspectives influence the teaching and learning of mathematics, and how culturally rooted mathematical approaches can enhance equity and inclusion in education. Through critical analysis of socio-cultural practices and educational policies, the course investigates the role of mathematics in shaping learner identities in ways that value the contributions of various cultural communities. Emphasis will be placed on bridging Western and non-Western mathematical practices to create more inclusive and culturally relational learning environments. Three credits.

EDUC 547 Belonging and Inclusion in the Mathematics Classroom

This course provides a dedicated exploration of inclusive and asset-based approaches to elementary mathematics education, integrating universal design for learning (UDL), social-emotional learning (SEL), trauma-informed practices (TIPs) and differentiated instruction. Participants will examine holistic strategies through integrated multi-tiered systems of support (I-MTSS) that foster engagement, equity, and success for diverse learners through neurodiversity-affirming, trauma-informed, and healing-centered practices. The course provides practical frameworks for creating responsive, supportive, and enriching mathematics learning experiences for all students. Three credits.

EDUC 548 Teaching Mathematics for Understanding: II
This course explores the progression of mathematical understanding through a dynamic learning continuum, emphasizing the concept of "folding back" as learners revisit and deepen their grasp of key ideas. Teachers will examine how mathematical concepts build on each other and are often revisited in non-linear ways, reflecting the varied pathways of individual understanding. Through engaging with core mathematical processes—making connections, communicating, and reasoning—participants will gain insights into supporting diverse learning journeys that honour each student's unique progression. Three credits.

EDUC 549 Assessment in the Elementary Mathematics Classroom
This course challenges traditional views of assessment as a standalone event, emphasizing its integration with teaching and learning. Grounded in current research, the course explores how assessment, when interwoven with teaching, enhances student motivation, engagement, and growth creating an inclusive space of learning. Formative assessment is presented as a continuous process involving both teachers and students in gathering and using quality information to guide decisions throughout the learning journey. The course also critically analyzes summative assessment tools, focusing on aligning assessment practices with research to ensure they support meaningful learning outcomes. Three credits.

Certificate in Outdoor Education
This program is designed to fulfil a need identified by practitioners across the province in response to curriculum changes in the physical education curriculum in Nova Scotia. The Certificate in Outdoor Education is recognized for a licensing upgrade in Nova Scotia and consists of a sequence of eleven courses which focus on the skills and pedagogy required to offer outdoor pursuits to students of all ages in Nova Scotia schools. This certificate is offered to cohorts of in-service teachers on a part-time basis. In addition, to EDUC 405A - 405J, students will also complete EDUC 464.

EDUC 405A Teaching Co-operative Games & Leadership in Public Schools
This course is designed to provide teachers with the skills and teaching strategies for enacting student leadership development through experiential strategies that focus upon co-operative games and team building initiatives primarily for outdoor settings. Teachers will learn to create an experiential-based program to meet the needs of various groups of students by developing strategies for delivering activity-based initiatives for individual and group learning. Teachers will learn to facilitate initiatives ensuring student connections to curricular outcomes. Three credits.

EDUC 405B Teaching Cycling in Public Schools
This course provides teachers with the knowledge and skills for teaching the fundamental skills and safety practices for urban cycling and mountain biking. It also helps teachers to understand how to teach their students knowledge about active transportation. Active transportation in this course is specific to cycling and based on teaching children road awareness, rules of the road, cycling skills, and cycling safety to help them consider cycling as a potential life-long activity. Three credits.

EDUC 405C Teaching Archery in Public Schools
This course is designed to provide teachers with the teaching strategies following the skill progression of the National Archery in the Schools Program. The course will guide the development of safe-range practices, tournament play, inclusion adaptations, and how to develop a comprehensive unit plan, supported by outcome specific lesson plans, with current assessment practices. Furthermore, this course will also address yearlong planning that targets cross-curricular applications and inclusion strategies that are essential for teaching in schools. Three credits.

EDUC 405D Teaching Canoe Tripping in Public Schools
This course is designed to provide teachers with the skills and teaching strategies for planning a skill-ability appropriate canoe trip for public schools. It prepares teachers to lead canoe excursions as day trips, as well as extended canoeing expeditions (multiple day and night trips). The focus will be on-water safety, environmental hazards, adaptive equipment, portage management, and in-camp preparations. Embedded into all the units taught in this course are practices attuned to wilderness travel and cross-curricular connections and Indigenous knowledge. Three credits.

EDUC 405E Teaching Canoeing in Public Schools
This course is designed to prepare teachers to be able to engage in flat water canoeing instruction and to help them learn the pedagogical approaches that will assist them in promoting paddling as a life-long activity. The course includes on-water and dockside safety, environmental hazards, adaptive equipment, skill-based games, and helps attune teachers to on-water risks. Teachers will also develop skills and strategies for planning a progression of paddling skills for students in elementary and secondary schools. Three credits.

EDUC 405F Teaching Core Camping in Public Schools
This course is designed to provide teachers with the skills and strategies for planning and teaching a progression of core camping skills from primary to grade 12. The focus of the course is to prepare teachers in the areas of trip planning, on-the-land skills and managing outdoor risks associated with leading students. Leave-no-Trace approaches are embedded throughout all dimensions of the course to assist teachers to provide a curriculum with an ethic of sustainability and environmental preservation. Three credits.

EDUC 405G Teaching Kayaking in Public Schools
This course is designed to prepare teachers to be able to engage in flat water kayaking instruction and to help them learn the pedagogical approaches that will assist them in promoting paddling as a life-long activity. The course includes on-water and dockside safety, environmental hazards, adaptive equipment, skill-based games, and helps attune teachers to on-water risks.

Teachers will also develop skills and teaching strategies for planning a progression of paddling skills for students in secondary schools. Three credits.

EDUC 405H Risk Management in Outdoor Education
This course provides teachers with the skills and strategies for emergency planning, conducting risk assessments for their outdoor program. Supporting the preplanning is learning about injury movement in wilderness/remote contexts and training to respond to environmental hazards. The course is structured to include outdoor lesson preparation, safety plans, and emergency response plans. Teachers will review provincial safety guidelines that govern outdoor teaching, as part of the outdoor pursuits listed in the Public Schools Program. Three credits.

EDUC 405I Teaching Navigation & Orienteering in Public Schools
This course is designed to provide teachers with the skills and strategies for teaching basic and advanced elements of navigation, GPS, and orienteering, as part of their curriculum for public school teaching. In addition to the course hours devoted to development of lessons and assessment skills, additional study will also be completed in general and specific inquiry-based methodologies related to the teaching of the curricular topics to meet P-12 learning expectations. Three credits.

EDUC 405J Teaching Winter Trekking in Public Schools
This course is designed to develop the skills and knowledge associated with the winter trekking activities of the physical education curriculum which are Nordic skiing, snowshoeing, and winter trekking camp skills. Teachers will also develop their abilities for teaching these trekking activities as part of their physical education curriculum while taking into account seasonal realities. Teachers will develop their ability to engage in comprehensive yearlong unit, and lesson planning including assessment practices that target progressive fundamental movement skills. Three credits.

9.18.2 Master of Education

Graduate courses in education are offered in the fall, winter, spring and summer terms, primarily online. Students are normally required to complete a residential component during the month of July following acceptance into the program. During this residential component, students will normally complete EDUC 505 and EDUC 534. EDUC 505 is a prerequisite for EDUC 506, 507, and 508. Normally, EDUC 506, 507, and 508 are taken after the core courses are completed. EDUC 506 or 507 is required for those students completing a thesis.

Educational Administration and Policy Stream		Credits
505	Introduction to Educational Research	3
533	Dynamics of Change	3
534	Introduction to the Foundations of Education	3
561	Leadership and Administrative Theories	3
573	Professional Development and Supervision	3
Electives:	in the course-based option	15
In place of electives, thesis-based students take the following courses:		
599	Thesis	12
506	Quantitative Research Methods in Education	
	or	
507	Qualitative Research Methods in Education	3

Electives are to be selected from the graduate courses offered in education and should reflect the focus of study chosen by the student.

Curriculum and Instruction Stream		Credits
505	Introduction to Educational Research	3
527	Principles of Learning	3
532	Curriculum Theory	3
534	Introduction to the Foundations of Education	3
536	Program Development	3
Electives:	in the course-based option	15
In place of electives, thesis-based students take the following courses:		
599	Thesis	12
506	Quantitative Research Methods in Education	
	or	
507	Qualitative Research Methods in Education	3

Electives are to be selected from the graduate courses offered in education and should reflect the focus of study chosen by the student. No substitution or transfer of credit will normally be allowed in the core courses.

EDUC 501 Program Evaluation and School Data Management
This course will explore the purposes, procedures, and strategies inherent in the design and implementation of effective program evaluations. Three credits.

EDUC 502 Education of African Nova Scotian/African Canadian Learners I
In this course, students will explore in detail the theoretical underpinnings and practical implications of various topics and issues regarding the educational experience of African Nova Scotian/African Canadian Learners. Course content will vary from year to year. Three credits.

EDUC 504 Education of African Nova Scotia/African Canadian Learners II
This course will provide participants with a deeper and broader understanding of African Nova Scotian cultural assets and learning materials. The course will examine African Nova Scotian people, their history, heritage, culture, traditions and contributions to society. Three credits.

EDUC 505 Introduction to Educational Research
This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits.

EDUC 506 Quantitative Research Methods in Education
An introduction to fundamental statistical concepts and methods, together with practical advice on their effective application to real-world problems. Students will explore the basic components of a research proposal. Prerequisite: EDUC 505. Three credits.

EDUC 507 Qualitative Research Methods in Education
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. Three credits.

EDUC 508 Critical Research Literacy in Education
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. Three credits.

EDUC 509 Trauma Informed Practice
This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships and utilizing classroom adaptations. Credit will be granted for only one of EDUC 509 or EDUC 569 offered with a similar focus. Three credits.

EDUC 510 Restorative Approaches in Educational Settings
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. Credit will be granted for only one of EDUC 510 or EDUC 569 offered with a similar focus. Three credits.

EDUC 511 Mindfulness and Social Learning
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 education. 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 education. Credit will be granted for only one of EDUC 511 or EDUC 569 offered with a similar focus. Three credits.

EDUC 512 Play-Based Curriculum for Lifelong Learning
This course provides graduate students with a deep understanding of the research and practice of incorporating play in early elementary grades in public schools. Planning, assessing and enacting a play-based curriculum are key course outcomes. Credit will be granted for only one of EDUC 512 or EDUC 569 offered with a similar focus. Three credits.

EDUC 513 Contemporary Theories and Trends in Inclusive Education
This course examines emerging theories, practices and trends in inclusive education, including changing student needs and student-centred strategies for addressing them. Participants will learn about evidence-based approaches to implementing inclusive education in diverse contexts, including differentiation, Universal Design for Learning, Multi-Tiered Systems of Support, and culturally responsive practices. Three credits.

EDUC 514 Teaching Diverse Learners in Inclusive Settings I
In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. Three credits.

EDUC 515 Culturally Responsive and Relevant Pedagogy
This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences for primary and secondary students. Within this course the students will critically analyze

the root of academic failure among marginalized groups across North America, examine the impact of educator belief systems on student achievement. Students will gain an understanding of systemic racism, recognize the central role culture plays in classroom instruction, and identify culturally responsive and relevant instructional strategies appropriate for their own school contexts. Credit will be granted for only one of EDUC 515 or EDUC 569 offered with a similar focus. Three credits.

EDUC 517 Teaching Diverse Learners in Inclusive Settings II
In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.

EDUC 518 Assessment for/of/as Learning
The course explores research that informs how appropriate assessment impacts student motivation, engagement and achievement. Formative assessment will be presented as a process that directly involves both students and teacher in generating quality information that informs the decisions teachers and students make before, during, and after instruction. Practical classroom examples and/or case studies will be explored. The course will also explore summative assessment and critically analyze a variety of tools used to evaluate learning with the aim of finding those that align with current research in assessment. Credit will be granted for only one of EDUC 518 or EDUC 569 offered with a similar focus. Three credits.

EDUC 520 Current Research in Curriculum
A critical exploration of recent theories and research related to current issues in curriculum with a concentration in one of:
520A English Language Arts
520B French
520C Mathematics
520D Diverse Cultures
520E Science
520F Social Studies
520G Physical Education
520H Arts
520I Health
520J Outdoor/Experiential
520K Second Language
520L Drama
520M Music
520N Visual Arts
Three credits each.

EDUC 521 Current Research in Instruction
A critical exploration of recent theories and research related to current issues in instruction with a concentration in one of:
521A English Language Arts
521B French
521C Mathematics
521D Diverse Cultures
521E Science
521F Social Studies
521G Physical Education
521H Arts
521I Health
521J Outdoor/Experiential
521K Second Language
521L Drama
521M Music
521N Visual Arts
Three credits each.

EDUC 522 Inclusion in Early Elementary Contexts
Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in inclusive education. Course content will vary from year to year. Three credits.

EDUC 524 Mentorship Models and Practices
This course will promote teacher understanding of the theoretical underpinnings of mentorship. In addition, teacher candidates will examine the research and literature as it applies to mentoring, and more specifically, to mentoring in education. Mentorship will be addressed from the perspective of the mentor and the protégé, both in a broader context and focused on the discipline of physical education. Course content will be approached theoretically and experientially. Three credits.

EDUC 525 Treaty Education
Participants will develop a deeper and broader understanding of the treaties signed between First Nations and the Crown in Mi'kmaki. Participants will become familiar with the Treaty Education Curriculum Framework and its four overarching questions: "Who are the Mi'kmaw historically and today? What are the treaties and why are they important? What happened to the treaty relationship in Nova Scotia? What are we doing to reconcile our shared history to ensure justice and equity?" Three credits.

EDUC 526 Pedagogy and Practice
The focus in the course is to explore how children and young people experience life and school, and how adults see the world of the child from the adult perspective. The course will position the significance of seeing, and being seen, as central to pedagogical-relational practice and how pupils experience being students. The course is a philosophical examination of relationality (child and adult, student and teacher) by exploring current and ancient pedagogical traditions. Credit will be granted for only one of EDUC 526 or EDUC 569 offered with a similar focus. Three credits.

EDUC 527 Principles of Learning
This course explores the epistemological foundations shaping theories of learning and their instructional implications. Exploring behaviourist, cognitive, and cultural perspectives, it addresses learner diversity and informs modern teaching practices. Emphasizing societal influences on education, students examine implicit assumptions, cultural privilege, and strategies for leveraging student strengths and backgrounds. Through this, educators gain insights into reimagining learning paradigms. Three credits.

EDUC 529 School and Teaching Effectiveness
An examination of research on school and teaching effectiveness and the implications of this research for school improvement. Three credits.

EDUC 530 Transformative Learning
This course will focus on the student's personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices. Credit will be granted for only one of EDUC 530 or ADED 530. Cross-listed as ADED 532. Three credits.

EDUC 531 Critical Issues in Health and Adult Education
This course connects adult education and health with a focus on the evolution of health education, health promotion, and health literacy. Course content addresses health concepts, theoretical orientations, and frameworks (e.g. the Social Determinants of Health/SDoH) which are crucial for a diverse and informed understanding of health inequalities in Canada. Critically reflective work found in adult learning theory illuminates the ways in which knowledge translation/mobilization, digital technologies, population-specific needs, clinical care, ethical, policy, interprofessional practices and other health-related concerns evolve and intersect to support health equity. Cross-listed as ADED 531. Three credits.

EDUC 532 Curriculum Theory
This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. Three credits.

EDUC 533 Dynamics of Change
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, and educators can have an impact on change. Three credits.

EDUC 534 Introduction to the Foundations of Education
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. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.

EDUC 536 Program Development
In this course program development is explored from the practitioner's perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Three credits.

EDUC 537 Philosophical Foundations of Curriculum
This course examines the philosophical foundations, criteria, and principles underlying the choice of subjects and curricula in educational institutions. Three credits.

EDUC 538 Literacies: Models and Perspectives
This course will examine the ways literacies are produced, communicated and acquired, and provide an overview of pedagogies that can support a diversity of learners on the complex landscape of contemporary social contexts. Three credits.

EDUC 540 Educational Finance
While providing students with the opportunity to explore public and private funding of education, this course will also examine the moral, political, and economic bases for decisions in educational finance in the context of current educational and societal trends. Three credits.

EDUC 541 Administration of First Nations Education
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.

EDUC 543 Internship
Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. Three credits.

EDUC 544 Cross-Cultural Issues in Education
Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.

EDUC 545 English as a Second Language
The course will cover theoretical and methodological aspects of learning and teaching a second language, focusing on the learning and teaching of English. Students will become familiar with the relevant research and examine the prevalent theories in different ESL areas. Three credits.

EDUC 553 Inclusive Assessment Practices I
In this course, students will learn evidence-based approaches to literacy assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Three credits.

EDUC 554 Inclusive Assessment Practices II
Students will learn evidence-based approaches to mathematics assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Prerequisite: EDUC 553. Three credits.

EDUC 561 Leadership and Administrative Theories
This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems. Three credits.

EDUC 562 Contemporary Issues in Educational Administration Theory
This course further explores contemporary issues in the theory, research, and practice of educational leadership and administration. Building upon EDUC 561, students will discuss topics such as post-modernism, feminist theory, chaos theory, and critical theory. Prerequisite: EDUC 561. Three credits.

EDUC 564 Leadership of Inclusive Schools
This course examines leaders' roles and responsibilities in inclusive education, including program planning processes, school teams and partnerships, culturally responsive practices, and inclusive education policies and initiatives. Emphasis is placed on communication and collaboration in working with diverse students, families, and partner agencies, and building school capacity for inclusive education. Three credits.

EDUC 567 School Law
An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits.

EDUC 569 Selected Topics in Education
Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in education. Course content will vary from year to year. Three credits.

EDUC 571 Specific Issues in School Administration
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. Three credits.

EDUC 573 Professional Development and Supervision
This course addresses the role of educational leaders in professional development and supervision. Students will understand the ways in which purposefully designed professional learning systems (planning, implementing, monitoring, and evaluating) impact teacher practice and student learning. Three credits.

EDUC 576 Specific Issues in Curriculum Development
This course will examine selected contemporary educational controversies and explore their implications for curriculum decision-making. Students will examine current issues and problems. Three credits.

EDUC 577 Computers in Humanities Education
This online course provides an overview of the role of computers in elementary and secondary education. By reading articles and books on selected topics, students will have a starting point for online discussions about the issues associated with computer technology in the classroom. Students also study a variety of software packages and Internet websites and create web lessons. Some prior knowledge of computers and basic keyboarding skills is required. This course will be of interest to K-12 teachers who are interested in using computers in language arts, social studies and the arts. Three credits.

EDUC 578 Computers in Science Education
This online course provides an overview of the role of computers in elementary and secondary education. By reading articles and books on selected topics, students will have a starting point for online discussions about the issues associated with computer technology in the classroom. Students also study a variety of software packages and Internet websites and create web lessons. Some prior knowledge of computers and basic keyboarding skills is required. This course will be of interest to K-12 teachers who are interested in using computers in the sciences. Three credits.

EDUC 581 The Role of the Principal
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.

EDUC 583 Education Planning and Policy
An examination of political theory as a basis for constructing policy and planning for the implementation of policy. Three credits.

EDUC 590 Research Project
This course involves individual research, under the supervision of a faculty member, which develops both practical and theoretical understanding and competence in a particular area of education. Six credits.

EDUC 593 Directed Study
In consultation with the department chair, students may undertake a directed study program in an approved area of interest that is not available through other course offerings. See section 3.5. Three credits.

EDUC 595 Seminar
Students work under the supervision of a professor who will guide them in the selection of thesis topics and the preparation of thesis proposals. Students will have the opportunity to discuss their work with others as the research proposal is prepared. No credit.

EDUC 599 Thesis
This 12-month thesis course is for full-time thesis students to complete all required thesis elements: proposal (introduction; survey of literature; methodology and data collection) completion and submission, proposal presentation, proposal revisions (if required), research/ethics approval (if required/applicable), data collection and analysis, thesis (introduction; review of literature; methodology and data collection; analysis and findings; discussion, interpretation, implications, conclusions, and recommendations) completion and submission, thesis defence, thesis revisions (if required). Twelve credits.

EDUC 599A Thesis A
This 12-month thesis course is for part-time thesis students to complete the following initial thesis elements: proposal (introduction; survey of literature; methodology and data collection) completion and submission, proposal presentation, proposal revisions (if required), research/ethics approval (if required/applicable). Students should also begin data collection and analysis. Six credits.

EDUC 599B Thesis B
This 12-month thesis course is for part-time thesis students to complete the following final thesis elements: data collection and analysis, thesis (introduction; review of literature; methodology and data collection; analysis and findings; discussion, interpretation, implications, conclusions, and recommendations) completion and submission, thesis defence, thesis revisions (if required). Six credits**.**

Note: At the completion of either EDUC 599 or EDUC 599B students who have not yet completed and successfully defended their thesis would be registered in a continuation course and required to pay the equivalent of a 3-credit tuition and fees for each an additional 4-month period.

9.18.3 Ph.D. in Educational Studies

The Ph.D. in Educational Studies is offered in partnership by St. Francis Xavier University, Mount Saint Vincent University, and Acadia University. This research-oriented doctoral program is jointly administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that home institution of record.

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 normally will be admitted each year: six at MSVU, four at St FX and four at Acadia.

Students enrol in EDUC 9001 and 9002 on site in July at one of the three universities. The site for these two courses will rotate amongst the three universities from year-to-year. Students complete EDUC 9010 and 9100 with their dissertation advisor and their committee at their home institution of record. The remaining courses are delivered using an e-learning platform. In some instances, doctoral students may arrange to enrol in an existing topic-related masters level course, augmented with doctoral level analysis and applications. Doctoral students have the right to take courses and seminars and use the academic facilities of any of the three participating universities in accordance with their approved plan of study.

EDUC 9001 Foundations of Educational Inquiry
This course examines the purpose, process, nature and ideals of education. Students will engage with enduring educational philosophical and theoretical traditions and perspectives, the history of educational thought and the philosophy of education, in particular. A variety of foundational perspectives provides deeper understandings of the theoretical and methodological underpinnings of education. Co-requisite: EDUC 9002. Three credits.

EDUC 9002 Methodological Perspectives on Educational Research
This course examines of the importance of methodological paradigms in educational research (building on the foundations of educational inquiry). Students investigate ontological assumptions; epistemological views; the role of logic, sound evidence and justified beliefs; axiology (values and biases); and rhetorical (research reporting structures) components of educational inquiry. Co-requisite: EDUC 9001. Three credits.

EDUC 9003 Doctoral Seminar: Contemporary Educational Theory
This course explores how educational philosophy, research paradigms and theories are manifested in contemporary educational research debates and dialogues. Through an intensive examination of a range of theories that inform studies in education, students gain an advanced and comprehensive understanding of contemporary educational theory within the Canadian and international contexts. Prerequisites: EDUC 9001, 9002. Co-requisite: EDUC 9004. Three credits.

EDUC 9004 Focused Educational Studies
This course will provide for focused exploration of research topics that reflect the research interests of the current roster of doctoral students. In a seminar setting, individual students will study the research and theoretical literature in the educational area(s) that inform their research interests. Prerequisites: EDUC 9001, 9002. Co-requisite: EDUC 9003. Three credits.

EDUC 9005 Advanced Research Seminar: Focus on Methods
Students will gain detailed knowledge and technical expertise related to methods appropriate for their particular research question(s), aligned with their chosen philosophical and methodological orientations. Issues related to particular research design processes will be addressed. Prerequisites: EDUC 9001, 9002. Three credits.

EDUC 9006 Selected Topics Educational Studies
Three credits.

EDUC 9007 Selected Topics Educational Studies
This course provides students with an opportunity to explore selected topics in educational studies related to the literature associated with their research area. Prerequisites: EDUC 9001, 9002. Three credits.

EDUC 9008 Independent Study
Three credits.

EDUC 9009 Independent Study
The curriculum for this course will be determined by the supervisor of the course in consultation with the student and other faculty members, as necessary. Prerequisites: EDUC 9001, 9002. Three credits.

EDUC 9010 Comprehensive Examination: Research/Scholarly Portfolio
Students will develop and orally defend an extensive scholarly portfolio demonstrating sufficient breadth, depth, creativity and engagement to undertake substantive research in their field. The portfolio will demonstrate students' knowledge and competence in each of five areas: general knowledge of educational theoretical traditions and trends, in-depth knowledge of their specific focal area, research and methodological knowledge and competence, professional competency in their focal area, and teaching competency in their professional area. The portfolio is created concurrently with EDUC 9001, 9002, 9003, 9004, 9005 and any EDUC 9006, 9007 and/or EDUC 9008. Nine credits. Pass/Fail.

EDUC 9100 Dissertation
The dissertation must constitute a substantial and original contribution to the study of education. Students must prepare a research proposal for approval by an appropriate faculty dissertation committee, complete the proposed study, and defend the completed thesis in a final oral examination. Prerequisite: EDUC 9010. Eighteen credits. Pass/Fail.

9.19 Engineering

J. Alam, Ph.D., P.Eng.
M. Azad, Ph.D. P.Eng.
F. Comeau, Ph.D., P.Eng.
M. Shedid, Ph.D., EIT

Part Time
D. Archibald, Ph.D.

Diploma in Engineering (2-year program)
Program requirements are found in chapter 7. Year 1 is common except for the writing courses. For year 2, students who plan admission to Dalhousie University third-year Bachelor of Engineering must follow the requirements for the disciplines to which they hold conditional acceptance as outlined below. Students can earn the Diploma in Engineering with any combination of three discipline-specific courses, but only those who adhere to the relevant course patterns below will be eligible for admission to Dalhousie.

Year 1 36 credits consisting of CHEM 121, 122; ENGR 121, 122, 128, 132, 136, 147; PHYS 121, 122; 6 credits of writing courses. The writing courses consist of any 6-credit combination of ART 141, 142, MUSI 119, 217, ANTH, CATH, ENGL, HIST, PHIL, PSCI, RELS (excluding RELS 209, 113, 114), or WMGS. Students wishing to take a writing course not listed here must obtain the approval of the engineering department chair.

Year 2 33 credits consisting of ENGR 211, 221, 222, 223, 224, 232, 237, 242; 9 credits of the discipline-specific courses listed below:
Chemical: ENGR 212, 227; CHEM 221
Civil: ENGR 212, 216, 235
Computer: ENGR 238, 246, 250
Electrical: ENGR 238, 246, 250
Environmental: ENGR 212, 216, 235
Industrial: ENGR 250, ENGR 253, 3-credit arts or humanities course approved by department chair;
Mechanical: ENGR 212, 231, 235

Diploma in Engineering with Bachelor of Science (3-year program)
Students may earn their engineering diploma concurrently with a BSc degree. Within this program, there is currently an option to choose a concentration in Earth and environmental sciences, mathematics, or physics. Each concentration requires a minimum of 12 credits at the 300/400 level. Contact academic advising and/or the department chair of the concentration discipline for specific requirements and additional assistance with program planning and course selection. Students who wish to explore a different area of study in more depth can use the program's science or open electives to do so.

The typical pattern below, for the standard non-concentration option, can be altered according to a student's needs and planned program. Consult academic advising and/or the chair of engineering to assist with course selection.

Year 1 30 credits consisting of CHEM 121, 122; ENGR 121, 122, 128, 132, 136, 147; PHYS 121, 122
Year 2 30 credits consisting of ENGR 221, 222, 223, 224, 237; 3 credits science; 6 credits writing course; 6 credits open elective
Year 3 30 credits consisting of ENGR 211, 232, 242; 9 credits discipline specific; 6 credits science (200 level or higher); 6 credits open electives

Diploma in Engineering with Bachelor of Science with Major (4-year program)
Students may earn their engineering diploma concurrently with a 4-year BSc with Major. This option exists for a major in biology, chemistry, computer science, data science, Earth and environmental sciences, economics, mathematics, physics, or psychology. Eligible students interested in pursuing an honours degree concurrently with a diploma in engineering may do so, though it will require additional credits above the standard 120 credits for the four-year BSc.

Year 1 30 credits consisting of CHEM 121, 122; ENGR 121, 122, 128, 132, 136, 147; PHYS 121, 122
Years 2-4 30 credits per year; contact academic advising for assistance with program planning and course selection

ENGR 121 Calculus I for Engineers
Covers functions; limits; continuity; differentiation and integration of polynomial, exponential, logarithmic and trigonometric functions; product, quotient and chain rules; applications of differentiation to graphing; maximum-minimum problems and related rate problems; definite and indefinite integrals and the fundamental theorem of calculus. Credit will be granted for only one of ENGR/MATH 121 or MATH 106 or 126. Engineering students must complete ENGR/MATH 121. Cross-listed as MATH 121. Three credits, one-hour lab and one-hour problem session.

ENGR 122 Calculus II for Engineers
A continuation of ENGR 121, covers applications of integration including areas, volumes, moments, pressure and work; techniques of integration; numerical integration; length of curves; surfaces of revolution; parametric equations; polar co-ordinates; sequences and series and Taylor series. Credit will be granted for only one of ENGR/MATH 122 or MATH 107 or 127 however, engineering students must complete ENGR/MATH 122. Cross-listed as MATH 122. Prerequisite: ENGR/MATH 121. Three credits, one-hour lab and one-hour problem session.

ENGR 128 Engineering Design and Graphics
Introduces the engineering profession through graphics and design. The engineering graphics language is presented through free hand sketches, instrument and computer-aided drawings (2-D and 3-D). Students complete a design project (drawings and report) that involves working with a client on an engineering problem solution. Engineering case studies consider engineering ethics and introduce legal aspects of the profession. Credit will be granted for only one of ENGR 128 or ENGR 131. Three credits and three-hour lab.

ENGR 132 Technical Communications
The main objective of this course is to provide students with technical communication skills, both written and oral. The history of engineering will be studied. Methods of producing engineering documents and presentations will be covered. Students will learn how to locate, use, and reference engineering information sources. Three credits and two-hour lab.

ENGR 136 Statics
The course covers the equilibrium of particles and rigid bodies at rest. It teaches the principles and application of mechanics to stationary objects and is designed to develop an analytical approach to solving force problems. Vector analysis is used extensively. Prerequisites: ENGR 128, PHYS 121. Three credits and three-hour lab.

ENGR 147 Computer Programming
An introduction to computer programming with a focus on engineering applications. Requires no previous programming experience. Basic programming control structures, data structures, and modularization will be covered. The programming language will be Python and/or C/C++. Students will write programs and will implement a physical design project using the Arduino platform. Credit will be granted for only one of ENGR 147, ENGR 144, ENGR 198 (2017-2018) or CSCI 161 (pre 2023). Three credits and two-hour lab.

ENGR 211 Thermo-Fluids I
This is the first of two courses in which the content of the traditional introductory thermodynamics and fluid mechanics courses is presented in a unified manner. Fluid properties; fluid statics; conservation of mass for both steady and unsteady flow systems; the first and second laws of thermodynamics and the application of these laws to closed systems and to steady and unsteady open systems; Bernoulli's equation; vapour and gas cycles will be covered. Prerequisites: ENGR/MATH 122, MATH 136; CHEM 121, 122. Three credits and three-hour lab.

ENGR 212 Thermo-Fluids II
The second of two courses on thermo-fluids engineering will present availability; irreversibility; fluid statics; the control volume form of the continuity, momentum and energy equations; Euler's equation of motion; fluid kinematics; dimensional analysis and similitude; viscous flow in pipes and ducts and turbomachinery. Prerequisites: ENGR 128, 211, ENGR/MATH 223. Three credits and three-hour lab.

ENGR 216 Geology for Engineers
This course covers minerals, igneous rocks, weathering, sedimentary rocks, metamorphic rocks, geologic time, mass wasting, running water, groundwater, glaciations, shorelines, ocean floors, deformation and mountain building, Earth's interior, earthquakes. Three credits and two-hour lab.

ENGR 221 Differential Equations for Engineers
Covers first order linear and non-linear ordinary differential equations; ordinary differential equations of higher order with constant coefficients; applications to engineering problems; Laplace transforms; periodic functions; applications of Laplace transforms to linear systems; Fourier series. Credit will be granted for only one of ENGR/MATH 221 or MATH 367. Cross-listed as MATH 221. Prerequisites: ENGR 122 or MATH 122. Three credits and two-hour problem session.

ENGR 222 Calculus III for Engineers
Extends ENGR 121 to the calculus of several variables, and covers space curves, arclength, curvature; partial derivatives; implicit functions; constrained and unconstrained extrema; multiple integrals; line, surface, and volume integrals; change of variables in multiple integrals; scalar and vectors fields; gradient, divergence, and curl; Stokes theorem. Credit will be granted for only one of ENGR/MATH 222 or MATH 267. Cross-listed as MATH 222. Prerequisites: ENGR 122 or MATH 122. Three credits and two-hour problem session.

ENGR 223 Linear Algebra for Engineers
Covers geometric vectors in three dimensions; dot product; cross product; lines and planes; complex numbers; systems of linear equations; matrix algebra; matrix inverse; determinants; Cramer's rule; introduction to vector spaces; linear independence and bases; rank; linear transformations; orthogonality and applications; Gram-Schmidt algorithm; eigenvalues and eigenvectors. Credit will be granted for only one of ENGR/MATH 223, ENGR 123 or MATH 253. Cross-listed as MATH 223. Prerequisite: ENGR 122 or MATH 122. Three credits and two-hour lab.

ENGR 224 Probability and Statistics for Engineers
This course covers probability laws and the interpretation of numerical data, probability distributions and probability densities, functions of random variables, joint distributions, characteristic functions, inferences concerning mean and variance, tests of hypotheses, linear regression, and time series analysis. Engineering applications are emphasized and statistical computer packages are used extensively. Cross-listed as STAT 224. Prerequisite: ENGR 122 or MATH 122. Three credits and two-hour problem session.

ENGR 226 Fundamentals of Environmental Engineering
This course focuses on sources of environmental pollutants, the effects of pollutants on living and non-living systems, processes by which pollutants are generated or by which their effects can be minimized or remediated. Lectures are supplemented by guest speakers, case studies and field trips. Prerequisite: ENGR 211. Three credits.

ENGR 227 Fundamentals of Chemical Engineering
Covers mass and energy balances for reacting and non-reacting chemical processes. Topics include the system of units; processes and process variables; mass balances for single-phase and multi-phase systems; Gibbs phase rule; Raoult's law; Henry's law; colligative properties; energy balances; combined mass and energy balances on reactive and non-reactive processes and on transient processes. Prerequisites: CHEM 121, 122, ENGR 128. Three credits and two-hour lab.

ENGR 231 Dynamics
This second course in the study of engineering mechanics covers dynamics of particles and rigid bodies. Topics include kinematics; kinetics of particles and rigid bodies in plane motion using Newton's second law; the principle of work and energy; and the principle of impulse and momentum. Vector analysis is used extensively. Prerequisites: ENGR/MATH 122, ENGR 136; PHYS 121, 122. Three credits and three-hour lab.

ENGR 232 Engineering Design and Communications II
Offers students the opportunity to integrate and apply skills and knowledge learned in previous courses to a constrained engineering design project. Students work individually and in groups. Design outcomes are presented orally and in formal written reports, t. Elementary project management concepts are introduced. Ethical and legal issues are discussed. Prerequisites: CSCI 161 (pre 2023); ENGR 128, 132, 136, 147, 211, 237 or PHYS 221 and concurrently with ENGR/MATH 222, ENGR/STAT 224. Three credits and three-hour lab.

ENGR 235 Strength of Materials
An introduction to basic principles of stress, strain, and stability. Topics include plane stress and strain; relationships between stress and strain; mechanical properties of materials; shear force; bending moment; axial force; torsion; stresses and deformations due to foregoing force effects; elastic and inelastic buckling. Prerequisite: ENGR 136. Three credits and three-hour lab.

ENGR 237 Basic Electric Circuits Theory
Topics include introductory concepts; resistive networks; response to linear circuits with energy storage; exponential excitation functions; steady-state AC circuits; analysis; network analysis; systems. Cross-listed as PHYS 221. Prerequisites: PHYS 122 or 120, MATH 107, 122 or ENGR 122. Three credits and three-hour lab.

ENGR 238 Digital Logic
This hands-on practical course introduces digital logic and digital electronics and includes applications. Topics include digital electronic technology; combinational logic circuits such as adders and multiplexers and sequential logic circuits such as counters and finites state machines. Cross-listed as PHYS 223. Prerequisites: CSCI 161(pre 2023), PHYS 121, 122. Three credits and three-hour lab.

ENGR 242 Engineering Economics
This course introduces the economic aspects of decision-making in engineering. Topics include fundamental concepts; cash flow diagrams; interest factors; discounted cash flow techniques; rate of return; inflation; accounting; tax; project financing; sensitivity and risk analysis; replacement analysis; public sector analysis. Three credits and two-hour lab.

ENGR 246 Circuit Analysis
Covers advanced circuit analysis techniques, starting with sinusoidal excitation. Topics include grounding and harmonics; symmetrical components and dealing with unbalanced networks; real and reactive power flow; balanced three-phase circuits for power distribution; phasors and complex impedance. Mutual inductance and magnetically coupled coils are used to introduce transformer behaviour and performance. Cross-listed as PHYS 246. Prerequisites: CSCI 161(pre 2023) or ENGR 147, 237 or PHYS 221. Three credits and two-hour lab.

ENGR 250 Programming Algorithms with Applications to Robotics
This course introduces object-oriented programming in Python or C++ and applies it to engineering software designs. Data structures such as linked lists and algorithms such as the classic searching and sorting algorithms are covered. The concepts are applied to engineering, especially robotics. Students will program robots and test them, including as part of a student project. Prerequisite: ENGR 147. Three credits and two-hour weekly integrated experimental lab.

ENGR 253 Engineering Modeling and Optimization
Introduces operations research models and optimization of design, development and operation of engineered systems. The course focuses on solving optimization models primarily using Microsoft Excel. Include linear programming, assignment models, transportation and network models, project management, decision analysis & risk, queueing models, and nonlinear optimization. Credit will be granted for only one of ENGR 253, ENGR 298 (2021-2022), CSCI 335, MATH 335. Prerequisites: CSCI 161(pre 2023) or ENGR 147. Three credits and two-hour lab.

9.20 English

M. D'Arcy, Ph.D.
L. Estill, Ph.D.
J. Khoury, Ph.D.
M.A. Moynagh, Ph.D.
M. Nilges, Ph.D.
J. Potts, Ph.D.
C. Rushton, Ph.D.
D. Smith, Ph.D.
K. Wright, Ph.D.

Department Requirements
ENGL 111, or 100, or equivalent is required for entrance to all other ENGL courses. A student should have either ENGL 111 and 3 credits at the 200 level, or ENGL 100 and three credits at the 200 level before taking a course at the 300 level. Some exceptions apply; see course descriptions. A student must have at least 18 credits of ENGL for admission to a 400-level course.

All students seeking admission to honours and advanced major programs must consult the department chair by March 31 of the second year to obtain approval for proposed course patterns, and again in March of the third year for advice on thesis and senior seminar requirements.

Minor
24 credits of ENGL

Subsidiary
24 credits ENGL, with at least 6 credits at the 300/400 level

Major
Students must choose a concentration.
Major: 36 credits - ENGL 111 or 100, 215, 285; 12 credits in chosen concentration with at least 3 credits at the 300 level; 3 credits in each of the other three concentrations (total 9 credits); 6 credits ENGL electives, or 3 credits if ENGL 100 is completed. At least 18 credits ENGL must be at the 300 level.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
ENGL major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Advanced Major
Major: 36 credits - ENGL 111 or 100, 215, 285, 491, 492, 497; 12 credits in chosen concentration with at least 3 credits at the 300 level; 3 credits in each of the other three concentrations (total 9 credits). At least 18 credits ENGL must be at the 300/400 level.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in a senior seminar.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Advanced Major
ENGL advanced major courses as outlined above if ENGL is major 1; ENGL 497 is not required if ENGL is major 2.
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours

Honours: 60 credits - ENGL 111 or 100, 215, 285, 400, 491, 492; 3 credits from ENGL 314, 339; 12 credits from chosen concentration with at least 3 credits at the 300 level; 3 credits in each of the other three concentrations (total 9 credits), 15 credits ENGL electives (12 credits if ENGL 100 completed). At least 30 credits ENGL must be at the 300/400 level.
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
ENGL 491, 492 and the required 3 credits from ENGL 314, 339 cannot be used in fulfillment of the concentration and non-concentration requirements.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary

Honours: 48 credits - ENGL 111 or 100, 215, 285, 400, 491, 492; 3 credits from ENGL 314, 339; 12 credits from chosen concentration with at least 3 credits at the 300 level; 3 credits in each of the other three concentrations (total 9 credits), 3 credits ENGL elective (if ENGL 100 was not completed). At least 30 credits ENGL must be at the 300/400 level.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
ENGL 491, 492 and the required 3 credits from ENGL 314, 339 cannot be used in fulfillment of the concentration and non-concentration requirements.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Senior Seminar

Each year, certain advanced courses will be designated senior seminars. All honours and advanced major students must be enrolled in two of these during their senior year, one in the first term and the other in the second term. Normally students will have third-year standing and have taken a minimum of 15 credits in English. Priority will be given to honours and advanced major students in English. Students may enrol in additional English seminars as part of their normal degree pattern, but do so as a 300-level course.

Humanities Colloquium

The humanities colloquium is an optional and interdisciplinary way of studying three first-year courses, usually ENGL 100, HIST 101, 102, and PHIL 100. See section 4.4 for further information.

Concentrations

Students must complete 12 credits from one concentration and at least 3 credits from each of the other three concentrations.

Literatures in English

ENGL 201	Science Fiction, Fantasy, Media
ENGL 204	Shakespeare on the Page, Stage and Online
ENGL 205	Shakespeare Today
ENGL 208	Sex, Love, and Literature
ENGL 210	Bodies and Words
ENGL 212	Shakespeare's Great Tragedies
ENGL 213	Adaptation: Canadian Myths, Film, and Popular Stories
ENGL 218	New British Fiction
ENGL 219	How to Tell a Story
ENGL 220	The Horror, The Horror
ENGL 224	Short Stories, Big Effects
ENGL 226	From Tablets to Tablets: Texts and Technology
ENGL 227	Writing From "Here": The Literature of Atlantic Canada
ENGL 232	Why Care About Literary Characters?
ENGL 233	Children's Literature: 1865 to the Present
ENGL 240	Literature of the Middle East
ENGL 243	Unequal: The Novel
ENGL 248	Climate Fiction and Environmental Literature
ENGL 249	Detective Fiction and Film
ENGL 257	What's New with the Novel?
ENGL 259	Gender, Literature and Culture
ENGL 269	Me You Us Them: Self & Society
ENGL 275	Shakespeare and Sex: Love and Lust
ENGL 276	Shakespeare on War and Peace
ENGL 277	Shakespeare's Subversive Poetry: A Study of His Narrative Poems, Sonnets, and Love Lyrics
ENGL 278	Short Turns: The Short Story in Canada
ENGL 279	What's Canadian about Canadian Literature?
ENGL 280	Introduction to Contemporary Multiethnic Literatures in the United States
ENGL 282	Literatures of Global Justice: Human Rights, Asylum, Self-Determination
ENGL 290	The Canterbury Tales
ENGL 302	The Fantastic: Genre and Form
ENGL 304	The Early Tudor and Elizabethan Renaissance
ENGL 308	Milton and His Time
ENGL 314	Contemporary Literary Theory
ENGL 315	Fashion and Fetishism
ENGL 316	How to Judge a Book by Its Cover
ENGL 325	The American Novel, 1850-1940
ENGL 329	Studies in Women Writers: Feminisms and Their Literatures
ENGL 334	The Western
ENGL 339	Cultural Theory and Popular Culture
ENGL 341	Shakespeare and Marlowe
ENGL 347	The Afterlives of Slavery & 21st Century Black Narrative: Reading Africa and the African Diaspora
ENGL 353	Tolkien and the Inklings
ENGL 365	Canadian Fiction
ENGL 378	Human Scale: Contemporary American Literature
ENGL 379	Happiness
ENGL 388	Heroic Literature of the Middle Ages

Social Justice

ENGL 210	Bodies and Words
ENGL 213	Adaptation: Canadian Myths, Film, and Popular Stories
ENGL 214	Contemporary Film
ENGL 218	New British Fiction
ENGL 220	The Horror, The Horror
ENGL 223	Creative Writing: Nature, Ecology, Climate Change
ENGL 227	Writing From "Here": The Literature of Atlantic Canada
ENGL 233	Children's Literature: 1865 to the Present
ENGL 236	Children's Film and Television
ENGL 240	Literature of the Middle East
ENGL 243	Unequal: The Novel

ENGL 248	Climate Fiction and Environmental Literature
ENGL 257	What's New with the Novel?
ENGL 258	Television Today
ENGL 259	Gender, Literature and Culture
ENGL 268	Marriage, Murder, Justice: Law and Literature
ENGL 269	Me You Us Them: Self & Society
ENGL 275	Shakespeare and Sex: Love and Lust
ENGL 276	Shakespeare on War and Peace
ENGL 277	Shakespeare's Subversive Poetry: A Study of His Narrative Poems, Sonnets, and Love Lyrics
ENGL 279	What's Canadian about Canadian Literature?
ENGL 280	Introduction to Contemporary Multiethnic Literatures in the United States
ENGL 282	Literatures of Global Justice: Human Rights, Asylum, Self-Determination
ENGL 284	Theatre and Performance
ENGL 315	Fashion and Fetishism
ENGL 325	The American Novel, 1850-1940
ENGL 329	Studies in Women Writers: Feminisms and Their Literatures
ENGL 330	Studies in Women Writers II: Genres, Cultures, Contexts
ENGL 338	Performing Canada
ENGL 339	Cultural Theory and Popular Culture
ENGL 347	The Afterlives of Slavery & 21st Century Black Narrative: Reading Africa and the African Diaspora
ENGL 353	Tolkien and the Inklings
ENGL 365	Canadian Fiction
ENGL 378	Human Scale: Contemporary American Literature
ENGL 379	Happiness
ENGL 388	Heroic Literature of the Middle Ages

Media, Film, Digital Humanities

ENGL 201	Science Fiction, Fantasy, Media
ENGL 213	Adaptation: Canadian Myths, Film, and Popular Stories
ENGL 214	Contemporary Film
ENGL 219	How to Tell a Story
ENGL 220	The Horror, The Horror
ENGL 226	From Tablets to Tablets: Texts and Technology
ENGL 236	Children's Film and Television
ENGL 249	Detective Fiction and Film
ENGL 258	Television Today
ENGL 261	Hollywood Film
ENGL 284	Theatre and Performance
ENGL 301	European Film
ENGL 309	Film Noir
ENGL 316	How to Judge a Book by Its Cover
ENGL 334	The Western
ENGL 339	Cultural Theory and Popular Culture

Communications, Storytelling, Performance

ENGL 204	Shakespeare on the Page, Stage and Online
ENGL 212	Shakespeare's Great Tragedies
ENGL 213	Adaptation: Canadian Myths, Film, and Popular Stories
ENGL 219	How to Tell a Story
ENGL 223	Creative Writing: Nature, Ecology, Climate Change
ENGL 225	Creative Writing for Children and Young Adults
ENGL 258	Television Today
ENGL 267	Introductory Creative Writing
ENGL 283	Acting and Performance
ENGL 284	Theatre and Performance
ENGL 322	Intermediate Creative Writing
ENGL 338	Performing Canada
ENGL 422	Advanced Creative Writing

ENGL 100(H) Introduction to Literature and Critical Writing
This course introduces students to the critical tools and methods of literary study, including close reading and argumentative writing. Students will learn about the history of genres (e.g. poetry, drama, and the novel) and forms of literature (e.g. tragedy, realism). Texts may include the earliest writing in English to more recent works in various media. Credit will be granted for only one of ENGL 100, ENGL 110 or ENGL 111 and 112. Restricted to students in the Humanities Colloquium. Six credits.

ENGL 111 Literature and Academic Writing I
This course provides students with the key skills needed to succeed at university. You will learn how to write argumentatively; how to build a question or problem from a close-reading of a literary work; how to develop that argument by presenting and analyzing evidence; how to engage in scholarly debate; how to do university-level research. Credit will be granted for only one of ENGL 111, 100 or 110. Three credits.

ENGL 201 Science Fiction, Fantasy, Media
This course will examine the history of speculative literature, including the relationship between science and narrative, the rise of ethnic science fiction and fantasy, and ways in which the future and the past might be imagined. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 204 Shakespeare on the Page, Stage and Online
In its first printing, Hamlet's famous speech runs "To be, or not to be, Ay there's the point." This course explores how Shakespeare's plays make meaning in different material and digital contexts: in print and manuscript, in performance on stage and screen, and online. Topics covered will include the history of printing Shakespeare's works, their early reception, current editorial practices, and how that informs performances of Shakespeare's plays. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 205 Shakespeare Today
Who was Othello's first wife? What would happen if Shakespeare's characters teamed up to murder their creator? In this course, students read Shakespeare's plays paired with adaptations, which could include films, graphic novels, plays, poems, and prose texts. Students will interrogate ideas of high- and low-brow culture and literary canon and learn to think critically about literature, adaptation, popularity. What does Shakespeare mean to us today? Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 208 Sex, Love, and Literature
This course will consider how modern culture, from the eighteenth century to the present, imagines sex and love. Readings will involve stories of happy and unhappy love, impossible love, unrealized love, sexual fantasies, desire and its frustration. Material covered will range from major modern novels addressed to the complexities of sexuality and desire, to recent film and television. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 210 Bodies and Words
What does it mean to put bodies into narrative? How does literature figure the body and how have literary forms and figures been taken up in other fields concerned with bodies? To answer these questions, the course will draw both on literature and other fields

(medicine, psychology, the use of science to support racialized or racist discourse) that have scripted bodies in a variety of ways. Topics will vary from year to year. Prerequisite: ENGL 100 or 111, 112 or equivalent. Three credits.

ENGL 212 Shakespeare's Great Tragedies
Hamlet, Othello, Macbeth, and King Lear examine how the desire to know the truth leads to tragedy. Who killed old King Hamlet? Is my wife having an affair? Which of my daughters loves me most? Can I overcome guilt? How does one dispel the desire for vengeance over one's oppressors? One never discovers the truth, so one acts blindly, which brings unbearable suffering. But suffering brings insight: the reader is instructed how to live with patience and equanimity. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 213 Adaptation: Canadian Myths, Film, and Popular Stories
Thomas King reminds us, "you have to watch out for the stories that you are told" because "the truth about stories is that that's all we are." But what happens when the stories we are told—histories, myths, and popular stories of forebearers—only help us to lie to ourselves about our values, past, and identities? This course examines multiple genres, including fiction, film, and theatre, in order to examine how stories effect change. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 214 Contemporary Film
This course will examine contemporary cinema from various national locations. Attention will be paid to the development of film genres, to formal issues, the state of different national cinemas, and links between contemporary film and twentieth-century cinema. The course will provide an introduction to film studies, in particular the history of film and major distinctions that have developed in thinking about film form. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 215 Principles and Practices of Literary Criticism
This course builds on the skills acquired in first year English. We will broaden our understanding of what literature is and how it works. We will develop our abilities to see how different approaches to texts allow us to understand their formal, gendered, historical, political, psychological, racial and sociological impacts. We will expand our practical skills by: enlarging our critical vocabularies; sharpening our argumentative writing abilities; and increasing our proficiency with sources and databases. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 218 New British Fiction
This course will consider contemporary British and Irish fiction, focusing especially on fiction of the last five years. We will be concerned in particular with the following questions: what is the role of experimentation in the literature of this period? How does recent fiction think about sexuality and sexual identity? About racial, ethnic, and national identity? What relationship is there between the recent evolution of British fiction and pressing contemporary political issues? Credit will be granted for only one of ENGL 218 or ENGL 350. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 219 How to Tell a Story
Chefs on Top Chef, athletes on ESPN Stories, corporate brand spokespersons, politicians and orphaned wizards: despite their differences, all these persons are tasked with telling stories. But what makes one narrator more compelling than another? How does the order and speed in which a story gets told affect its meaning? Does knowing one's audience matter? Grasping how narrative works is crucial to understanding why only some stories capture attention. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 220 The Horror, The Horror
Horror is closely connected to science fiction and fantasy. Mary Shelley's *Frankenstein* is the founding text of science fiction, but its central monster belongs generically to horror. In this course, we will discuss horror's evolution, the reasons some people love scary stories while others avoid them, and how horror functions as a genre. The course will contain texts that some students may find disturbing, including violence. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 223 Creative Writing: Nature, Ecology, Climate Change
This course will require students to write fiction, poetry, and personal essays on the topics of Nature, ecology, conservation, and climate change. Students will be required to conduct research in these areas and apply it to their personal views and convictions. Students will conduct individual and collective in-class editing of their submitted written work on a weekly basis. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 224 Short Stories, Big Effects
This course will explore the development of the short story, from Poe to today. We will examine the formal features of short story (e.g. length, effect); the distinctiveness of the genre (as opposed to the tale, flash fiction, the novella, the novel); the genre's development in different national contexts; and its ongoing importance for contemporary culture. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 225 Creative Writing for Children and Young Adults
Students will write stories and/or poetry, in a weekly workshop setting, whose audience is children and young adults, using best-selling books in these categories as models for their work. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 226 From Tablets to Tablets: Texts and Technology
This book history course examines how texts have been disseminated over time in order to demonstrate how material contexts affect textual meaning. Topics might include changing practices and ideas of authorship, publication, and reading. Evidence

considered could span from early textual objects (clay tablets) to today's technologies (computers, tablets, phones). Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 227 Writing From "Here": The Literature of Atlantic Canada
This course will consider the rich literature of the Atlantic region with particular focus on the many and diverse voices (including African Nova Scotian, Mi'kmaw, Scottish and Irish Gaelic, and Acadian in translation) emerging in the post-Centennial era of Atlantic Canada. Various genres including poetry, novels and short story along with art and film will be encountered. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 232 Why Care About Literary Characters?
Why do we develop such strong attachments to literary characters? They aren't real. Their stories don't continue. They don't interact with us. And yet often keep them closer to us than people we know. In this course, we will try to sort out why characters – from Emma to Harry Potter – matter so much in both our imaginary, real and virtual lives. Credit will be granted for only one of ENGL 232 or ENGL offered in 2017-2018. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 233 Children's Literature: 1865 to the Present
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. Students will examine different types of media that may include novels, picture books, graphic novels, comics, and digital content. Credit will be granted for only one of ENGL 233 or ENGL 234. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 236 Children's Film and Television
Children's film and television are highly lucrative and competitive fields. This course will survey landmarks in children's media across the world, looking at questions of adaptation, suitability, merchandising-driven story, and franchising. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 240 Literature of the Middle East
This course will introduce students to the rich literary heritage of various countries in the Middle East. In addition to the geographic range, the course will also introduce students to various kinds of literature including traditional poetry and folk tales, but the main focus will be the novel and the short story of the twentieth century. Writers to be studied may include Najib Mahfuz, Elias Khoury, Hanan al-Shaykh, Ghassan Kanafani, Tayeb Salih, Muhammad Shukri, and others. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 243 Unequal: The Novel
A prominent literary critic claimed recently that America is defined by its commitments to cultural democracy, political rights, community responsibility, social justice, an equality of opportunity, and individual freedom. In this survey, we are going to examine how the literature of America written during this period of national reconciliation grapples with turning these ideals into reality. Three credits.

ENGL 248 Climate Fiction and Environmental Literature
This course introduces students to some of the central texts and debates in two connected fields: environmental literature, a longstanding, rich facet of the literary field sometimes also identified as "ecofiction," and climate fiction (cli-fi), a recent, currently booming sub-section of environmental literature. Prerequisite: ENGL 100 or 111, 112 or equivalent. Three credits.

ENGL 249 Detective Fiction and Film
This course examines a figure who haunts modern culture from the nineteenth century to the present—the detective. Ranging from Poe's important nineteenth-century detective stories, to Sherlock Holmes, to present-day fiction and film, course discussions will consider why the detective develops as a cultural phenomenon in this period, how the figure of the detective changes over time, and what cultural problems detective fiction addresses. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 257 What's New with the Novel?
This course will introduce students to recent formal and generic developments in the American novel and situate these trends within the history of the novel as a literary form. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 258 Television Today
This course introduces students to current debates about television and its role in contemporary culture. We will emphasize the manner in which programs develop narratives (episodically, serially, in story arcs) and the manner in which they are received (weekly, binge watching). Subscription fees for online content providers may be required. Credit will be granted for only one of ENGL 258 or ENGL 297 offered in 2016-2017. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 259 Gender, Literature and Culture
What makes gender meaningful and what has literature got to do with it? How do literary works and other cultural texts (film, television, music, social media) represent and / or transform gender in a given time and place? What can such works tell us about how gender is imagined, experienced, circulated, challenged? This course will address these questions by studying selected texts in the context of historically specific understandings of masculinity, femininity and non-binary identities. Cross-listed as WMGS 259. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 261 Hollywood Film
This course will examine Hollywood film from its origins to the present, focusing on the period that has come to be known as the era

of “classical Hollywood cinema” (1927-1960). The course will provide an introduction to film history and to the analysis of film. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 267 Introductory Creative Writing
Students are introduced to the techniques of writing creatively in the genres of poetry, short stories, drama, etc. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 268 Marriage, Murder, Justice: Law and Literature
Why do literary works feature stories about legal dramas? Why has the law turned to literature to understand how narrative affects the rendering of justice? In this course we will read texts to examine how law and its interpretation make the rendering of justice difficult in cases involving marriage contracts, race, gender, and intention. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 269 Me You Us Them: Self & Society
What defines individualism? How does one become self-reliant? Is selfishness inherently wrong? What do I owe society and what can it demand of me? How are group attachments – national, racial, gendered – formed and maintained? These are questions that novelists, poets, and essayists take up with intensity. This course examines why everyone – from Joe Biden to Donald Trump to philosophers to political pundits – turn to literary works for answers to how best to organize ourselves. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 275 Shakespeare and Sex: Love and Lust
The Victorians censored Shakespeare. A rediscovery of his sexual references tells us not only about Elizabethan England’s sexual mores, but also about its diversity of thought around sexuality. We discover that the Renaissance was much more open and accepting of different sexualities than we might think. The course will discuss the relationship between love and sex, the nature of desire, the perception of sexuality, the question of consent, perceptions of gender, and perceptions of sexual diversity. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 276 Shakespeare on War and Peace
Shakespeare was a serious political thinker. We will study his political thought through a close reading of five plays. We will discuss themes such as political ambition; the nature of the political regime and its influence on the public; monarchy and republicanism; the relationship between politics and violence; the causes of political success and decline; the relationship between philosophy and politics and between politics and religion; and the relationship between private and public virtues. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 277 Shakespeare’s Subversive Poetry: A Study of his Narrative Poems, Sonnets, and Love Lyrics
Shakespeare’s poetry breaks with tradition by rejecting the formal, thematic, and mythical conventions of the past. Here we find inversions of gender roles, including aggressive and seductive heroines; lengthy and entirely empathetic portrayals of victims of sexual violence; and provocative meditations on love that have gone wildly out of control. These poems focus on the complex nature of human desire in a manner that anticipates our own plight in the modern world. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 278 Short Turns: The Short Story in Canada
The short story is the literary form that has arguably won Canadian Literature the highest sustained international recognition both critically and popularly. This course will engage in in-depth analysis of profound expressions of the construction of the self (or selves) in the modern world. Various voices and narrative modes in dialogue with such questions will be encountered, arising in works from writers of diverse backgrounds and social strata. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 279 What’s Canadian about Canadian Literature?
Margaret Atwood asks, “What’s Canadian about Canadian literature, and why should we be bothered?” This course tackles this question by examining a variety of forms, such as Canadian fiction, film, art, poetry, music, and drama from the 20th and 21st centuries. Stories define what it means to live in Canada or identify as Canadian. This class concentrates on how the stories we tell shape our own sense of who we are and where we belong. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 280 Introduction to Contemporary Multiethnic Literatures in the United States
This course will provide students with an introduction to contemporary African American, Asian American, Native American and Indigenous, and Latino/a literatures in the U.S. The course will frame the literary material with examinations of current debates (and their historical antecedents) regarding race, racism, race and culture, and the politics of multiethnic literatures, and race in the age of neoliberal diversity management and multiculturalism. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 282 Literatures of Global Justice: Human Rights, Asylum, Self-Determination
How does literature address (in)justice, particularly injustices that are global in scale? From the movement for the abolition of slavery to anti-colonial resistance and contemporary refugee narratives, literature has long been a means of advancing claims for justice and fostering understanding across global divides. The course will focus mostly on 20th and 21st century works and topics like colonialism, conflict and displacement, genocide and the climate crisis. Prerequisite: ENGL 100 or 111, 112 or equivalent. Three credits.

ENGL 283 Acting and Performance
This course offers foundational training in acting, including the history of theatre spaces, audiences, and acting methods. The

course will be beneficial for students interested in developing communication, collaboration, and public speaking skills for the workplace. The course begins with ensemble and improvisational work; students then apply this training to monologues and scene studies. No prior acting or performance experience is required. This course includes attendance at a Theatre Antigonish production (on-campus with flexible times/dates). Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 284 Theatre and Performance
This course introduces students to theatre and performance studies. Through critical reading, written reflections, and practice-based workshops, students will learn how to analyze and apply performance. Students will study theatre, performance studies, and media as an academic discipline and as cultural practice. Students will also examine how performance impacts social justice, politics, social media, and the world around us. This course includes attendance at a Theatre Antigonish production (on campus with flexible dates/times). Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 285 Literary History
This course is a companion to ENGL 215. We will examine how literary forms and genres develop and change over time and in relation to specific historical events and conditions. The focus for Fall 2026: *The Odyssey* in fiction and film. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 290 The Canterbury Tales
This course will introduce Geoffrey Chaucer's *Canterbury Tales*, but it does more than that. The generic and formal diversity of Chaucer's collection allows for discussion of medieval literary form and content, while also introducing significant aspects of medieval culture (the problem of "courtly love," medical theory and political life). Further, the course allows discussion of manuscript tradition and theories of influence. Credit will be granted for only one of ENGL 290 or ENGL 390. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

ENGL 301 European Film
This course will examine European film from the 1940s to the present. Works to be screened include love stories, crime films, and science fiction. We'll consider, for example, crime thrillers such as the iconic film Breathless, and the classic mind-bending time-travel film *La Jetée*. Some films will be screened in class, others through online streaming services. This course will provide an introduction to film studies. It will be useful to anyone interested in thinking about cinema and contemporary culture (or just watching some great movies) but it will be of particular interest to students thinking about pursuing careers in film, media, education, or other cultural fields. No previous background in film studies is required. Prerequisite: 9 credits ENGL. Three credits.

ENGL 302 The Fantastic: Genre and Form
Pre-requisite: 9 credits ENGL. Three credits.

ENGL 304 The Early Tudor and Elizabethan Renaissance
A study of some of the most influential works of Tudor England, outside Shakespeare. These may include Thomas More's *Utopia*; Sidney's *An Apology for Poetry*; Thomas Kyd's *The Spanish Tragedy*; Christopher Marlowe's *Tamburlaine the Great*, *The Jew of Malta,* and *Edward II*; and selections from Edmund Spenser's *The Faerie Queene*. Prerequisite: 9 credits ENGL. Three credits.

ENGL 308 Milton and His Time
This course will provide an intensive study of Milton's life and major poems, especially *Paradise Lost*, and some of his polemical prose. The course will also focus on the historical and political contexts of this revolutionary age, and Milton's contributions to the Republicanism of the era. Credit will be granted for only one of ENGL 308 or ENGL 312. Prerequisite: 9 credits ENGL. Three credits.

ENGL 309 Film Noir
This course will consider the evolution of film noir, focusing on the classic period of film noir, the 1940s and 1950s, and the crime films from this period that have come to be seen as defining film noir. Class discussions will also address the hard-boiled crime fiction of the mid-twentieth century that was intrinsic to the development of the noir aesthetic, as well as later developments of noir cinema. Prerequisite: 9 credits ENGL. Three credits.

ENGL 314 Contemporary Literary Theory
This course introduces students to current directions and interests in literary and cultural criticism, including eco-criticism, theories of film and visual culture, gender and sexuality, psychology, and digital culture. Besides reading relevant theoretical texts, we'll examine works of contemporary television and film, literary texts, and contemporary music. Credit will be granted for only one of ENGL 314 or ENGL 445. Prerequisite: 9 credits of ENGL; ENGL 215 recommended. Three credits.

ENGL 315 Fashion and Fetishism
This course will consider how fashion and fetishism are intrinsic to the literature and culture of modern societies in the nineteenth- and twentieth centuries. Class discussions will consider: the ways in which fiction and poetry mutate as the dynamics of fashion become important for the literary culture this period; the relationship between fashion and fetishism; the role of gender in the dynamics of fashion and fetishism; the importance of fashion for twentieth-century visual art. Prerequisite: 9 credits ENGL. Three credits.

ENGL 316 How to Judge a Book By its Cover
In this course, we will "read" the material contexts and paratexts of literature that influence how we think about the books and texts we read. We will discuss book history, anthologies, and the literary canon. This course offers a broad overview of the importance of

paratexts—from advertisements to indices—from the Middle Ages to the present. Students will analyze texts from a book historical perspective, considering how presentation affects reception and meaning. Credit will be granted for only one of ENGL 316 or ENGL 397(offered 2019). Prerequisite: 9 credits ENGL. Three credits.

ENGL 322 Intermediate Creative Writing
Students will be expected to choose one genre through which they will continue to explore and develop the basic elements of creative writing in ENGL 231. Prerequisite: ENGL 100, 111 or equivalent; three credits creative writing (ENGL 267 or equivalent). Three credits.

ENGL 325 The American Novel, 1850-1940
What kinds of social creatures are people? What causes our social lives to fall into patterns, shapes, and configurations? How do these forms define our social worlds? In this class we will look at American novels written at the end of the 19th and the start of the 20th century as resources for understanding the complexity of modern social life. Prerequisite: 9 credits ENGL. Three credits.

ENGL 327 Celtic Kings, Heroes and Monsters - Medieval Ireland
From hot-headed heroes to terrifying monsters and death-tales, this course will examine topics and texts from medieval Irish literary tradition in detail. Credit will be granted for only one of ENGL 327, CELT 327 or CELT 221. Cross-listed as CELT 327. Three credits. Not offered 2026-2027.

ENGL 328 Celtic Kings, Heroes and Monsters - Medieval Wales
From King Arthur to Culhwch and from dragons to giants, this course will examine topics and texts from medieval Welsh tradition in detail. Credit will be granted for only one of ENGL 328, CELT 328 or CELT 222. Cross-listed as CELT 328. Three credits. Offered 2026-2027.

ENGL 329 Studies in Women Writers: Feminisms and Their Literatures
How do the struggles feminists engage in inform literary works? An introduction to diverse feminist debates within their historical, cultural and political contexts, this course explores the relationships between particular feminisms and the literary texts that exemplify or extend them. Cross-listed as WMGS 329. Prerequisite: 9 credits ENGL. Three credits.

ENGL 330 Studies in Women Writers II: Genres, Cultures, Contexts
How are works of literature by women shaped by the context in which they are written? Are novels written by women different? Are poems? How do culture and gender intersect? These are the sorts of questions, broadly defined, that this course takes up. Specific topics will vary from year to year, depending on the instructor. Cross-listed as WMGS 330. Prerequisite: 9 credits ENGL. Three credits.

ENGL 334 The Western
This course will survey the western, from its contemporary origins in newspapers and dime novels through to the revisionist texts of the 60s-80s, and then to current generic mash-ups (the horror western, the curry western). Texts could include novels (Wister's The Virginian), radio and TV (The Lone Ranger), film (The Searchers, Pale Rider), and graphic novels (Preacher). Prerequisite: 9 credits ENGL. Three credits.

ENGL 338 Performing Canada
What is performance and why/how do we study it? In this class, students explore how performance impacts all of our identities. Considering that Nova Scotia was the site of the first documented performance in what we now call Canada, this course investigates theatre as history-making and nation-building acts. Introducing students to theatrical forms such as vaudeville, minstrelsy, and verbatim theatre, this course simultaneously considers how theatre influences social justice issues of race, culture, and gender. Credit will be granted for only one of ENGL 338 or ENGL 366. Prerequisite: 9 credits ENGL. Three credits.

ENGL 339 Cultural Theory and Popular Culture
This course introduces students to the classical texts of and contemporary developments in cultural theory. The course will practically apply these theories through the study of popular culture. Students will learn the basics of cultural analysis and familiarize themselves with what theorists have come to understand as the "critique of everyday life." Credit will be granted for only one of ENGL 339 or ENGL 318. Prerequisite: 9 credits ENGL. Three credits.

ENGL 341 Shakespeare and Marlowe
A study of Shakespeare's work in comparison with his early contemporary dramatist and poet, Christopher Marlowe. Prerequisite: 9 credits English. Three credits.

ENGL 347 The Afterlife of Slavery & 21st Century Black Literature: Reading Africa and the African Diaspora
The afterlife of slavery, Saidiya Hartman argues, is not freedom. However longed for, however storied, freedom is still a promise, still to come. How does this structure of the aftermath manifest in 21st century novels about slavery and other forms of unfreedom? How do writers reckon with "the past that is not past"? How can we think about contemporary anti-Blackness—surveillance, Black Lives Matter, the policing of the pandemic—through the lens of slavery's afterlives? Prerequisite: 9 credits of ENGL. Three credits.

ENGL 353 Tolkien and the Inklings
"Against Modernity." This course will read works by Tolkien and C. S. Lewis alongside non-Inkling writers such as H. P. Lovecraft, tracking fantasy's response to modern life, including social change, total war, and environmental concerns. Prerequisites: 9 credits ENGL. Three credits.

ENGL 365 Canadian Fiction
This course focuses on later 20th and early 21st century Canadian prose fiction in English, including novels, short stories, and memoir. Many of these works invite you to explore ideas of the construction of the self, the use and development of voice, and the challenge of delineating identity or identities in relation to place, time, and community. Various aspects of narrative technique and of ways of entering and conveying a story will be explored. Credit will be granted for only one of ENGL 365 or 367. Prerequisite: 9 credits ENGL. Three credits.

ENGL 378 Human Scale: Contemporary American Literature
Human scale is the practice of measuring and designing things to match the physical and cognitive characteristics of humans. But what happens when the world falls out of scale? When cities become too large to be knowable? When the internet makes information seem infinite? When the size of multinational corporations no longer resembles persons? We will read detective and sci-fi novels and watch films on architecture and design to understand post-1960's changes in scale. Prerequisite: 9 credits ENGL. Three credits.

ENGL 379 Happiness
This course examines the very recent interest in happiness studies. We'll think about what happiness entails and the difficulties involved in its achievement. Topics discussed will include: sex, money, occupation, marriage, music, family, the quotidian and authenticity. Prerequisite: 9 credits ENGL. Three credits.

ENGL 388 Heroic Literature of the Middle Ages
This course focuses primarily on medieval romance – stories of chivalry, courtly love, and adventure – while focusing on how they both encourage and disguise how medieval knighthood really worked. In addition, the course will discuss medieval ideas of gender, politics, and ethnicity. Prerequisite: ENGL 100 or 111, 112 or equivalent. Three credits.

ENGL 391 Selected Topics
The topic for 2026-2027 is Machiavelli and English Drama. See ENGL 491 for course information. Prerequisites: Third year standing and 15 credits ENGL. Three credits.

ENGL 397 Selected Topics in Literature I
The topic for 2026-2027 is Tales of Interspecies Migration. See ENGL 492 for course information. Prerequisites: Third year standing and 15 credits ENGL. Three credits.

ENGL 398 Selected Topics in Literature II
The topic for 2026-2027 is Digital Methods for Ancient Manuscripts. A practical course on digital methods for processing historical documents. Skills covered include cataloguing, transcription, textual criticism, linguistic markup, translation, annotation, and presentation. Cross-listed as RELS 398. Three credits.

Notes: Normally students enrolling in an honours seminar will have third-year standing and have taken a minimum of 15 credits in English. Priority will be given to honours and advanced major students in English.

ENGL 400 Honours Thesis
Honours students write a thesis under the supervision of a faculty thesis director. Students must meet the thesis director in March of the junior year to prepare a topic. Honours students must register for the thesis as a six-credit course in their senior year. The thesis must be submitted no later than March 31 of the senior year. See chapter 4. Six credits.

ENGL 422 Advanced Creative Writing
Explores the techniques of writing prose narrative, poetry, and drama to help students develop their powers of creative expression. Techniques include regular exercises, set assignments, free submissions, parodies, and imitations. Occasional guest writers. Prerequisite: ENGL 100, 110 or equivalent; six credits creative writing (ENGL 267 and 322 or equivalents). Three credits.

ENGL 491 Selected Topics I
The topic for 2026-2027 is Machiavelli and English Drama This is a course in the history of ideas. We will study Niccolò Machiavelli's influence on English Drama, especially on Shakespeare and Marlowe. Our approach centres on two key words: *adopt* and *adapt*. Specifically, how did the English dramatists adapt Machiavelli's ideas which they had adopted? Prerequisites: Third year standing and 15 credits ENGL. Three credits.

ENGL 492 Selected Topics II
The topic for 2026-2027 is Tales of Interspecies Migration. What might it mean to narrate human and non-human migration together in a way that insists both on the parallels and the interspecies relationships that are involved? How might such narratives propose kinships across the boundaries of kind at a juncture when, as Donna Haraway puts it, "the earth is full of refugees, human and not, without refuge"? We will focus on a selection of contemporary global novels. Prerequisites: Third year standing and 15 credits ENGL. Three credits.

ENGL 497 Advanced Major Thesis
Advanced major students write a thesis as part of the senior seminar. See chapter 4. No credit.

ENGL 499 Directed Study
In consultation with the department and with approval of the chair, students may undertake a directed study program in an approved area of interest, which is not available through other course offerings. See section 3.5. Three or six credits.

» **French** see 9.27 Modern Languages

» **Gaelic** see 9.8 Celtic Studies

» **German** see 9.27 Modern Languages

9.21 Health

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The BASc in Health is designed to allow students to approach health and health-related issues from an interdisciplinary perspective. The program aims to provide students with a contemporary education in health by drawing on knowledge from a number of disciplines. Since the field of health is most fully understood with scientific, social, and humanistic contributions to its definition, the program is developed within the BASc structure - a four-year combined degree in both Arts and Science. The program will be suitable for students who come to university with a desire to pursue a career in a health-related field or who want to pursue a graduate degree in health studies or health sciences. This is not a professional program that prepares students to become practitioners but rather provides students who have an interest in health with the opportunity to explore health from multiple disciplinary perspectives. Several courses that students can take to fulfill the degree requirement cover topics in the MCAT exams.

HLTH 111, 112, 201, 202, 203, 301, 302, 401, and 412 are restricted to students enrolled in the BASc in Health program.

Bachelor of Arts and Science in Health
HLTH core: 24 credits - HLTH 111, 112, 201, 202, 301, 302, 401, 412
Science required and designated: 18 credits – BIOL 111, 112; CHEM 101, 102; 6 credits science designated courses
Arts required and designated: 18 credits – PSYC 101, 102; SOCI 101, 102; 6 credits arts designated courses
Arts/science required and designated: 12 credits - HLTH 203; STAT 101; 6 credits arts/science designated courses
Designated humanities: 12 credits – to include 3 credits designated health ethics
Open electives: 36 credits
Total: 120 credits

BASc in Health Requirements
a) 24 credits of core courses: HLTH 111, 112, 201, 202, 301, 302, 401, 412.
b) BIOL 111, 112; CHEM 101, 102; PSYC 101, 102; SOCI 101, 102.
c) 18 credits in arts: 12 credits from (b); remaining credits from designated courses.
d) 18 credits in science: 12 credits from (b); remaining credits from designated courses.
e) 12 credits from either of the arts or science designated courses, including 6 credits from HLTH 203, STAT 101.
f) 12 credits from humanities and health ethics designated courses, to include a minimum of 3 credits from health ethics options.
g) 36 credits of open electives.
h) 100-level restriction: maximum of 30 credits at the 100-level of designated and required courses (not including core courses or STAT 101).
i) 300/400-level requirement: a combined minimum of 12 credits at the 300/400 level in the designated courses.
j) In addition to the 12 credits of humanities, a minimum of 24 credits of arts courses. Designated, required, and elective courses may be used to fulfill this requirement.
k) A minimum of 24 credits of science courses. Designated, required, and elective courses may be used to fulfill this requirement.
l) 12 credits must be courses with laboratory components at the 200 level or above. Designated, required, and elective courses may be used to fulfill this requirement.

Bachelor of Arts and Science in Health Honours
HLTH core: 30 credits - HLTH 111, 112, 201, 202, 301, 302, 401, 412, 490
Science required and designated: 18 credits – BIOL 111, 112; CHEM 101, 102; 6 credits science designated courses
Arts required and designated: 18 credits – PSYC 101, 102; SOCI 101, 102; 6 credits arts designated courses
Arts/science required and designated: 12 credits - HLTH 203; STAT 101; 6 credits arts/science designated courses
Designated humanities: 12 credits – to include 3 credits designated health ethics
Open electives: 30 credits
Total: 120 credits

Concentrations
Course prerequisites will apply. The BASc HLTH program offers three concentrations: biomedical science, global health and health equity. Each concentration requires 18 credits as indicated below.

Biomedical science concentration focuses on biological processes and diseases that impact health.
6 credits human biology from BIOL 204, 220, 251, 252, 315, 382, 405, 452, 453, 454; PHYS 250
6 credits biochemistry from CHEM 221, 222, 255 or CSCI 350
6 credits neuroscience from PSYC 231, 232, 327, 328, 362, 373

Global health concentration focuses on the medical and health issues with global impact and explores the social, political, economic, and environmental conditions that affect health and health services across the global.

6 credits global health history and culture from ANTH 218, 223; HIST 324; PSYC 372; RELS 298
6 credits global health policy, power and politics from DEVS 201, 202; PSCI 251, 252, 291, 308, 355
6 credits determinants of global health from DEVS 302, 303; EESC 274; HLTH 421; HUN 405; SOCI 341, 364

Health equity concentration explores ways that race, ethnicity, gender, sex, dis/ableism, and the combination of these impact health.

6 credits race, ethnicity, and Indigenous health from ANTH 234, 332, 435; ART 269; PSCI 325; WMGS 346
6 credits gender and sexuality from ANTH 323; ART 354; HIST 318, 360, 398; PGOV 305; PSYC 364, 317, 378; RELS 315, 401, 402; WMGS 203, 205, 354
6 credits social justice and disability from HIST 302; HLTH 395, 421; PHIL 332; PSCI 306; PSYC 362; SOCI 207, 218, 237, 313, 314

Co-operative Education in Health

This optional academic program allows students can gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction. Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as an open elective. See section 9.13 for further information.

Graduate Programs

Master of Health Equity

The Master of Health Equity (MHE) is a part-time course-based professional degree program delivered online that will use a population and public health approach to examine and advance health equity through evidence-based practice. The program prepares students to develop capacity to critically assess evidence through a health equity lens for application in professional practice settings. Courses will build competencies around health equity theory and foundations, healthy public policy, leadership, program planning, implementation, assessment and evaluation. The program culminates with the completion of a capstone project that applies health equity principles in a real-world, professional practice setting.

The program provides opportunities for students to develop knowledge, tools, and professional capacity to work alongside and within communities to identify and redress barriers to health that are embedded in systems, communities, and cultures.

The requirements and normal course sequence for the MHE are outlined below.
HEEQ: 30 credits at the 500-level
Total: 30 credits
Courses are completed one at a time, per semester on a part-time basis over 2.5 years of study.

Course sequence is outlined below:
Year 1 HEEQ 501, 502; 6 credits from HEEQ 503, 504, 505, 506
Year 2 6 credits from HEEQ 503, 504, 505, 506; 6 credits electives
Year 3 HEEQ 512, 513
Core courses HEEQ 501 and HEEQ 502 must be completed before any other courses. The remaining core courses and electives can be completed in any sequence. All core and elective courses must be completed before Captone courses HEEQ 512 and HEEQ 513.

Graduate Diploma in Health Equity

The Graduate Diploma in Health Equity (GDipHE) is a part-time course-based credential delivered online that will use a population and public health approach to examine and advance health equity through evidence-based practice. The program prepares students to develop capacity to critically assess evidence through a health equity lens for application in professional practice settings. Courses will build competencies around health equity theory and foundations, healthy public policy, leadership, program planning, implementation, assessment and evaluation.

The diploma provides opportunities for students to develop knowledge, tools, and professional capacity to work alongside and within communities to identify and redress barriers to health that are embedded in systems, communities, and cultures.

The requirements and normal course sequence for the GDipHE are outlined below.
HEEQ: 15 credits at the 500-level
Total: 15 credits
Courses are completed one at a time, per semester on a part-time basis over 1.5 years of study.

Course sequence is outlined below:
Year 1 HEEQ 501, 502; 6 credits from HEEQ 503, 504, 505, 506
Year 2 3 credits from HEEQ 503, 504, 505, 506
Core courses HEEQ 501 and HEEQ 502 must be completed before any other courses. The remaining core courses can be completed in any sequence.

See Section 8.6 for MHE and GDipHE admission and progression requirements.

Undergraduate Courses

HLTH 111 Fundamentals of Health I
This course provides an introduction to perspectives of health from a range of arts and science disciplines. Emphasis is on how health, wellness, illness, and disability have been conceptualized and constructed. Students will compare and contrast social, medical and biopsychosocial models of health and examine health across different historical periods, societies and cultures. Credit will be granted for only one of HLTH 111 or HLTH 101. Three credits.

HLTH 112 Fundamentals of Health II
This course builds on HLTH 111, challenging students to consider systematic variations in the distribution of health, health equity, and social justice among individuals, groups, populations, and societies. Various biological determinants that underpin health, illness and disease are examined. Various explanations of social determinants that affect health, well-being, illness, and disability are a focus. The relevance of determinants of health in the global context is introduced. Credit will be granted for only one of HLTH 112 or HLTH 102. Prerequisite: HLTH 101 or 111. Three credits.

HLTH 201 Health Across the Lifespan I
This course provides students with an integrated approach to understanding the health of children in developing and developed countries and will foster an understanding of the multiple determinants of healthy development. Students will learn about key health issues that impact children from infancy through middle childhood. Students will identify alternative approaches to health beyond the disease-based approaches and will learn about the role of government in health care. By applying selected developmental theories to healthy physical, cognitive and social development, students will come to understand the contribution of family and community to, and the impact of socio-economic, political, biological, and environmental factors on, child health and development. Prerequisites: HLTH 101, 102. Three credits.

HLTH 202 Health Across the Lifespan II
This course provides students with an integrated approach to understanding age-related changes of health during adolescence and adulthood in a cross-cultural context including health of indigenous populations. Special emphasis will be placed on using critical thinking to evaluate scientific research related to developmental origins of health beyond the childhood years. Themes covered include determinants of adolescent, adult, and geriatric health, the role of cultural considerations in healthy aging and dealing with death as part of the lifecycle. Prerequisite: HLTH 201. Three credits.

HLTH 203 Introduction to Health Research Methods
An introduction to quantitative, qualitative and mixed-methods research methods used to study health-related topics. A range of study designs will be discussed, with consideration to characteristics such as levels of measurement, sampling approaches, and data collection/generation techniques. The importance of research within the field of health, as well as strengths and weaknesses of different techniques, will be addressed. Discipline-specific methodology will be introduced, such as epidemiology, evidence-based practice, program evaluation, participant observation, phenomenology, and public health research. Credit will be granted for only one of HLTH 203 or PSYC 291. Corequisite: STAT 101 and second year BASc in Health status. Three credits and lab.

HLTH 218 Anthropology of Health and Illness
An examination of global health and illness from an anthropological perspective, this course applies key anthropological concepts to topics such as the meaning of health and illness cross-culturally, cultural construction of the body, medical pluralism, cross-cultural psychiatry, critical medical anthropology and the health of Indigenous peoples in Canada and other parts of the world. Cross-listed as ANTH 218. Prerequisite: ANTH 111, 112 or HLTH 111, 112 or permission of the instructor. Three credits.

HLTH 301 Global Health, Equity, and Innovation
This course examines global health within the context of an increasingly uneven, globalized world. The course departs from a biomedical orientation on health to interrogate competing health and health system discourses, the political-economy of global health, factors that perpetuate and underpin global health inequities, as well as insights into the global health governance and policy landscape. Given the imperative for 'health for all', strategies and options for creating and spreading health through social innovation and policy will be explored. Prerequisites: HLTH 201, 202, 203. Three credits.

HLTH 302 Health in All Policies: An Intersectoral Approach to Health and Health Equity
This course examines approaches to health that extend beyond the delivery of health services. Students will examine the consequences of programs and policies that lie outside health sector on health systems, determinants of health, health, and health equity. A focus is on an intersectoral and systems approach to health and equity that involves government and non-government stakeholders from various sectors. Emphasis is on examining health in all policies and the role stakeholders play in overcoming barriers that hinder intersectoral approaches to complex health and equity issues from a systems perspective. Prerequisites: HLTH 201, 202, 203. Three credits.

HLTH 334 Plants and Human Health
This course examines the important role of plants in all human societies including those of this continent's indigenous peoples. Topics include plant structure, identification and basic physiology as well as plants used for fibre, shelter and industry. A particular emphasis will be on the interaction between plants and human health, including food, plant medicines, nature, environmental issues and mental health. Credit will be granted for only one of HLTH 334, BIOL 382(2021-2022) or HLTH 396(2023-2026). Cross-listed as BIOL 334. Pre-requisites: BIOL 111, 112 and any two of BIOL 201, 202, 203, 204, 205, 251 or 252. Three credits and lab.

HLTH 394 Selected Topics
The course will cover a selection of arts-focused selected topics related to health, such as mental health and addiction, grief and dying, and translating science. Topics will vary by year. Three credits.

HLTH 395 Selected Topics
The course will cover a selection of science-focused selected topics related to health, such as aging and disability. Topics will vary by year. Three credits.

HLTH 397 Selected Topics
The topic for 2026-2027 is Participatory Health Research and Qualitative Methods. Participatory research methods are becoming more widely used in health research. The engagement of people with lived experience, families and carers, community members, clinicians and other key partners is essential to ensure that research reflects the needs and perspectives of the people who will benefit from it. This course will explore ethical, theoretical and methodological approaches to undertaking participatory qualitative health research. Using a combination of lectures and labs, students will learn how to undertake participatory qualitative research, including through a variety of methodological approaches to data collection, analysis, knowledge creation and dissemination. Prerequisite: HLTH 203. Three credits.

HLTH 398 Selected Topics
The topic for 2026-2027 is Perspectives on Mental Health and Mental Illness. This course will provide an interdisciplinary overview of mental health and mental illness, drawing on biological, social, psychological and cultural perspectives. Students will learn about the spectrum of mental health conditions, associated risk factors, approaches to prevention, treatment and support and mental health systems. Mental health and mental illness in specific populations and contexts will be discussed with a focus on equity, human rights and the social and structural determinants of health. Prerequisite: 6 credits at the 200-level. Three credits.

HLTH 401 Health Leadership
This course represents the capstone for students completing the BASc in Health. The first part of the course will introduce leadership theories and core concepts. In the second part of the course, students will focus on learning about leading change and applying learnings to real-world leadership dilemmas which will prepare them for a real-world innovation project in HLTH 412. Emphasis will also be placed on evaluating one's own leadership values and goals to inform future career planning. Students will be required to participate in sessions with guest speakers. Prerequisites: HLTH 301, HLTH 302. Three credits.

HLTH 412 Health Innovation
This course represents the capstone for students completing their BASc in Health. Students will explore a real-world problem related to health, and through a critical review of the problem create an innovative and viable solution. Credit will be granted for only one of HLTH 402 or HLTH 412. Prerequisite: HLTH 401. Three credits.

HLTH 415 Anthropology of Health and Infectious Diseases
This course examines global infectious diseases from an anthropological perspective. Using a holistic and cross-cultural approach, students will think about how kinship systems, gender, class, sexual orientation, nationality, ethnicity and global economic and political structures affect how individuals in different populations learn about and give meaning to HIV and infectious disease, the risks they face, and the degree to which they can protect themselves and receive treatment if infected. Cross-listed as ANTH 415. Prerequisite: ANTH 211 or 218 or DEVS 201/202 or permission of the instructor. Three credits.

HLTH 421 Food and Nutrition for Global Health Equity
This course focuses on nutrition in tackling global disease burdens and achieving global health equity. It explores concepts, actors, governance, interventions, Sustainable Development Goals, nutrition transition, and other nutrition-related risk factors. The knowledge-translation framework, together with assets-based and integrated "bottom-up" approaches to community development, permeates the course and gives basis to the major course assignment. Various local and international guest speakers broaden the understanding of lecture topics. Credit will be granted for only one of HLTH 421 or HNU 497 (2017-2018). Cross-listed as HNU 421. Prerequisite: HLTH 301 or HNU 142. Three credits.

HLTH 490 Honours Thesis
Under the supervision of a professor, each student completes a research project, from conception to completion, over the course of the year. The student is responsible for choosing a topic, the use of resources, the methodological soundness, and literary quality of the final product. Restricted to honours students. Six credits.

HLTH 499 Directed Study
Under the direction of a faculty member, students may pursue an individual program of study in an area of health not available in the course offerings. For eligibility, see section 3.5. Three credits.

ARTS DESIGNATED COURSES
Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology

ANTH 111	Introduction to Physical Anthropology/ Archaeology
ANTH 112	Introduction to Socio-Cultural Anthropology
ANTH 223	Local and Global Livelihoods
ANTH 234	Introduction to Indigenous Anthropology
ANTH 323	Feminist Anthropology
ANTH 332	Mi'kmaq Studies: Advanced Critical Issues in Indigenous Anthropology
ANTH 435	Advanced Indigenous Issues

Development Studies
DEVS 201 International Development: The Global South
DEVS 202 International Development: Canada
DEVS 211 Local and Community Development Economics
DEVS 223 Local and Global Livelihoods
DEVS 302 Globalization and Development
DEVS 303 Power, People, Planet and Profit
DEVS 321 People and Development

Economics
ECON 211 Local and Community Development Economics
ECON 364 Health Economics

History
HIST 121 Global Race & Ethnicity I, 1300-1776
HIST 122 Race/Ethnicity in Global History, 1776-Present
HIST 141 Empire & Plague 1300-1800
HIST 142 Revolution: Global from 1750
HIST 215 A History of Canada: Post Confederation
HIST 302 Histories of Health in the Body in Canada
HIST 317 Canadian Women's and Gender History: From Colony to Nation
HIST 318 Canadian Women's Gender History: Modernity
HIST 324 Plagues and Peoples
HIST 332 The Medieval Body
HIST 360 Gender and Sexuality in Modern European Empires
HIST 398 Themes in the History of Sexuality
HIST 498 Selected Topics: History of Drugs

Nursing
NURS 302 2SLBGTQ+ Health and Social Care
NURS 364 Social Justice and Health
NURS 365 Gender and Health
NURS 433 Introduction to Policy for Health-Interdisciplinary Strategies
NURS 486 International Health and Development

Philosophy
PHIL 231 Love and the Emotions
PHIL 232 Philosophy of Mind and Consciousness
PHIL 331 Introduction to Ethics
PHIL 332 Contemporary Moral and Social Issues
PHIL 335 Ethics in Health and Medicine

Political Science
PSCI 222 Canadian Political Institutions
PSCI 291 Violence, Conflict, and Politics
PSCI 306 Theory and Politics of Human Rights
PSCI 308 Global Justice
PSCI 325 Indigenous Politics in Canada

Public Policy and Governance
PGOV 201 Public Policy
PGOV 305 Gender and Public Policy

Religious Studies
RELS 315 Authentic Power and Gender
RELS 328 Mind, Self, and Society
RELS 333 Religion, Violence and Peace
RELS 401 Religious Approaches to Sexuality
RELS 402 Religious Approaches to Sexual Diversity

Sociology
SOCI 203 Gender
SOCI 207 Health Justice
SOCI 217 Race and Identities
SOCI 218 Social Inequality in Canada
SOCI 221 Marriage and Family Life
SOCI 237 Social Justice
SOCI 251 Theories of Deviance and Social Control
SOCI 252 Topics in Deviance and Social Control
SOCI 254 Experiencing Social Class
SOCI 313 Conceptions of Disability
SOCI 314 Disability and Culture
SOCI 315 Additions
SOCI 329 Climate, Land and Future
SOCI 335 Sociology of Canada's Indigenous Peoples
SOCI 337 Black/African Diaspora
SOCI 364 Food and Society

Women's and Gender Studies
WMGS 100 Introduction to Women's and Gender Studies (6 credits)
WMGS 203 Gender
WMGS 205 Gender, Sexuality and the Body
WMGS 217 Race, Class, Gender and Sex
WMGS 221 Marriage and Family Life
WMGS 302 2SLBGTQ+ Health and Social Care
WMGS 304 Gender and Public Policy
WMGS 317 Canadian Women's and Gender History: From Colony to Nation
WMGS 318 Canadian Women's History: Modernity
WMGS 327 Feminist Anthropology
WMGS 333 The Medieval Body
WMGS 364 Social Justice and Health
WMGS 365 Gender and Health
WMGS 370 Gender and Sexuality in Modern European Empires
WMGS 397 Authentic Power and Gender
WMGS 398 Themes in the History of Sexuality
WMGS 411 Religious Approaches to Sexuality
WMGS 412 Religious Approaches to Sexual Diversity
WMGS 417 Social Difference: Race, Ethnicity, Gender, Class, Sex, and Disability

SCIENCE DESIGNATED COURSES
Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Biology
BIOL 204 Introduction to Genetics, (lab)
BIOL 220 Biological Perspective of Health and Environmental Issues, (6 credits)
BIOL 251 Human Anatomy and Physiology I, (lab)
BIOL 252 Human Anatomy and Physiology II, (lab)
BIOL 304 Comparative Physiology
BIOL 315 Introductory Microbiology, (lab)
BIOL 382 Selected Topics: Evolutionary Medicine
BIOL 405 Comparative Endocrinology, (lab)
BIOL 452 Bioinformatics

Chemistry
CHEM 221 Organic Chemistry I, (lab)
CHEM 222 Organic Chemistry II, (lab)
CHEM 225 Principles of Organic Chemistry, (lab)
CHEM 255 Introductory Biochemistry, (lab)
CHEM 355 Advanced Biochemistry, (lab)
CHEM 422 Advanced Organic Chemistry: Structure & Mechanism, (lab)
CHEM 452 Bio-Organic Chemistry II
CHEM 455 Medicinal Chemistry, (lab)

Earth and Environmental Sciences
EESC 273 Health and the Environment
EESC 274 Health Impacts of Global Climate Change

Human Kinetics
HKIN 226 Focus on Personal Health
HKIN 395 Disability, Health and Community Rehabilitation (lab)
HKIN 425 Child Growth and Development, (lab)
HKIN 426 Health Education

Human Nutrition
HNU 142 Introduction to Food and Health
HNU 242 Foundations of Nutrition Science
HNU 262 Principles of Nutrition in Human Metabolism
HNU 405 Food Availability

Physics
PHYS 250 Medical Imaging

ARTS OR SCIENCE DESIGNATED COURSES

Biology
BIOL 331 Statistical Methods

Computer Science
CSCI 215 Social Issues in the Information Age
CSCI 223 Introduction to Data Science
CSCI 225 Coding for Health Analytics
CSCI 350 Biomedical Computation
CSCI 444 Machine Learning

Health
Any HLTH course; refer to course descriptions in section 9.21.

Mathematics and Statistics
STAT 331 Statistical Methods
STAT 344 Epidemiological Methods I

Psychology
Any PSYC course, refer to restrictions included in course descriptions in section 9.33.

HUMANITIES DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.
Courses from any of the following: Catholic Studies, Celtic Studies, English, French, German, History, Mi'kmaq, Religious Studies and Spanish.

Art
ART 155 The Scientist's Sketchpad
ART 269 The Body in Art

History
Any HIST course; refer to course descriptions in section 9.22.

Philosophy
PHIL 231 Love and the Emotions
PHIL 232 Philosophy of Mind and Consciousness
PHIL 331 Introduction to Ethics
PHIL 332 Contemporary Moral and Social Issues
PHIL 335 Ethics in Health and Medicine

Religious Studies
Any RELS course; refer to course descriptions in section 9.35.

Women's and Gender Studies
WMGS 100 Introduction to Women's and Gender Studies
WMGS 205 Gender, Sexuality and the Body

HEALTH ETHICS DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Philosophy
PHIL 331 Introduction to Ethics
PHIL 332 Contemporary Moral and Social Issues
PHIL 335 Ethics in Health and Medicine

Religious Studies
RELS 117 Ethical Principles for Health Care Providers

Graduate Courses

All HEEQ courses are restricted to students in the Master of Health Equity and Graduate Diploma in Health Equity programs.

HEEQ 501 Health Equity Theory and Foundations

This course introduces the learner to historical and contemporary theoretical foundations of health equity. Learners will examine the conceptual and theoretical foundations informing health equity to understand what health equity is, tools for understanding it, how it is distinct from other related concepts, and how it influences health outcomes. Learners will also examine social and structural determinants of health that intersect to produce health inequities impacting individuals, families, groups, and communities. The concept of interlocking systems of oppression will be examined as it relates to intersectionality, antiracism, gender, and anti-ableism. The politics and problematics that shape how health equity is known and pursued will be discussed. Three credits.

HEEQ 502 Evidence-informed practice to advance health equity

This course will allow students to critically appraise and to understand principles behind the application of different kinds of evidence, including research (quantitative, qualitative, mixed methods), community based, lived/grounded expertise, and Indigenous research methods, to health equity programs and strategies. This course will introduce the principles of Ownership, Control, Access, and Possession (OCAP®) that guide First Nations data governance and students will be required to complete the Fundamentals of OCAP® online course concurrently. The course will review the use of particular research tools to synthesize and communicate health information, so that the collection and analysis of data and other evidence types can be applied to the advancement of health equity. Prerequisite: HEEQ 501. Three credits.

HEEQ 503 Health Equity Programs: Planning, Implementation, Assessment & Evaluation

This course will prepare students in identifying relevant evidence sources for understanding health equity and inequities in health outcomes. Students will also gain hands-on experience in conducting situational assessments to plan a variety of health equity interventions. Students will also learn how to evaluate health equity programs and interventions in collaboration with equity-impacted communities. Evaluation designs and tools like logic models, health equity frameworks, and theories of change will be covered, and students will complete an evaluation of a health equity program/policy/intervention of their choosing. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 504 Public Policy for Health and Health Equity

This course will introduce students to the key concepts, ideas, actors, institutions, and agendas involved in public policy efforts directed towards health and wellbeing and health equity, with a focus on Canada. Students will study the various influences, including jurisdictional responsibilities and intersecting policy areas, that shape health policy. Students will analyze public policy as a structural determinant of health and well-being, as well as how public policy attempts to address the social and structural determinants of health and health equity issues. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 505 Partnerships, Leadership, Mobilization & Communication to Advance Health Equity
Students will build confidence, self-awareness reflexivity, and skills by examining leadership values and styles specific to the advancement of health equity. This includes building health equity leadership skills to address anti-Indigenous, anti-Black and other forms of racism, and exploring one's own positionality and social location. In addition, knowledge on relationship development with diverse intersectoral partners, cultural competency, and effective communication strategies, including concepts of redistribution of power and power-sharing will be explored. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 506 Indigenous Health Equity
This course reviews the historical contexts, policies, practices, and ways of knowing that have created and perpetuated health inequities experienced by Mi'kmaq and other First Nations, Metis and Inuit people and communities in the Canadian context. Students will learn about Indigenous ontologies and epistemologies, the resurgence and renewal in Indigenous health and healing practices, and a current movement toward health sovereignty. Topics covered include: the coloniality of Indigenous health disparities and crises; the Truth and Reconciliation Commission Report and Calls to Action; Etuaptmumk or 'two-eyed seeing'; Indigenous health research methodologies; data sovereignty, and specifically, First Nations' ownership, control, access and possession (OCAP®) over how information is collected and used; cultural safety in health equity work; ethical engagement with Indigenous organizations and communities; and culturally appropriate knowledge mobilization for improved health outcomes and societal change. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 507 Emergency Preparedness and Equity
Considerations of equity at all phases of emergency and disaster planning, mitigation, response, and recovery are crucial to limit the worsening of health and social impacts for those groups who experience intersectional inequities. This course will provide an overview of types of emergencies and the emergency management continuum, and the role of health and social sectors. Core focus will be on students understanding inequitable risk, vulnerability, and impact within emergency situations for groups affected by structural and social inequities, and community-driven techniques to achieve disaster justice within all phases of the emergency management continuum. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 508 Racism and Health Equity
Racism is a structural determinant of health inequities. Current and historical patterns of white supremacy, slavery and colonization intersect with other forms of oppression to result in disproportionately high negative health outcomes for racialized communities. This course will provide an overview of the foundations of racism, core concepts, and different types and levels of racism and how they directly and indirectly impact health. The impact of specific social and structural factors on racialized groups and anti-racist strategies to dismantle racism at all levels will be core learning. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 509 Toward Nutrition Equity: Canada's Wicked Food Problem
Inflation, climate change, global conflict, and demographic changes have impacted the food supply and nutritional wellbeing of Canadians. Health advocates are increasingly called to consider the role food plays in health inequity in Canada as well as Canada's role in addressing global food (in)justice. This course applies techniques for addressing "wicked problems" to explore the ways in which food security, food sovereignty, Indigenous food sovereignty, food warfare, and food democracy are intertwined. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 510 Mental Health & Substance Use Equity
Mental Health & Substance Use Equity examines structural, social determinants shaping inequities in mental health and substance use outcomes. Using health equity and anti-oppressive frameworks, students will analyze how racism, colonialism, gender inequality, poverty, and criminalization influence access to care and treatment quality. The course explores harm reduction, trauma-informed practice, stigma, and policy reform, preparing students to design equity-focused interventions and advance systemic change across clinical, community, and policy settings. Prerequisites: HEEQ 501, 502. Three credits.

HEEQ 512 Capstone Project Proposal
In this course, the first of two that form the capstone for the MHE program, students create a proposal for a project that will apply health equity principles in a real-world, professional-practice setting. Course content includes theoretical concepts of knowledge mobilization; relationship building, collaboration and engagement with partners to define an appropriate project; assessing and interpreting research for professional applications; project design. The course culminates with the proposal presentation. Prerequisite: successful completion of 24 credits of HEEQ core and elective courses. Three credits.

HEEQ 513 Capstone: Health Equity in Professional Practice
The second of two courses that form the culminating experience for students in the MHE. Students will consolidate their learning from throughout the MHE to work with a community partner to implement a project that will support equitable health practices in a real-world professional setting. Students will follow knowledge mobilization best practice standards. Prerequisite: HEEQ 512. Three credits.

9.22 History

S. Kalman, Ph.D.
G. Lalande, Ph.D.
P. McInnis, Ph.D.
S. Pigeon, Ph.D.
R. Zecker, Ph.D.

Senior Research Professor
L. Stanley-Blackwell, Ph.D.

Professor Emeritus
P. Phillips, Ph.D.

The Discipline of History

Curiosity inspires every generation to study the lives and societies of people who lived before them. The discipline of history has been developed to help us do this in a systematic, rigorous and critical way. Our history program offers a wide-range of fascinating courses, from global history and the history of western civilization to more focused courses about a variety of themes and geographic centres. As well, the program equips students to develop the analytical and critical tools necessary to investigate the past effectively and to express their findings with clarity, vigor and intelligence, both orally and in writing.

History is a highly engaging discipline, and certain students will want to advance to graduate schools and become professors, or go on for education to teach history. Graduates also use their broad academic backgrounds and research/writing skills to work in museums, libraries or archives. People with degrees in history also work in government, as journalists and as lawyers, and in business. In fact, you can find people with backgrounds in history in any occupation that requires the ability to understand the context, to synthesize and analyze varied facts and ideas, to draw conclusions from this analysis, and to communicate them intelligently and clearly. Studying history provides you with these fundamental skills. More than that, a solid founding in the discipline of history is fundamental to responsible, intelligent citizens and informed, prudent leaders capable of navigating a complex world.

Department Requirements

Students must follow the degree regulations found in chapter 4 and must consult with the department chair to plan their specific program and have it approved. The fundamental requirements of each program are outlined below. Departures from these regulations require the permission of the department chair and/or the Dean of Arts. Students following the major degree programs strive to balance specialization with breadth in their selection of courses.

Transfer credit limitations: Of the 36 credits required for a history major or advanced major, normally at least 24 must be obtained from StFX; of the 60 credits required for a history honours, normally at least 42 must be obtained from StFX; of the 48 credits required for a honours with subsidiary, normally at least 36 must be obtained from StFX. The seminar and thesis requirements must be completed through StFX.

Note: Three credits of HIST at the 100 level are required as a foundation for all first- and second-year students taking further history courses but this requirement is normally waived for third- and fourth-year students seeking a first course in history.

Minor or Subsidiary

24 credits: 6 credits HIST at the 100 level; 6 credits HIST at the 300/400 level; 12 additional HIST credits at the 200 level or above. Minors are encouraged to take HIST 344.

Major

Major: 36 credits - 6 credits HIST at the 100 level; HIST 344; 3 credits HIST from 400-level seminars (in junior or senior year); 6 credits Canadian history; additional HIST courses to total 36 credits. At least 18 credits HIST must be at the 300/400 level.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major

HIST major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Advanced Major
Major: 36 credits - 6 credits HIST at the 100 level; HIST 344; 3 credits from 400-level seminars (in junior or senior year); 6 credits Canadian history; additional HIST courses to total 36 credits. At least 18 credits HIST must be at the 300/400 level.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in the 400-level seminar.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Advanced Major
HIST advanced major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits - 6 credits HIST at the 100 level; HIST 344, 490; 3 credits from 400 level seminars (in junior or senior year); 6 credits Canadian history; additional HIST courses to total 60 credits. At least 24 credits HIST must be at the 300/400 level.
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits - 6 credits at the 100 level; HIST 344, 490; 3 credits from 400 level seminars (in junior or senior year); 6 credits Canadian history; additional HIST courses to total 48 credits. At least 18 credits HIST must be at the 300/400 level.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Recognized Courses
Subject to the restrictions stated below, students may count the following courses for credit in the Department of History: Celtic Studies - CELT 131/132; Art - ART 251, 252, 371, 372, 373, and 435. Students completing a minor, major, advanced major, joint advanced major or honours in history are permitted to count no more than twelve credits of the aforementioned courses as history courses; similarly, no more than six credits of these courses may be taken from any one department. For a history pair, students are permitted no more than six credits of these recognized courses.

Canadian History Courses

HIST 205	Introduction to Public History	HIST 314	Canada and the Cold War Era
HIST 213	Life and Times: Pre-Confederation Canada	HIST 317	Canadian Women's and Gender History: From Colony to Nation
HIST 215	A History of Canada: Post-Confederation	HIST 318	Canadian Women's & Gender History: Modernity
HIST 227	Canadian Business History	HIST 319	Myth and Memory in Canadian History
HIST 228	History of Maritime Provinces: Pre-Confederation	HIST 322	Canadian Immigration, Race & Ethnicity to 1896
HIST 229	History of Maritime Provinces: Post-confederation	HIST 323	Canadian Immigration, Race, and Ethnicity from 1896
HIST 257	Canada and the "Global South": Connections and Disconnections in the 20th Century	HIST 341	A History of Canadian-American Relations
HIST 298	ST: Making History (2026-2027)	HIST 399	ST: Histories of Settler Colonialism in Canada Through the Lens of Gender, Race and Sexuality
HIST 302	Histories of Health and the Body in Canada	HIST 401	Topics in Canadian History
HIST 303	Capitalism and Social Justice in Early Canada		
HIST 304	Capitalism and Social Justice in Modern Canada		

Humanities Colloquium
The humanities colloquium is an optional and interdisciplinary way of studying three first-year courses, usually ENGL 100, HIST 101, 102, and PHIL 100. See section 4.4 for further information.

HIST 101 Western Civilization: Earliest Civilizations to the Wars of Religion
This course explores the early history of Western Civilization. Topics include: Classical Greece and the Roman Republic and Empire; Christianity; the Byzantine Empire; Islam; the Carolingian Empire; Feudalism and Manorialism; the Economic Revival; Medieval Society and Culture; the Growth of National Monarchies; the Age of Exploration and Discovery; the Renaissance and the Reformation. Three credits. Offered 2026-2027.

HIST 102 Western Civilization: Columbus to Decolonization
This course explores the history of Western Civilization from the European conquest of the Americas to the end of the Cold War. Topics include: Europe's overseas expansion; the age of absolutism; the scientific revolution; the Enlightenment; the American War of Independence; the French Revolution and Napoleon Bonaparte; the Industrial Revolution; Nationalism, liberalism, feminism, and imperialism; the two World Wars; decolonization; and the Cold War. Three credits. Offered 2026-2027.

HIST 103 No It Wasn't Ancient Aliens: Economic and Cultural Exchange in Early World History to 220 CE
It may come as a surprise to the history channel, but ancient monuments were not built by aliens. Rather, they stand as evidence of the complex societies that existed throughout the ancient world and the goods, ideas and people that connected them. From the Han Dynasty in China to the Roman Empire in Europe to the early trade networks of the Nok in West Africa, the ingenuity, mobility and interconnectedness of premodern cultures will be explored. Credit will be granted for only one of HIST 103, HIST 116 or ART 143. Cross-listed as ART 143. Three credits. Offered 2026-2027.

HIST 104 Still Not Ancient Aliens: Economic and Cultural Exchange in the Ancient World 220-1300CE
Scholars now know that the premodern world was more profoundly interconnected by trade, cultural exchange and migration than we had ever realized. Still Not Ancient Aliens examines some of these interconnections, from the roads of the ancient Wari of Peru to the cultural and trade connections of the Polynesian Islanders, to the premodern trade networks operating in the far North and the cultural mosaic of Islamic Spain. Credit will be granted for only one of HIST 104, HIST 116 or ART 144. Cross-listed as ART 144. Three credits. Offered 2026-2027.

HIST 121 Global Race & Ethnicity I, 1300-1776
W.E.B. Du Bois stated, "The problem of the colour line is the problem of the twentieth century," but even earlier, the creation and operation of racial differences in colonial and capitalist contexts defined many key world events. This course examines the major events of world history from 1300 to the late eighteenth century's "Age of Revolutions." Global developments shall be examined via the social construction of racial, and ethnic differences between peoples. Credit will be granted for only one of HIST 121 and HIST 110, HIST 111, HIST 141. Three credits. Offered 2026-2027.

HIST 122 Race/Ethnicity in Global History, 1776-present
W.E.B. Du Bois stated, "The problem of the colour line is the problem of the twentieth century," but even earlier, the creation and operation of racial differences in colonial and capitalist contexts defined many key world events. This course examines the major events of world history from the late eighteenth century's "Age of Revolutions" to the twenty-first century. Global developments shall be examined via the social construction of racial, and ethnic differences between peoples. Credit will be granted for only one of HIST 122 or HIST 110, HIST 112, HIST 132, HIST 142. Three credits. Offered 2026-2027.

HIST 132 Global History: Illicit Cargos and the Making of the Modern World (1789-present)
The ideas that sparked early-modern Atlantic revolutions resulted from earlier exploration and the exchange of people, goods, and ideas. The world has remained interconnected ever since. This course examines how this is the case by investigating human society and the historical processes that have shaped institutions and ideas since the 18th century. It will do so through a focus on the goods being exchanged – from sugar and spice to ivory and opium, and what that meant in society. Credit will be granted for only one of HIST 132 or HIST 110, HIST 112, HIST 122, HIST 142. Three credits. Not offered 2026-2027.

HIST 141 Empire & Plague, 1300-1800
This course examines the process of conquest and the rise of empires across Asia, Africa, Europe and the Americas, spanning the centuries between 1300 and 1800. The course also addresses the impact of epidemics and pandemics, including the Black Death in Afro-Eurasia, and the genocide of indigenous populations in the Americas. Credit will be granted for only one of HIST 141 or HIST 110, HIST 111, HIST 121. Three credits. Not offered 2026-2027.

HIST 142 Revolution: Global from 1750
This course takes a global focus on revolutionary struggles, national liberation and resistance to various forms of social oppression (like racism, sexism and misogyny, homophobia/transphobia) in the 19th and 20th centuries. This includes liberal and radical revolutions like the American and Russian Revolutions, as well as social and emancipatory movements like feminism, anti-racism, anti-imperialism, national liberation, and struggles for gay rights. Credit will be granted for only one of HIST 142 or HIST 110, HIST 112, HIST 122, HIST 132. Three credits. Not offered 2026-2027.

HIST 198 Selected Topics
The topic for 2026-2027 is Past into Present. There is an adage that history does not repeat itself, but it often rhymes. In this general interest course, students will learn how a firm grasp of historical knowledge can inform a deeper understanding of the contemporary world. Course themes will vary from year to year and may examine popular culture, global catastrophes, geopolitical conflicts, inequality, corruption, and everything in between. Three credits.

HIST 203 From National Unification to Global Homeland, Modern Germany, 1860-Present
Germany has variously been described as a "land of writers and thinkers", an antechamber of Nazism, and the face of post-1945 liberal-democratic Europe. What does it mean to be German? Is the nation a mere repository of Fascism? Can its entire history be reduced to a Sonderweg, a special path that leads inexorably to dictatorship, conquest, and racial extermination? This course will attempt to address these critical questions, beginning with the ascension to power of Otto von Bismarck and the drive to national unification. Three credits. Not offered 2026-2027.

HIST 205 Introduction to Public History
This course will explore the oft-ignored and increasingly important field of public history. Given that the vast majority of people encounter history through film, television, museums, historic sites, etc. - not through academic literature - the ways in which our stories are communicated are crucial. This course will examine the difference between history and memory, how public historians address controversial issues, and provide students with the skills necessary to create an effective and meaningful work of public history. Credit will be granted for only one of HIST 205, HIST 297 (2021-2022), or HIST 399 (2018-2019). Three credits. Offered 2026-2027.

HIST 213 Life and Times: Pre-Confederation Canada
This introductory survey lecture course is designed to examine the life and times of the Pre-Confederation Canada from a political, social, cultural and economic perspective. In this journey back in time in Canadian history, student will learn about the diversity of historical figures, experiences, events and ideas. Credit will be granted for only one of HIST 213 or HIST 113. Three credits. Offered 2026-2027.

HIST 215 A History of Canada: Post Confederation
This course provides an introduction to the major themes in Canadian history from Confederation to the contemporary era. It will explore the crucial political, economic, and social themes in Post-Confederation history. Regional, racial, ethnic, and gender variations will be addressed in this survey. Students will learn to identify, analyze, and discuss key issues in Canadian history. Credit will be granted for only one of HIST 215 or HIST 115. Three credits. Offered 2026-2027.

HIST 216 Modern France, 1789 to the Present
Explores French history from the end of the old regime to the present. Topics include the 1789 revolution and its aftermath, Napoleon, the July Monarchy, the Second Empire, class and gender in 19th-century France, the Third Republic, the Dreyfus Affair, the “Hollow Years” of the interwar era, the defeat of 1940 and the authoritarian Vichy Regime, decolonization and the rise of De Gaulle, and the role of feminism/memory/multiculturalism in post-war France with concentration on social, intellectual, cultural trends, and politics. Prerequisite: 6 credits HIST at the 100 level or permission of the instructor. Three credits. Not offered 2026-2027.

HIST 221 Medieval Russia
Topics include the origins of the Slavs; their adoption of Christianity; the establishment and development of the Kievan state; the coming of the Mongols and the Mongol “yoke”; the slow emergence of Muscovy; Ivan the Terrible and the Time of Troubles. Three credits. Not offered 2026-2027.

HIST 222 Imperial Russia
Topics include 17th-century Muscovy: the Romanovs, serfdom, schism, and territorial expansion; the 18th century: Peter the Great, Catherine II, and Westernization; and the 19th century: autocracy, culture, the abolition of serfdom, industrialization, the revolutionary movement, foreign policy, World War I and the collapse of tsarism; the revolution of 1917. Three credits. Not offered 2026-2027.

HIST 223 Black and White and Colourful all over: Africa in the World from 1800
This course will examine societies in modern Africa. Western histories of this period will be weighed alongside a more Afrocentric perspective, examining a selection of social systems, economic organization, political institutions, religious beliefs and life patterns, and the impact of the outside world on them. Topics to be addressed include gender, culture, belief and identity, European imperialisms, contested nationalisms, independence movements, and the nature and experience of the African diaspora. Credit will be granted for only one of HIST 223, HIST 297 (2016-2017) or ART 223. Cross-listed as ART 223. Three credits. Not offered 2026-2027.

HIST 227 Canadian Business History
This course begins with the 1880s to investigate how Canada became one of the world’s wealthiest nations. It explores the emergence of its financial markets, its entrepreneurial tradition, innovations in finance, management, and technology, the origins and growth of its regional, national and multinational corporations, its international trade relations and globalization. The course also examines the evolving relationship between commerce and society, and reviews economic shocks and disruptions generated by wars, depression, stock market bubbles and credit crashes. It concludes with an overall assessment of Canada’s business development by considering the central arguments of the proponents and critics of capitalism in its Canadian form. Offered online only. Three credits. Not offered 2026-2027.

HIST 228 History of Maritime Provinces: Pre-Confederation
This survey course examines the political, social, cultural and economic development of the Maritime Provinces from the 16th century to the 1860s. It will explore such topics as relations between Europeans and First Nations; the clash of empires; the Acadian Expulsion; the impact of immigrant cultures; the Age of Sail; and federation with Canada. Three credits. Not offered 2026-2027.

HIST 229 History of Maritime Provinces: Post-Confederation
This survey lecture course is designed to examine the political, social, cultural and economic development of the Maritime Provinces from the 1860s to the 1960s. It will examine such topics as the federation with Canada; industrialization and deindustrialization; labour unrest; social reform; the world wars; the impact of modernity and state intervention; out-migration; and the historical experiences of African-Maritimers, Mi’kmaq, Wolastoqiyik, Acadians, and Maritime women. Three credits. Not offered 2026-2027.

HIST 231 Martyrs, Monks & Marauders: Piety and Violence in Early Medieval Europe (300- 1050 CE)
The history of the Early Middle Ages has been much debated in recent years. Did Rome fall as Germanic warlords poured over its borders or were the Germanic migrations peaceful? Did Vikings only seek to pillage and destroy or to trade goods and share knowledge? What were the social, political and military roles of early Christian martyrs and monks? This course will answer such questions, while providing an overview of the history of Europe between 300 and 1050 CE. Three credits. Not offered 2026-2027.

HIST 232 Surviving Chivalry & the Four Horsemen: Europe's High & Late Middle Ages (1050-1521 CE)
In 1050, Europe embarked on a long period of economic, intellectual and cultural growth. This was the time of the Crusades, chivalry and scholasticism. Beginning in 1300, however, Europe faced new crises characterized by some as the horsemen of the Apocalypse: famine, plague, war and death. Yet out of this disastrous period of history, new intellectual and artistic growth occurred, leading to the Renaissance. This course traces the history of medieval Europe through the highs and lows discussed above. Three credits. Not offered 2026-2027.

HIST 233 French Imperialism
This course examines the history of French Imperialism during the 19th and 20th centuries in the Maghreb, Africa, Asia, and the Pacific. It explores various themes associated with colonial politics, society, economy, and culture, including the historiography of French imperialism, the construction and maintenance of the colonial governing system, the gendered nature of colonial discourse and practice, the social impact of religious customs in various locations within the empire, racial hierarchies and concomitant administrative repression, colonial representations in metropolitan French culture, and nationalist movements and revolts before and during the era of decolonization. Prerequisite: 6 credits HIST at the 100 level or permission of the instructor. Three credits. Not offered 2026-2027.

HIST 235 Textiles and Historical Change in Modern South Asia and Beyond
The Indian sub-continent has been a crossroads of people and cultures throughout human history. The resulting material production helped create a state out of a multi-ethnic region and transformed economies and design throughout the globe. Creative production also provided the language to speak back to colonial systems and to shape modern South Asian nation-states. This course examines cultural developments in South Asia beginning with the Mughals in the 16th century and ending in the 1970s. Cross-listed as ART 235. Three credits. Not offered 2026-2027.

HIST 236 Vikings! The Course
Vikings did more than plunder and pillage - they explored, farmed, and traded along vast travel networks that stretched from the east coast of Canada to the sophisticated cities of Constantinople and Baghdad in the East. Vikings! The Course will survey the spread of Norse influence and culture from their initial steps out of Scandinavia in the 8th century - attacking monasteries and cities - to the founding of Norse kingdoms in Normandy, Sicily and Novgorod. Cross-listed as ART 236. Three credits. Offered 2026-2027.

HIST 242 The United States Before 1865
Survey of the US from colonial times to the Civil War, with emphasis on aboriginal beginnings and civilizations; colonization; the rise of slavery and racism in British North America; the place of the colonies in the British Empire; the War of Independence; territorial expansion; the beginning of industrialization and its effects on the Jeffersonian notions of republicanism; the "problem" of slavery and growing sectionalism; and the road to Civil War and disunion. Three credits. Offered 2026-2027.

HIST 244 The United States After 1865
Topics emphasized are the Civil War as a black freedom movement; the federal government's brief and grudging commitment to black citizenship during Reconstruction; the abandonment of Reconstruction and the imposition of segregation in the late 19th century; industrialization and age of fabulous robber barons and desperate immigrants; the Depression and the coming of the New Deal; the civil rights movement and Vietnam and its sequels. Three credits. Offered 2026-2027.

HIST 247 Crusades and Their Cultures
This class explores the history of the medieval wars that are now known as the crusades. Often treated collectively, these wars differed greatly in character. Some were armed religious pilgrimages and others were blatant wars of aggression. From the medieval military technology to the bioarchaeology of Crusader cemeteries to the goods that flowed through Crusaders cities, this class focusses on the materiality of Crusading cultures in Europe and the Middle East between 1040 and 1453. Cross-listed as ART 247. Three credits. Not offered 2026-2027.

HIST 250 A Survey of German History from 1648 to the Present
This survey of German history emphasizes the 19th and 20th centuries. It includes topics such as the rise of Brandenburg-Prussia; German nationalism; Bismarck and the unification of Germany; the industrial revolution and organized labour; the coming of the war in 1914; the revolution of 1918; the trials of democracy in the Weimar Republic; Hitler and Nazism; and Germany in a divided world. Six credits. Not offered 2026-2027.

HIST 255 History of Colonial Latin America
Surveys Spanish and Portuguese America, 15th to the 19th centuries. Themes include the indigenous, African and Iberian heritages of Latin America; the clash of civilizations and conquest in the Americas; the interaction of diverse cultures and the creation of new societies; the social, economic and cultural evolution of colonial Latin America; the age of piracy and challenges to the Spanish and Portuguese empires; the rise of hierarchies and inequalities based on gender, sexuality, ethnicity and class; and the struggle for independence. Three credits. Not offered 2026-2027.

HIST 256 History of Modern Latin America
Introduces the political, social, economic and cultural history of Latin America from independence to the present. Themes include the struggles for independence; the creation of new nations and cultures in the 19th century; the abolition of slavery; the struggles of indigenous peoples to preserve their culture; modernization in the late 19th century; the evolution of social classes and ideas about ethnicity, gender, and sexuality; economic dependency and neocolonialism; nationalism and revolution; foreign intervention in Latin America; and the contemporary impact of democratization and globalization. Three credits. Not offered 2026-2027.

HIST 257 Canada and the "Global South": Connections and Disconnections in the 20th Century
This course examines economic, political, military, and cultural ties between Canada and the Global South during the 20th century. The course explores how Canada's relationships with the Global South was shaped by its own colonial history and then examines different aspects of governmental, organizational, and person-to-person relations. Topics will include policies on immigration and refugees, business investments, concerns related to human rights, and international aid. Cross-listed as DEVS 257. Three credits. Not offered 2026-2027.

HIST 261 Europe in the 19th Century
A survey of the European "long" 19th century from the French Revolution until the Great War. The course covers a variety of political, economic, social, cultural, and intellectual themes, including Revolutionary/Napoleonic France, the Industrial Revolution, the age of ideologies (liberalism, conservatism, nationalism, socialism), bourgeois and working class society and culture, Italian/German unification, the evolution of gender roles, the rise of consumerism/material culture, scientific/technological/intellectual trends, the "new" Imperialism, and the origins of the Great War. Three credits. Not offered 2026-2027.

HIST 262 Europe in the 20th-Century
A survey of the European "short" 20th century from the Great War to the collapse of the USSR. The course covers a variety of political, economic, social, cultural, and intellectual themes, including: the Great War/Russian Revolution, European society and culture during the "roaring 1920s", the Great Depression, interwar dictatorships (Fascist Italy, Nazi Germany, Stalin's Russia), World War II/the Holocaust, the Cold War, Decolonization, post-1945 economic prosperity and social change, intellectual/cultural trends and protest during the 1960s, and the fall of the Soviet Union. Three credits. Not offered 2026-2027.

HIST 271 Modern Japan I
This course explores the political, economic, cultural, and social history of Modern Japan from 1600 to 1912. Three credits. Not offered 2026-2027.

HIST 272 Modern Japan II
This course explores the political, economic, cultural, and social history of Modern Japan from 1912 to today. Three credits. Not offered 2026-2027.

HIST 282 Social and Material Culture of Modern Britain
From its agricultural practices to the growth of urban centres Britain was fundamentally transformed from the 18C. 'Britishness' emerged from large-scale modern technical production, a democratic form of government that was wrestled into being, and colonial dominance. This course will examine the lived experiences of this change and how the resulting challenges are recorded in art and material culture. Cross-listed as ART 282. Three credits. Not offered 2026-2027.

HIST 283 Making Britain Great
Britain was the world's first modern superpower. From the late 18th century, it dominated the world. This course will examine both the measurable of imperial domination, but also the intangibles; Britons themselves came to believe that they exemplified national characteristics that denoted imperial rulers. What led to that mindset, and how was it viewed by subject populations. Regional studies enable us to understand relationships between the metropole and the settlers, administrators and people of British colonies. Cross-listed as ART 283. Three credits. Not offered 2026-2027.

HIST 292 World War II: Causes & Battles
This course will study the political, economic, cultural, and social origins of the Second World War - the largest and most deadly conflict in human history. Indeed, combat on the seas, in the skies, and on the land ranged from virtually every corner of Europe as well as from the steaming jungles of Southeast Asia to the icy Aleutian Islands in Alaska. This course is both chronological and thematic in nature and built primarily around lectures; the latter will be complemented by audio-visual experiences, handouts, and discussions. Credit will be granted for only one of HIST 292, HIST 299 (2017-2018) or HIST 297 (2020-2021). Three credits. Not offered 2026-2027.

HIST 298 Selected Topics
The topic for 2026-2027 is Making History. This course takes an experiential learning approach to teaching the nature of historical inquiry through hands-on research practice. Students will learn how to frame research questions, evaluate primary and secondary sources, and construct evidence-based interpretations of the past. With emphasis on research skills, analytical thinking, and effective writing, this course invites students to "make history" through a guided research project. Three credits.

HIST 300 A Cultural and Intellectual History of Canada
From long houses to skyscrapers, from oral legends to action comics, from petroglyphs to abstract paintings, Canada's architects, writers and painters have shaped and reflected Canada's cultural and intellectual development. This survey course, covering the period from pre-Contact to 1967, demonstrates how literature, art and architecture offer multi-dimensional and fresh perspectives on Canadian history. Credit will be granted for only one of HIST 300 or ART 300. Six credits. Not offered 2026-2027.

HIST 302 Histories of Health in Canada
This course will explore the scholarly literature on changing approaches to and experiences of health and embodiment in Canada over the period from the mid-nineteenth century to the late 20th century. Students will examine how historically situated and intersecting systems of power such as race, gender, class, sexuality, and ability shaped health and well-being. Three credits. Offered 2026-2027.

HIST 303 Working People & Social Justice in Early Canada
This course traces the emergence of capitalism in early Canadian society. It examines the rise of this dynamic economic model for governments, entrepreneurs, and working people. The political and cultural aspects of the period from1800-1919 will be analyzed from multiple perspectives including: gender, race, immigration, technological innovation, and workplace skills. Three credits. Not offered 2026-2027.

HIST 304 Capitalism and Social Justice in Modern Canada
A continuation of HIST 303, this course broadens the analysis of modern capitalism and responses by working people to ongoing consequences of rapid economic and political change. Focusing on the challenges of world wars, depression, and globalization, between 1920- 21st Century, elements of state development, business innovation, and workers' responses will be discussed in detail. The course will conclude with an assessment of how Canada fits into a contemporary world of trade and labour. Three credits. Not offered 2026-2027.

HIST 313 A Secret History of the Twentieth Century: Popular Culture in Europe, 1914 to Present
This course explores the cultural history of 20th Century Europe, with a particular emphasis on hitherto ignored or underground,avantgarde, and pop culture manifestations. The class will focus on a "secret history", in which artists/ filmmakers/fashion designers/musicians produced seminal work, either for diverse audiences or a small clique whose influence far outweighed their size. They shared ideas and spaces with queer and feminist activists/performers, teenagers, colonial denizens and African American expatriates, and political activists across the continent. Three credits. Not offered 2026-2027.

HIST 314 Canada and the Cold War Era
Examines Canada's response to the atomic/nuclear age and divisions between the two superpowers from 1945-1991. Students will learn how the Cold War affected Canada and the West through a study of selected themes: political and cultural dimensions of the Red Scare; Canadian diplomacy during the Cold War; Canada's role in the Vietnam War, and participation in NATO and NORAD; the influence of the Cold War on gender, business, labour, and popular culture. Three credits. Offered 2026-2027.

HIST 315 Castles and Cathedrals
This course explores the architecture of medieval Europe, focussing on how the castles and cathedrals of the Middle Ages were designed and built, and the economies, societies, and cultures that such buildings created around them. In this course we will examine the artisans and craftsmen who helped build castles and cathedrals and explore how the meanings of these buildings changed over time, in peace and in war and through different political regimes. Cross-listed as ART 315. Three credits. Offered 2026-2027.

HIST 317 Canadian Women's and Gender History: From Colony to Nation
This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 16th century to the late 19th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given in this course to the impact of colonialism, and the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Cross-listed as WMGS 317. Three credits. Not offered 2026-2027.

HIST 318 Canadian Women's & Gender History: Modernity
This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 19th century to the late 20th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given to the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Cross-listed as WMGS 318. Three credits. Offered 2026-2027.

HIST 319 Myth and Memory in Canadian History
What is told? How is it told? Why is it told? And, who is telling the story? By examining a variety of events, hero figures, communities, regions and time periods, students will look critically at how Canadians have used myth and memory to create their pasts and to construct group identities and national narratives. Three credits. Offered 2026-2027.

HIST 322 Canadian Immigration, Race and Ethnicity to 1896
This course traces the history of Canadian immigration, settlement, ethnicity, race relations, and multiculturalism to 1896. 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. Three credits. Not offered 2026-2027.

HIST 323 Canadian Immigration, Race, and Ethnicity from 1896
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. Three credits. Offered 2026-2027.

HIST 324 Plagues and Peoples
Through in-depth case studies this course explores the impacts various epidemics had on historical cultures. Short-term medical responses will be examined along with longer-term economic, social, religious and cultural effects. Course content highlights how new scientific research has furthered understandings of historical diseases and how studying historical diseases can help prepare us for the next pandemic. Case studies may include cancer, plague, syphilis, smallpox, leprosy, cholera, influenza, HIV/AIDS and Ebola. Three credits. Not offered 2026-2027.

HIST 326 History of Cuba from Independence to the Revolution
Cuban history from the19th century to present. This includes the Spanish colonialism and the slave economy; struggles for abolition and independence; Spanish-American War of 1898 and 20th century U.S. domination; the 1933 revolution and struggle against Batista dictatorship; Fidel Castro, Che Guevara socialism; the Cold War Cuba in Latin America; and post-Soviet Cuba. Prerequisite: HIST 255 or 256 recommended. Three credits. Not offered 2026-2027.

HIST 327 Pirates of the Caribbean: A Mostly True History, from Columbus to Blackbeard
This history of pirates starts with Columbus and ends with Blackbeard. It addresses images of piracy in history and culture, and the nature of piracy. European powers used piracy to challenge Spain in Europe and the Americas. Topics include the political economy of piracy, pirate republics, and the dynamics of class, race, gender, and sex. Instruction includes lectures, discussions, popular culture, and essays. There are no prerequisites, but familiarity with Latin American history is encouraged. Three credits. Not offered 2026-2027.

HIST 328 Scottish History
This course examines the (Gaelic) history of Scotland from earliest times to the present. Topics include the Dalriadic Scots and the kingdom of Alba, the Gaelic church, the Kingdom and Lordship of the Isles, rise of the clans, decline of Gaelic, the Scottish Wars of Independence, the Reformation and union with England. Cross-listed as CELT 331. Three credits. Offered 2026-2027.

HIST 329 The Scots in North America
This course will follow the fortunes of the Gaels of the Highland diaspora. Emphasis is placed on studying the Highland settlements of North America with an in-depth look at the history of the Gaels in the Maritime Provinces, particularly Nova Scotia, from the earliest settlements to more recent times. Cross-listed as CELT 332. Three credits. Not offered 2026-2027.

HIST 332 The Medieval Body
This class explores late medieval conceptions of the physical body, which were always essential to identity in the Middle Ages. Medieval discussions of the practice of reading, clothing and fashion and even spiritual union with God, often involved debates and metaphors based upon the physical body. Through an exploration of primary and secondary texts along with seminar discussions, the class will explore the interconnectedness of late medieval ideas of corporeality, identity, spirituality and sexuality. Cross-listed as ART 334 and WMGS 333. Three credits. Not offered 2026-2027.

HIST 333 Inquisitions, Heresies and Identity in the High Middle Ages
Popular culture often presents the Church as all-powerful and medieval inquisitions their chosen tool of oppression. Yet the historical reality is much more complicated than that. Through an in-depth 6-week role play, this class explores the interconnections between individual identity and societal expectations, doctrinal debate and dogma, heresy and resistance, inquisition and power. Credit will be granted for only one of HIST 333 or ART 333. Three credits. Not offered 2026-2027.

HIST 334 Society and Ritual in the High Middle Ages
Like people living in the modern West, medieval individuals marked significant rites of passage such as birth, marriage and death with rituals. In the medieval West, these rituals were usually marked with religious ceremony, regardless of faith practiced. This class will explore the major rites of passage through which medieval peasants, townspeople and nobles alike marked their lives, exploring not only the meaning and purpose of the rituals, but the rich social lives of those individuals participating in them. Three credits. Not offered 2026-2027.

HIST 337 History of Modern Mexico
Modern Mexico from independence to present: independence war 1810-1821; 19th century civil war, rebellion, and banditry; indigenous peoples' struggles; foreign intervention and Mexican relations with North America and Europe. Special attention is paid to the Mexican Revolution of 1910. The course follows developments in the post-revolutionary era to explore popular culture, gender and sexuality, modernization, democracy, and social justice. Prerequisite: HIST 255 or 256 recommended. Three credits. Not offered 2026-2027.

HIST 338 Eastern Europe 1914-1945
This course explores the political, economic, cultural, and social history of Eastern Europe, 1914-1945. Credit will be granted for only one of HIST 338 or HIST 325. Not offered 2026-2027.

HIST 339 Eastern Europe 1945-1995
This course explores the political, economic, cultural, and social history of Eastern Europe, 1945-1995. Credit will be granted for only one of HIST 339 or HIST 325. Offered 2026-2027.

HIST 341 A History of Canadian-American Relations
A study of Canadian-American relations from the American Revolution to the modern era. Topics include the founding of separate American and provincial societies; the tensions of continental and nationalist identities; the evolution of a North American economy and culture; policy making and bilateral relations in NATO and the UN; post-9/11 security arrangements; complementary and conflicting national interests in political, military, economic, social, and cultural issues. Cross-listed as PGOV 341. Three credits. Offered 2026-2027.

HIST 343 The Place of Race in the United States
Explores the enduring importance of race in America. Survey of African American history includes slavery; white-black relations; abolition; the Civil War and Reconstruction; Jim Crow segregation; the Harlem Renaissance and the great migration; black nationalism; the long civil-rights movement; and conservative backlash to affirmative action. Three credits. Offered 2026-2027.

HIST 344 Uses and Abuses of History
There is a long tradition of history - that is the written analysis of historical events - being used to underpin particular narratives of peoples and interests. By studying historiography, exploring the “history of history,” and the various approaches historians bring to their sources and writings, this course will help students understand how the discipline is grounded in present concerns and always written from a particular perspective. Credit will be granted for only one of HIST 344 or HIST 445. Three credits. Offered 2026-2027.

HIST 346 American Social Movements, 1865-1945
Examines the triumphs and failures of social movements from the post-Civil War era to the New Deal. Explores the nature of protest and its effectiveness in the era. Topics include radical Reconstruction; populism; women’ suffrage; radical pacifism; industrial unionism; and the unemployed people’s councils of the Great Depression. Three credits. Not offered 2026-2027.

HIST 347 American Social Movements, 1945-Present
Examines the triumphs and failures of social movements from New Deal era to the present. Students will study the tactics and achievements, as well as failures, of grassroots social movements. The nature of civil disobedience in the second half of the 20th century will be studied through topical case studies. Movements covered include industrial unionism; anti-nuclear activism; McCarthyism; black civil rights; gay rights; and the conservative backlash of groups such as Moral Majority. Three credits. Not offered 2026-2027.

HIST 348 Medieval Manuscripts: from Book of Kells to Book of Hours
Medieval manuscripts often took years of effort to complete. How were these works of art and scholarship created, and by whom? This course focuses on how medieval manuscripts were put together, and on how to transcribe manuscript texts in various languages spoken on the British Isles and Ireland, including Gaelic, Old English, French, Welsh, and Latin (no knowledge of these languages required). Cross-listed as CELT 323. Three credits. Not offered 2026-2027.

HIST 349 Medieval Medicine
This course examines the history of medicine in Western society, with emphasis on medieval Ireland, Wales and Scotland. Course topics include specific diseases, including the plague and dancing mania; and cures, including diet, charms and surgery. This course is of interest for students in Celtic studies, history, and those interested in the history of medicine. Credit will be granted for only one of HIST 349, CELT 349 or CELT 361(2015-2016). Cross listed as CELT 349. Three credits. Not offered 2026-2027.

HIST 351 United States Immigration and Ethnicity
Explores the history of immigration to the U.S. and the role of ethnicity in American social, cultural and political life. Topics include immigrant images of status and success; migration and return migration; American acculturation; bi-nationalism, and the persistence of ethnic identities; anti-immigrant xenophobia; and the construction of immigrants’ “white” identities. Three credits. Offered 2026-2027.

HIST 353 Premodern Explorers and Exploration
Like modern tourists, premodern people travelled extensively—for work, for religious devotion, for learning and for pleasure. Early travellers recorded their voyages and observations of the world in texts and in early maps. With a particular emphasis on the history of maps, this course explores the science, technology, literature and history of premodern travel and demonstrates that the premodern world was much more interconnected by trade, pilgrimage and travel than has generally been acknowledged. Cross-listed as ART 353. Three credits. Not offered 2026-2027.

HIST 355 The Sixties: A Social History
Examines the tumultuous 1960s and situates the Canadian experience within the international context - primarily the USA and Western Europe. Connections will be made between civil rights movements, anti-colonialism, environmentalism, “second-wave” feminism, Québécois nationalism, the New Left, student activism, and the importance of the counter-culture. The course will retain a historical perspective but draw upon interdisciplinary scholarship. The decade’s lasting significance and its current invocation as a cultural and political artefact will be debated. Three credits. Offered 2026-2027.

HIST 360 Gender & Sexuality in Modern European Empires
This course examines major issues in the history of gender and sexuality in the new imperialism. Themes to be covered include imperial families, race, gender and professionalism, gender, sexuality and citizenship, and women in imperialism and global movements. Cross-listed as WMGS 370. Three credits. Not offered 2026-2027.

HIST 362 European Fascism
This course will explore the history of fascism from its late 19th-century origins to the present day. Topics include the political and doctrinal origins of fascism and its crystallization during the Great War; the fascistization of politics, economy and society in Mussolini's Italy and Hitler's Germany; anti-Semitism; the appeal of fascism in interwar Europe; and its subsequent apogee during World War II and the Holocaust. Prerequisites: 6 credits HIST at the 100 level or permission of the instructor. Three credits. Not offered 2026-2027.

HIST 363 Reformation Europe
A history of Christianity during the Reformation period. The course pays close attention to the transformation during this time of new Christian groups into the Anglican, Presbyterian, Mennonite, Baptists and Lutheran churches. Topics include Luther and Calvin, critical events, prominent Protestant women, and new creeds. Cross-listed as RELS 383. Three credits. Not offered 2026-2027.

HIST 364 The Holocaust
Explores the history and legacy of the destruction of the Jews in Europe during World War II. Topics include historical anti-Semitism; the rise of the Nazis; euthanasia; the ghettos; the death camps; the actions of collaborationist regimes; Jewish and non-Jewish resistance; the role of ordinary Germans; the establishment of Israel; and post-war trials and controversies. Three credits. Not offered 2026-2027.

HIST 372 Imperial China
Topics include: Confucianism; the dynastic cycles; the fall of the Ming dynasty; the Manchus; the intrusion of the West: the missionaries, the Canton System, the opium wars and the unequal treaties; the Taiping Rebellion; the failed attempts at modernization; the Boxer uprising; the revolution of 1911. Three credits. Not offered 2026-2027.

HIST 374 The People's Republic of China
Covers the revolution of 1911, World War I, and warlordism; Chiang Kaishek and the Guomindang; Mao Zedong and the Chinese Communist Party; World War II (1937-45); the civil war (1945-1949); the profound economic, social, cultural, and political transformations of the country under Mao Zedong and Deng Xiaoping; China as a world power today. Three credits. Not offered 2026-2027.

HIST 383 Victorian Britain: Quakers, Queens, and Queers
The long 19th century was understood by Britons as 'theirs'. An industrial powerhouse, grown on science and credit, Britain gained access to raw materials worldwide. Politically dynamic, British democracy went global, and a stable monarchy allowed for seemingly unparalleled Progress. Not everyone experienced this change in the same manner, however. It will explore how broad historical trends - changing ideals of citizenship and democracy, industrial growth, urbanism and the challenge of racial diversity - were experienced in this era. Credit will be granted for only one of HIST 383 or ART 383. Three credits. Not offered 2026-2027.

HIST 384 Crisis and Continuity in 20C Anglo-Irish Relations
20C Britain portrayed itself as a leading democratic world power, having built a multiethnic nation and modern empire. Even as decolonial movements spoke back, Britain's rule was portrayed as benign and its decolonizing experience as peaceful. It wasn't. This course examines 'the Irish question' through a colonial lens, critically examining how British institutions worked to control culture and identity in order to undermine democratic social-justice discourse. Cross-listed as ART 384. Three credits. Not offered 2026-2027.

HIST 386 Tudor England
Beginning with the foundation of Tudor rule in 1485, the course will explore the Reformation under Henry VIII and the statecraft of Elizabeth I. Students will explore the social, economic, political, religious, and diplomatic developments during this period. Three credits. Not offered 2026-2027.

HIST 391 Selected Topics
The topic for 2026-2027 is World War I: Causes and Battles. This course explores the origins of the First World War, as well as the main battles fought in the various theaters of operation. Credit will be granted for only one of HIST 391 and HIST 390. Three credits.

HIST 397 Selected Topics
The topic for 2026-2027 is World War I: Diplomacy, Home Fronts and Memory. This course explores the political, economic, cultural, and social aspects of the First World War. Credit will be granted for only one of HIST 397, 390 and HIST 399 (2023-2024). Three credits.

HIST 398 Themes in the History of Sexuality
A comparative study of the history of sexuality during the modern period from the eighteenth through the twentieth centuries. Following a broadly chronological and thematic approach to a diverse history of sexualities, the course will explore in particular the changing meanings of and interconnections between sexuality, race, class and gender. Topics will include indigenous sexual cultures; sexuality and colonialism; inter-racial sexual relationships; the 'invention of heterosexuality'; moral panics, prostitution, the regulation of sexual desire; and sexual subcultures. Cross-listed as WMGS 398. Three credits. Not offered 2026-2027.

HIST 399 Selected Topics
The topic for 2026-2027 is Histories of Settler Colonialism in Canada Through the Lens of Gender, Race and Sexuality. This course explores how settler colonialism has been central to the formation and reformation of Canada since the mid-nineteenth. Drawing primarily on feminist historical scholarship, it examines in particular the continued intersection of gender, race and sexuality in

shaping settler colonial governance, Indigenous-settler relations, and an array of formal and informal institutional frameworks. Cross-listed as WMGS 399. Prerequisite: minimum completion of 30 credits. Three credits.

HIST 401 Topics in Canadian History
This course examines important themes and interpretations in Canadian history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2026-2027.

HIST 455 Topics in Medieval European History
This course examines important themes and interpretations in Medieval European history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2026-2027.

HIST 457 Topics in American History
This course examines important themes and interpretations in American history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2026-2027.

HIST 461 Topics in Modern European History
Explores major developments in 19th- and 20th-century European history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Offered 2026-2027.

HIST 462 Topics in Latin American History
This course examines important themes and interpretations in Latin American history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2026-2027.

HIST 490 Thesis
Each student works under the supervision of a chosen professor who guides the selection of a thesis topic, use of resources, methodological component, quality of analysis and execution, and literary calibre of the final version. A student should have an appropriate course background in the selected thesis topic. Second readers will be selected on the approval of the thesis topic and consulted with the submission of the first chapter. Required for all honours students. Six credits.

HIST 499 Directed Study
Under the direction of a faculty member, students may pursue an individual program of study in an area of history not available in the course offerings. For eligibility, see section 3.5. Three or six credits.

9.23 Human Kinetics

A. Casey, Ph.D.
C. Halliwell, Ph.D.
S. Harenberg, Ph.D.
J. Hood, Ph.D.
D. Kane, Ph.D.
A. Kolen, Ph.D.
M.Y. Lam, Ph.D.
S. Mackenzie, Ph.D.
M. Norman, Ph.D.
O. Nzindukiyimana, Ph.D.
R. Reid, Ph.D.
H. Russell, Ph.D.
C. Weaving, Ph.D.

The Department of Human Kinetics offers a four-year arts or science degree program in the study of human movement from a humanities, social sciences or scientific perspective. Both the BA and the BSc in Human Kinetics offer the student further specialization with the option to major in either kinesiology or pre-education, both of which are nationally accredited programs for CCUPEKA.

Selection of the major comes at the end of the second year of study and is dependent upon the students' interests and desired educational outcomes. Each of the two majors consists of required and elective HKIN courses, selected skills courses, arts/science electives, and open electives.

Depending on course selection, the major in kinesiology prepares students for a variety of professional and educational options: professional programs such as medicine, physiotherapy, occupational therapy, pharmacy, chiropractic, rehabilitation, physical education, and law; direct employment in the health and fitness sector, including coaching, recreation therapy, fitness training, and sport management; graduate programs in kinesiology-related fields, and in health promotion.

Students interested in teaching in the school system should select the concurrent degree program or the pre-education major. Students who plan careers in other teaching-related professions should also choose the major in pre-education. Students may consult the department chair to ensure course selection for acceptance to B.Ed. programs. See chapter 6 for admission requirements to the StFX B.Ed. program.

Candidates must follow the degree regulations in chapter 4 (BA) or chapter 7 (BSc). The normal sequences for the human kinetics degrees are below.

The HKIN sociocultural courses are 253, 264, 332, 352, 354, 364, 358, 431, 443, 455.

Bachelor of Arts in Human Kinetics – requirements outlined below
HKIN: 63 credits (including STAT 101). At least 18 credits HKIN must be at the 300/400 level.
Arts minor: 24 credits
Arts electives: 12 credits
Open electives: 21 credits
Total: 120 credits

BA in HKIN with Major in Kinesiology
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; 6 credits arts for minor; 6 credits arts electives
Year 2 3 credits skills; HKIN 215, 260, 265; STAT 101; 3 credits HKIN elective; 6 credits arts for minor; 6 credits arts electives
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits HKIN sociocultural; 3 credits 300-level HKIN elective; 3 credits HKIN elective; 6 credits arts for minor; 9 credits open electives
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; 6 credits HKIN electives; 6 credits arts for minor; 12 credits open electives
*Excluding HKIN 425 and 426

BA in HKIN with Major in Pre-Education
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; 6 credits arts for minor; 6 credits arts electives
Year 2 3 credits skills; HKIN 215, 260, 265; 3 credits HKIN elective; 6 credits arts for minor; 6 credits arts electives; 3 credits open electives
Year 3 3 credits skills; HKIN 376, 385; 3 credits HKIN sociocultural; 6 credits arts for minor; 12 credits open electives
Year 4 3 credits skills; HKIN 425, 426; 3 credits HKIN sociocultural; 3 credits 300-level HKIN elective; 3 credits 400-level HKIN elective*; 6 credits arts for minor; 6 credits open electives
The 12 credits of skills courses must be HKIN 127, 137, 141, 227; one of HKIN 125, 139, 143, 147; one of HKIN 102, 126, 146, 148, 204; one additional 200-level skills course; one additional skills course at any level.
*HKIN 445 is strongly recommended as an HKIN elective in this path.

BA in HKIN with Major in Kinesiology and Minor in Sport Management
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; SMGT 101; 6 credits arts electives; 3 credits open elective
Year 2 3 credits skills; HKIN 215, 260, 264*, 265, 352*; STAT 101; BSAD 231, 261; 3 credits arts elective

Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 3 credits HKIN elective; SMGT 322, 327; 3 credits SMGT designated course**; 3 credits arts elective; 6 credits open electives
Year 4 3 credits 400-level HKIN elective***; 9 credits HKIN electives; SMGT 423; 3 credits SMGT designated course**, 12 credits open electives
*HKIN 264 and 352 fulfill the 6 credits of required sociocultural courses.
**See section 9.37
***Excluding HKIN 425 and 426

Bachelor of Science in Human Kinetics – requirements outlined below
(For nutrition minor requirements, see below.)
HKIN: 63 credits (including STAT 101). At least 18 credits HKIN must be at the 300/400 level.
Science minor: 24 credits
Science electives: 6 credits (non-HKIN)
Minor in health sciences: the 30 credits of health sciences courses replace minor and science electives.
Arts electives: 12 credits
Open electives: 15 credits
Total: 120 credits

BSc in HKIN with Major in Kinesiology
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; 6 credits science for minor; 6 credits science electives (or arts electives)
Year 2 3 credits skills; HKIN 215, 260, 265; STAT 101; 3 credits HKIN elective; 6 credits science for minor, 6 credits arts electives (or science electives if not taken in year 1)
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 6 credits HKIN electives; 6 credits science for minor; 6 credits arts electives; 3 credits open elective
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; 6 credits HKIN electives; 6 credits science for minor; 12 credits open electives
If the minor is biology, the science electives are normally chemistry.
*Excluding HKIN 425 and 426

BSc in HKIN with Major in Pre-Education
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; 6 credits science for minor; 6 credits science electives (or arts electives)
Year 2 3 credits skills; HKIN 215, 260, 265; 3 credits HKIN elective; 6 credits science for minor; 6 credits arts electives (or science electives if not taken in year 1); 3 credits open elective
Year 3 3 credits skills; HKIN 376, 385; 3 credits 300-level HKIN elective; 6 credits science for minor; 6 credits arts electives; 6 credits open electives
Year 4 3 credits skills; HKIN 425, 426; 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; 3 credits HKIN elective; 6 credits science for minor; 6 credits open electives
If the minor is biology, the science electives are normally chemistry.
The 12 credits of skills courses must be HKIN 127, 137, 141, 227; one of HKIN 125, 139, 143, 147; one of HKIN 102, 126, 146, 148, 204; one additional 200-level skills course; one additional skills course at any level.
*HKIN 445 is strongly recommended as an HKIN elective in this path.

BSc in HKIN with Major in Kinesiology and Minor in Health Sciences
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; BIOL 111, 112; 6 credits arts electives*
Year 2 3 credits skills; HKIN 215, 260, 265; STAT 101; 3 credits HKIN elective; 3 credits open elective*; BIOL 205; CHEM 101, 102
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 3 credits HKIN elective; CHEM 221; CHEM 222 or 255**; PHYS 101; PHYS 102 or 250; 6 credits arts electives*
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective***; 9 credits HKIN electives; 3 credits BIOL elective**; 12 credits open electives
*Students writing the MCAT are encouraged to include PSYC 101, 102 and SOCI 101, 102 in their degree patterns.
**Students who wish to take both CHEM 222 and 255 have the option to complete one in 4th year in lieu of the BIOL elective.
***Excluding HKIN 425 and 426

Bachelor of Science in Human Kinetics with Nutrition Minor – requirements outlined below
HKIN: 54 credits (including STAT 101). At least 18 credits HKIN must be at the 300/400 level.
HNU minor: 24 credits
Other required sciences: 21 credits
Arts electives: 12 credits
Open electives: 9 credits
Total: 120 credits

BSc in HKIN with Major in Kinesiology and Minor in Nutrition
Year 1 3 credits skills; HKIN 115, 136, 161, 162; 150 or 154; CHEM 101, 102; BIOL 111, 112 (or 6 credits arts electives)
Year 2 3 credits skills; HKIN 215, 260, 265; STAT 101; HNU 142*; 12 credits arts electives (or 6 credits arts electives and BIOL 111, 112 - see year 1)
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 6 credits HKIN electives; CHEM 221, 255; HNU 242, 262; 3 credits open elective

Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective**; BIOL 215; HNU 363; 12 credits HNU electives (cannot include HNU 163); 6 credits open electives

For completion of BSc in HNU in 5th year, see required course pattern below.

*Students who do not take HNU 142 in year 2 will be permitted to take it in year 3 concurrently with HNU 242 and 262.

**Excluding HKIN 425 and 426

Bachelor of Arts in Human Kinetics Honours – requirements outlined below

HKIN: 66 credits (including STAT 101)
Arts minor: 24 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Bachelor of Science in Human Kinetics Honours – requirements outlined below

HKIN: 66 credits (including STAT 101)
Science minor: 24 credits
Science electives: 6 credits (non-HKIN)
Minor in health sciences: the 30 credits of health sciences courses replace minor and science electives.
Arts electives: 12 credits
Open electives: 12 credits
Total: 120 credits

Bachelor of Science in Human Kinetics Honours with Nutrition Minor – requirements outlined below

HKIN: 57 credits (including STAT 101)
HNU Minor: 24 credits
Other required sciences: 21 credits
Arts electives: 12 credits
Open electives: 6 credits
Total: 120 credits

BA & BSc in HKIN with Honours Requirements

Students in the kinesiology honours program must complete, in addition to the major requirements, HKIN 490 (thesis). HKIN 490 replaces an HKIN elective and 3 credits of open electives. In addition to HKIN 490, 6 credits of HKIN electives must be at the 400 level (excluding HKIN 425 and 426). Students completing the honours program with a nutrition minor are required only to have 3 credits of HKIN elective at the 400 level, though they may choose to change the 300-level HKIN elective to a 400-level course.

Students in the pre-education honours program must complete, in addition to the major requirements, STAT 101; one of HKIN 374, 396, 397; and HKIN 490 (thesis). These additional 12 credits replace 9 credits of HKIN electives and 3 credits of open electives. The 6 credits of required 400-level HKIN electives for the honours degree are fulfilled by HKIN 425 and 426. The remaining 3 credits of HKIN elective in the BSc can be at any level.

Diploma in Engineering with BSc in Human Kinetics (Major in Kinesiology and Minor in Math)

Year 1 3 credits skills; HKIN 115, 136, 150 or 154; PHYS 121, 122; ENGR 121, 122, 128, 132
Year 2 3 credits skills; HKIN 161, 162, 215; CHEM 121, 122; ENGR 136, 147; 6 credits arts electives*
Year 3 HKIN 260, 265, 376; one of HKIN 374, 396, 397; ENGR 221, 222, 223, 224, 237; 3 credits arts elective*
Year 4 3 credits 300-level HKIN elective; 12 credits HKIN electives; ENGR 211, 232, 242; 3 credits MATH/STAT elective; 3 credits arts elective*
Year 5 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective**; 3 credits HKIN elective; 9 credits discipline-specific ENGR; 6 credits MATH/STAT electives

*Six credits of arts electives must fulfill the writing requirement for the Diploma in Engineering.

**Excluding HKIN 425 and 426

BSc in Human Nutrition in 5th year for BSc Human Kinetics students with Minor in Nutrition

BSc Human Kinetics students majoring in kinesiology and minoring in nutrition who wish to pursue a degree in human nutrition in 5th year should follow the course pattern below. Three credits of open electives in the HKIN degree must be BSAD 112. In third year, students must take HNU 145, moving 3 credits of HKIN elective to fourth year. In fourth year, students must take HNU 225, 245, and 365 as the remaining 9 credits of HNU electives. HKIN 374, 396, or 397 will fulfill the requirement of HNU 384 in the HNU degree program.

Recommended Course Pattern

Years 1-4 HNU 142, 145, 225, 242, 245, 262, 363, 365; BSAD 112
Year 5 HNU 351, 366 or 425, 405, 475, 9 credits HNU electives at the 200 level or higher; 9 credits open electives

Recommended Course Pattern for qualification for the StFX Integrated and Graduate Dietetic Internship programs

Years 1-4 HNU 142, 145, 225, 242, 245, 262, 363, 365; BSAD 112
Year 5 HNU 351, 355, 356, 405, 452, 456, 475, 485; 3 credits HNU elective; 3 credits open elective

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first degree requirements (for a minimum total of 150 credits).

Students must submit re-entry application through Admissions.

5-Year On-Campus Bachelor of Education with Human Kinetics
This program is designed for students who wish to pursue physical education teacher education (PETE). To ensure degree planning for required courses, HKIN students must declare their intent to pursue this limited-enrolment program option in the second term of their first year. There will be an information session about the concurrent degree in March and information will be distributed to first-year HKIN students. Declarations of intent are to be submitted online and must be received by April 30th of each year.
Note: a declaration of intent does not guarantee admission to the program option.

Students who are selected for this competitive program enrol in specific courses in years two and three. **To be admitted to teacher education, selected students must also meet admission requirements for the BEd program, physical education specialization.**

In year three, students will formally apply to the BEd program (5-year on-campus Bachelor of Education Elementary with Human Kinetics or 5-year on-campus Bachelor of Education Secondary with Human Kinetics) prior to December 1 (see section 6.1.1). Students who have not completed the required 90 credits by the end of year three are not eligible to continue and will be returned to the 120-credit HKIN program.

Applicants to the BEd program will be assessed, interviewed, and notified of their program status. At the end of this 5-year concurrent program, students will be awarded two degrees: a BA Human Kinetics or BSc Human Kinetics degree and a Bachelor of Education degree.

Students who are not admitted to the BEd program (see section 6.2) at the end of year three will continue in the 120-credit HKIN degree pattern. Students who fail to meet BEd progression requirements after the first semester of the BEd program, or who choose not to pursue the BEd program after the first semester of the BEd program (see section 6.4), will have the option to transfer back to the HKIN program to complete the 120-credit HKIN degree. For these students, a maximum of 15 EDUC credits may be transferred back to their HKIN degree.

BA Human Kinetics Program Pattern:

Year 1 HKIN 115, 136, 150 or 154, 161, 162; 3 credits HKIN skills; 6 credits arts for minor; 6 credits arts electives
Year 2 HKIN 215, 265, 385; 3 credits HKIN skills; 6 credits arts for minor; 6 credits arts elective; 6 credits open electives
Year 3 HKIN 376, 425, 426; 3 credits 300-level HKIN elective; 3 credits 400-level HKIN elective; 3 credits HKIN sociocultural; 3 credits HKIN skills, 6 credits arts for minor; 3 credits open elective

The nine credits of skills courses must be HKIN 127, 137; one of HKIN 125, 139, 143, 147; one of HKIN 126, 141, 145, 146, 148; two additional HKIN skills.

BSc Human Kinetics Program Pattern:

Year 1 HKIN 115, 136, 150 or 154, 161, 162; 3 credits HKIN skills; 6 credits science for minor; 6 credits science electives
Year 2 HKIN 215, 265, 385; 3 credits HKIN skills; 9 credits science for minor; 9 credits arts electives
Year 3 HKIN 376, 425, 426; 3 credits 300-level HKIN elective; 3 credits 400-level HKIN elective; 3 credits HKIN sociocultural; 3 credits HKIN skills; 3 credits science for minor; 3 credits arts elective; 3 credits open elective

The nine credits of skills courses must be HKIN 127, 137; one of HKIN 125, 139, 143, 147; one of HKIN 126, 141, 145, 146, 148; two additional HKIN skills.

Years 4 and 5 are common:

Year 4 EDUC 432A, 432B, 433, 435, 457A, 457B, 471, 472; 6 credits teachable subject B
Year 5 EDUC 425A, 425B, 434, 436, 438, 440, 444 or 407, 481, 482; 3 credits EDUC elective

Skills
Skills courses have a credit value of 1.5. Grades will be pass/fail and are not included in the academic average. Skills courses involve opportunities to develop new skills and physical literacy. The maximum number of skills for the pre-education major is 15 credits and for the kinesiology major is 12 credits. Credit will be granted for only one of the same or a similar skill.

The following 100-level skills will introduce students to the basic skills:

HKIN 102 Group Fitness (group fitness, fitness principles, and basic instructor techniques)
HKIN 103 Skateboarding (learn basic skateboarding skills at the skateboard park)
HKIN 104 Pickleball
HKIN 118 Recreation Opportunities for High School Students with Disabilities (work with students with various disabilities in physical activity settings)
HKIN 119 Aquatic Activities (standup paddle board (SUP), snorkeling, water polo, aquafit)
HKIN 121 Badminton
HKIN 123 Basketball
HKIN 124 Batting & Fielding (baseball, softball, cricket) - not offered 2026-2027
HKIN 125 Contemporary Dance (developing dance technique, mind-body connection)
HKIN 126 Fitness (games, traditional weight training, exercise classes)
HKIN 127 Gymnastics
HKIN 128 Flag Football
HKIN 129 Hockey
HKIN 131 Rugby
HKIN 132 Soccer
HKIN 133 Volleyball
HKIN 134 Golf
HKIN 135 Ice Games (power skating, ringette, broomball)
HKIN 137 Low Organized Games (fundamental movement skills, play based learning, recreation and leadership games)
HKIN 138 Mountain Biking - not offered 2026-2027
HKIN 139 Movement Education (exploring movement and lesson planning with elementary school students)
HKIN 140 Net Games (pickle ball, tennis, team handball, Sepak) - not offered 2026-2027

HKIN 141 Outdoor Education (outdoor pursuits, environmental safety, woodsy skills) – offered August 25-28
HKIN 142 ParaSport (goal ball, wheelchair basketball, sitting volleyball)
HKIN 143 Multicultural and Social Dance (swing, jive, salsa, fox trot)
HKIN 144 Target Games (curling, bowling, axe throwing, bocce)
HKIN 145 Track & Field (Athletics)
HKIN 146 Weight Training
HKIN 147 World Dance (dance from around the world)
HKIN 148 Yoga
HKIN 149 Invasion/Territory Games (ultimate Frisbee, lacrosse, field hockey) - not offered 2026-2027

Skills Notes:

HKIN 129 Hockey requires a helmet, stick, and skates
HKIN 135 Ice Games requires helmet and skates
HKIN 144 Target Games additional fees to cover transportation/facility rentals
HKIN 134 Golf additional course fees to cover green fees

The following 200-level skills involve advanced instruction and coaching instructional strategies and analysis:

HKIN 203 Judging and Officiating
HKIN 204 Advanced Instruction in Group Exercise Leadership Certificate (prepares students to successfully complete their certification with NSFA); prerequisite: HKIN 102 or 126
HKIN 206 Advanced Instruction in Exercise Oncology; prerequisites: HKIN 151/152 or 161/162
HKIN 207 Advanced Emergency Care in Sports Settings; prerequisites: HKIN 151/152 or 161/162, and valid CPR Certification. Course instructor can recommend where students can take Certification courses to receive the Certification at the beginning of the course. Note: there will be a fee to take the Certification course.
HKIN 227 Advanced Instruction in Gymnastics; prerequisite: HKIN 127, students get coaching certification in gymnastics and teach children gymnastics in a community program.
HKIN 228 Advanced Instruction in Football; prerequisite: HKIN 128 - not offered 2026-2027
HKIN 229 Advanced Instruction in Hockey; prerequisite: HKIN 129 - not offered 2026-2027
HKIN 231 Advanced Instruction in Rugby; prerequisite: HKIN 131 - not offered 2026-2027
HKIN 232 Advanced Instruction in Soccer; prerequisite: HKIN 132 - not offered 2026-2027
HKIN 233 Advanced Instruction in Volleyball; prerequisite: HKIN 133 - not offered 2026-2027
HKIN 246 Advanced Instruction in Sport Science Theory and Application; prerequisite: HKIN 146 (athletic performance testing, programming, and monitoring)

Note: HKIN skills, 115, 136, 150, 154, 161, 162, 215, 265 and 376 are restricted to human kinetics students. Other HKIN courses are open to students outside of the human kinetics program with permission of the professor and the department chair.

HKIN 115 Introduction to Human Kinetics
This survey course provides students with an overview of the study of human movement. Topics include physical activity, physical fitness, health, sport and exercise psychology, motor learning and control, biomechanics, ergonomics, sociology, history, gender, race, ethics, and philosophy. Students will learn reading, writing and analytic skills in class and through their lab work. Three credits and lab.

HKIN 136 Foundations of Sport and Exercise Psychology
This course provides an introduction to the basic concepts and principles of sport and exercise psychology. Topics include a variety of psychological constructs and theories (e.g., personality, motivation, anxiety, diversity, group dynamics) and how they apply to teaching/consulting, health care, coaching, and fitness instruction. Credit will be granted for only one of HKIN 136 or HKIN 236. Three credits and lab.

HKIN 150 Introduction to Sport in the Humanities
This course serves as an introduction to sport in the humanities. Students will learn about the philosophical, historical, and socio-cultural dimensions of sport. Issues and themes to be explored include the historical conceptualization of sport, the significance of sport, knowledge in sport, excellence in sport, the beauty of sport, and sport culture. Credit will be granted for only one of HKIN 150 or HKIN 250. Students take HKIN 150 or 154, not both. Restricted to first year HKIN students. Three credits.

HKIN 154 Introduction to Ethics of Sport
This course will introduce students to some of the main themes, topics and issues in the ethics of sport. The course is designed to provide an introduction and critical analysis of classic and contemporary readings in the ethics of sport. We will explore issues such as fair play and cheating, doping, equity and gender, the use of animals in sport, violence, and disability. Credit will be granted for only one of HKIN 154 or HKIN 254. Students take HKIN 154 or HKIN 150, not both. Restricted to first year HKIN students. Three credits.

HKIN 161 Applied Human Physiology
The human body operates by the intricate coordination of multiple systems. Each has a purpose and is regulated at the cellular, tissue, and organ levels. The focus of this course is to understand the organization and function of major bodily systems. Individual and combined functions will be outlined for the neuromuscular, cardiovascular, respiratory, urinary, digestive, lymphatic, endocrine, and reproductive systems. Students will explore these concepts in complementary laboratory activities. Credit will be granted for only one of HKIN 161, HKIN 151/152, BIOL 151/152 or 251/252. Three credits and lab.

HKIN 162 Applied Human Anatomy
The human body operates by the intricate coordination of multiple systems. Each has a purpose and is regulated at the cellular, tissue, and organ levels. The focus of this course is to understand the structure and organization of musculoskeletal, cardiovascular,

respiratory, digestive, lymphatic, urinary, reproductive, and endocrine structures. Students will explore these concepts in both lecture and laboratory settings. Credit will be granted for only one of HKIN 162, HKIN 151/152, BIOL 151/152 or 251/252. Three credits and lab.

HKIN 215 Introduction to Motor Control and Learning
This course offers a general understanding of skilled motor performance with a specific focus on behaviour. Part I examines the motor system's control of movement through an information-processing lens, while Part II explores the processes of motor learning and the acquisition of skills through practice. This course is highly relevant to students interested in rehabilitation, physical therapy, and occupational therapy. Three credits and lab.

HKIN 222 Care and Prevention of Athletic Injuries
A study of the injuries that occur in popular physical activities, including the nature, course, prevention, and non-medical management of these injuries. Prerequisite: HKIN 161/162 or BIOL 251 or HKIN 151. Three credits and lab.

HKIN 226 Focus on Personal Health
This multidisciplinary and self-reflective course addresses personal health of university students. Topics include healthier living and behaviour change, mental health and illness, communication, dietary intake, physical activity, sedentary behaviours, drugs, the environment and sexuality. Three credits. Not offered 2026-2027.

HKIN 230 Physical Activity and the Population
This course will guide students through the health-related aspects of exercise, physical activity, and physical fitness from the perspective of epidemiology. Emphasis will be placed on critical analysis of primary research that evaluates the use of physical activity promotion methods in the context of common chronic diseases (e.g. obesity, cardiovascular disease). Discussion will focus on the impact of health-research and epidemiologic trends on public health guidelines. Prerequisites: HKIN 161/162 or HKIN 151/152. Three credits.

HKIN 234 Coach Leadership and Planning
This course introduces the theoretical and practical underpinnings of coaching athletes in a variety of sports settings. Concepts covered in this class include leadership approaches, management of the coach athlete relationship, practice planning, safety, ethics, communication, and preparation. Credit will be granted for only one of HKIN 234 or HKIN 334. Three credits. Not offered 2026-2027.

HKIN 243 Introduction to Pain Management
This course introduces students to foundational concepts of pain. Course topics include the multi-dimensional and individual-specific nature of pain, science for understanding pain, terminology for describing pain, and tools for measuring and managing pain. This course will explore the difference between acute and chronic pain, and pain with a life-limiting illness. Students will learn how to develop a person-centered approach to assess and manage pain. Credit will be granted for only one of HKIN 243 or HKIN 299 (2022-2025). Registration is limited to HKIN students. Offered online only during the summer. Three credits.

HKIN 253 Sport Philosophy
This course serves as a metaphysical inquiry into the nature, meaning, and existential significance of sport. The advancement of a philosophy of existential fitness represents a central feature of the curriculum. Modules include the methodological foundations, conceptual foundations, and ontological foundations of sport philosophy. Main topics include being-in-the-zone, the game of our life, sport as a mental and spiritual health practice, sporting intelligence, and the relationship between game playing and the ideal of existence. Credit will be granted for only one of HKIN 253 or HKIN 353. Three credits. Not offered 2026-2027.

HKIN 260 Structural Anatomy
This course will further students' understanding of musculoskeletal anatomy and examine how anatomical structures work together to support movement and joint stability. Emphasis is placed on interactions among bones, ligaments, muscles, and neural control systems, and how these relations may change with pathology. Students will develop applied understanding of anatomical structures relevant to human movement. Prerequisites: HKIN 161, 162. Three credits.

HKIN 262 Performance-Enhancing Substances
The drive to succeed in sport and exercise has led to the use of nutritional, chemical, pharmacologic, and physiologic means of performance enhancement. This course examines substances and methods used in sport and exercise, emphasizing mechanisms of action, safety, efficacy, and ethical and regulatory frameworks, drawing on primary scientific literature. Prerequisite: HKIN 115. Three credits. Not offered 2026-2027.

HKIN 264 The Sociology of Sport
An introduction to using sociological theories and concepts to analyze sport in Canada and globally. By contextualizing sporting practices, the course challenges dominant ideas about sport's role in society and considers how intersecting social structures and identities produce diverse outcomes and lived experiences in sport. Topics include social class, gender and sexuality, race, athletic labour, and deviance within sport cultures. Credit will be granted for only one of HKIN 264 or HKIN 331. Three credits.

HKIN 265 Exercise Physiology
An introduction to the acute and chronic physiological responses and adaptations of the neuromuscular, cardiovascular, and respiratory systems to the challenges to homeostasis imposed by muscular activity. Credit will be granted for only one of HKIN 265 or HKIN 365 or HKIN 398 (2019-2020). Prerequisites: HKIN 161/162 or 151/152 or BIOL 251/252. Three credits and lab.

HKIN 270 Teamwork and Group Dynamics
This course introduces the concepts of dynamic development and maintenance of a group. In addition, principles of optimal group functioning and teamwork will be reviewed. Course topics include group development, norms, roles, cohesion, communication, leadership and teamwork. The application of such topics to sport, exercise, and occupations settings (e.g. health care) will be discussed. Credit will be granted for only one of HKIN 270 and HKIN 271 (2021-2022). Prerequisite: HKIN 136. Three credits.

HKIN 299 Selected Topics
The topic for 2026-2027 is Anthropology of Sport. Sport captures the minds and money of billions of people every day, the Olympics, World Cup Soccer, American College Football, and Little League World Series. Television, radio, cell phones, internet keep us updated on the latest scores, highlights, and goings on of our favourite and least favourite athletic personalities. Sport will be critically examined through major anthropological categories of race, class, ethnicity, gender, and power. We will be using sport as the focal point with which to examine and compare varying attitudes, institutions, and social dynamics of sport globally. Cross-listed as ANTH 299. Prerequisites: Students must have second year standing or higher. Three credits.

HKIN 310 Foundations of Student Sports Therapy
This course includes practical or hands on experiential opportunities encompassing prevention, assessment, and management of athletic injuries on the field and in the clinic. Students will leaven how to prepare for the role of student therapist through a hybrid approach of virtual and hands on learning. Topics include expectations of student therapist and scope of practice, student therapist-athlete relationships, ethics and confidentiality, familiarization of athletic therapy supplies, creation and implementation of emergency response plans, side-line injury management, and practice/game day protocols. Course will begin virtually in mid-August and end with three days in-person on campus. Credit will be granted for only one of HKIN 310 or HKIN 302. Restricted to designated HKIN student therapists. A numerical grade will be granted. Three credits.

HKIN 316 Special Populations through a Motor Control Lens
The course examines how deficits in information processing manifests as atypical social and motor behaviours across various special populations. Students will analyze the underlying processes of these differences and explore atypical behaviours as neural adaptations. The course aims to foster a clinical mindset centered on neurodiversity and functional adaptation in healthcare. Includes an optional service-learning placement. Prerequisite: HKIN 215. Three credits.

HKIN 321 Advanced Care & Prevention of Athletic Injuries
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. Prerequisites: HKIN 161/162 or HKIN 151 or BIOL 251; HKIN 222. Three credits.

HKIN 325 Foundations of Movement and Rehabilitation
This course examines foundational principles of rehabilitation across the lifespan and physical activity. Students examine rehabilitation using the World Health Organization framework and apply the International Classification of Functioning, Disability and Health (ICF) model to understand interactions among health conditions, body systems, activity limitations, participation restrictions, and contextual factors. The course introduces biopsychosocial and social determinants of health approaches relevant to careers in physiotherapy, occupational therapy, and other rehabilitation and allied health professions. Credit will be granted for only one of HKIN 325 or HKIN 347. Prerequisites: HKIN 161, 162. Three credits.

HKIN 332 Gender in Sport and Physical Activity
Explores the role of women, men, femininity, and masculinity in sport and physical activity from a historical, philosophical, and sociocultural perspectives. This course covers topics like embodiment, objectification, equity, racism, homophobia, politics of difference and identity. Cross-listed as WMGS 332. Three credits.

HKIN 337 Mental Health in Sport and Exercise
This course will explore how sport and exercise participation impacts mental health. From a multi disciplinary perspective, students will examine common mental health challenges faced by athletes and exercisers (e.g. eating disorders, performance anxiety), the impact of sport and exercise on mental health, and strategies for promoting positive mental health in sport and exercise. Prerequisite: HKIN 136. Three credits.

HKIN 338 Psychology of Sport Injury
In this course, students will explore psychological antecedents and responses to injury in the social psychological context of sport. This includes an examination of psychosocial factors that put athletes at risk of injury, psychological responses to injury, and the role of physical and mental health care professionals when addressing psychological responses to injuries. Prerequisite: HKIN 136. Three credits.

HKIN 345 Essential of Personal Training
An introduction to exercise program prescription and leadership. Students will learn techniques for prescribing, following, and leading exercise programs; participate in and analyze exercise activities and programs; design and lead group, individual, and periodized exercise programs. Students will be prepared to meet national criteria for recognition as a certified personal trainer. Credit will be granted for only one of HKIN 345 or HKIN 446. Prerequisites: HKIN 161/162 or HKIN 151/152 or BIOL 251/252; HKIN 265. Three credits and lab.

HKIN 352 Historical Foundations of Sport and Physical Activity in Canada
An overview of the sociocultural forces that have shaped physical culture and sport in what is currently Canada. Using colonialism,

class, race, gender and more as interpretative lenses, students will examine the complex context and conditions under which individuals, groups, and the state have created, refined, participated in, and given meaning to sport and physical culture. Students will engage with primary sources on a range of topics. Three credits.

HKIN 354 Sport Morality
This course serves as an existential inquiry into the moral significance of sport. The advancement of a philosophy of moral excellence represents a central feature of the curriculum. Modules include methodological foundations of sport morality, the moral ideal of man, and the moral ideal of sport. Main topics include the relationship between game playing and morality, moral achievement in the game of our life, and developing moral virtue in the games we currently play. Three credits. Not offered 2026-2027.

HKIN 357 Aging and Exercise
An in-depth study of how aging influences exercise capacity, functional performance, and adaptation to training beyond adulthood. The course distinguishes intrinsic biological aging from declines attributable to physical inactivity, and examines how evidence-based exercise training can preserve function, performance, and independence with age. Learning is supported through opportunities for experiential engagement with older adults. Credit will be granted for only one of HKIN 357 or HKIN 398 (2017-2018). Prerequisites: HKIN 161/162 or HKIN 151/152 or BIOL 251/252; HKIN 265. Three credits.

HKIN 358 A History of Sport Futures
The interplay between imagination and freedom/liberation defines histories of sport. Since the 19th century, sport and sport spaces have informed blueprints for survival and resistance, offering a window to novel realities, and functioning as a transformative technology. This course invites students to consider the movements and narratives that have, historically, inspired radical sport futures. Students will examine stories of segregated leagues, sport myths, and more phenomena to explore the possibilities within the promise of sport. Credit will be granted for only one of HKIN 358 or 398(2025-2026). Three credits.

HKIN 364 Sport, Deviance and Crime
This course examines how ideas of deviant behaviour are constructed, enacted, tolerated, and challenged in and through sport (both recreational and professional); and how sport intersects with the criminal justice system. Students will explore topics such as sport-related violence, the use of performance enhancing drugs, off-field athlete deviance, pain and injury in sport, and the use of sport in crime prevention and prison settings, among others. Prerequisite: HKIN 264. Three credits.

HKIN 374 Mixed Methods in Research
This course introduces students to mixed methods research design (qualitative and quantitative). The course will help answer such questions as why, what, how and where to mix research methods. Specifically, the course is designed to provide an understanding of a research purpose, research process, research approaches, research design, data collection methods, and research proposal development and report in human kinetics. Students also will have the opportunity understand ethical issues related to the conduct of research. Credit will be granted for only one of HKIN 374, HKIN 371 (2016-2017, 2017-2018), HKIN 396 or HKIN 397. Three credits. Not offered 2026-2027.

HKIN 376 Biomechanics
Students will be exposed to the concepts of kinetic analysis of motion through the application of Newton's Laws. The course will provide the mechanical information necessary to enable the student to objectively criticize any human movement which the student may one day have to teach, coach or ergonomically evaluate. Three credits and lab.

HKIN 385 Adapted Physical Education
Future educators learn about advocacy, the philosophy and application of inclusion as well as the nature of various physical, intellectual, developmental and emotional disabilities. Students translate theoretical knowledge into practice forming collaborative partnerships with local schools, families and peers, designing individualized education plans and participating in the Motor Activities with X (MAX) applied lab alongside people with disabilities. Credit will be granted for only one of HKIN 385 or HKIN 395. Three credits and lab.

HKIN 386 Sports Biomechanics
This course will focus on understanding the key biomechanical principles in executing individual sporting skills. Students will spend about 30% of the regular class time in the sports biomechanics research lab learning to use selected equipment and collect data. Students will gain hands-on experiential learning in a research lab environment analyzing sporting skills and developing recommendations for athletes and/or coaches. An emphasis will be placed on understanding the biomechanics of the golf swing. Credit will be granted for only one of HKIN 386 or HKIN 474. Prerequisite: HKIN 376. Three credits. Not offered 2026-2027.

HKIN 395 Disability, Health and Community Rehabilitation
This applied course focuses on clinical research design in the field of disability, health and community rehabilitation. Emphasis is placed on implementation science, barriers and facilitators, as well as the social, behavioural and physical characteristics of diverse populations. Students participate actively in the evidence-based Motor Activities with 'X' (MAX) lab to gain community and rehabilitation applied experience with vulnerable populations including autism, Down syndrome, intellectual disability, orthopaedic impairment, mental health, deafness, and rare disorders. Credit granted for only one of HKIN 395 or HKIN 385. Three credits and lab.

HKIN 396 Quantitative Research Methods
An overview of the scientific method of problem solving. The course covers problem identification, hypothesis testing, data

collection, and analysis of research findings. A detailed examination of experimental design assists the student in conducting research, writing the proposal and the report, and critically analyzing published literature. Restricted to upper year students; required for third-year honours students. Students can take 396 or 397; not both. Three credits.

HKIN 397 Qualitative Research Methods
An overview of qualitative research methodologies, including the major theories, methods, and approaches (i.e. case studies, content analysis, interviews, observations, and ethnography). Problem identification, literature review analysis, research design, theoretical and empirical analysis, and dissemination are the major focus of this course. Practical experience will be included. Restricted to upper year students; required for third-year honours students. Students can take 397 or 396; not both. Three credits.

HKIN 398 Selected Topics
The topic for 2026-2027 is Rehabilitation for Movement in Chronic Disease. This course focuses on the application of rehabilitation strategies for individuals with chronic health conditions. Students examine how chronic diseases impact physical function, daily activities, and quality of life. Emphasis is placed on developing critical thinking skills through structured problem-based learning activities, augmented by lectures and applied experiences. Students will integrate knowledge and skills in the development and evaluation of patient-centered, evidence-based movement rehabilitation across the continuum of care. Prerequisites: HKIN 396 or 397. Three credits.

HKIN 416 Control of Human Movement
Building on the foundations of HKIN 215, this course offers an advanced exploration of motor control through the lenses of neurophysiology, biomechanics, and cognitive neuroscience. The primary emphasis is on the behavioural analysis of movement, with an in-depth study of stimulus-response compatibility, internal models, two visual systems, and neuroplasticity. This course provides an essential theoretical framework for students pursuing careers in rehabilitation. Prerequisite: HKIN 215. Three credits and weekly lab.

HKIN 425 Child Growth and Development
This course covers the physical growth, maturation, and development in children. The implications of changes in structure and function related to children's physical growth will be applied to physical education, physical activity, physical fitness, and sport. This course is not eligible to fulfil the 400-level HKIN elective requirements for students completing a major or honours in kinesiology. Restricted to upper year students. Prerequisites: HKIN 161/162 or HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits and lab. Service-learning option.

HKIN 426 Health Education
This course introduces key physical and mental health components in a health education context for school-aged children. Emphasis is placed upon the application of these concepts to health promotion in schools, at home, and more broadly in the community. This course is not eligible to fulfil the 400-level HKIN elective requirements for students completing a major or honours in kinesiology. Restricted to upper year students. Service-learning option. Three credits.

HKIN 428 Sport and Physical Activity in Indigenous Communities
This course examines sport and physical culture in the lives of diverse Indigenous Peoples in the context of Canadian settler colonialism. Recognizing that sport has been both a space of oppression and empowerment for Indigenous Peoples, the course will unpack sport's complex meanings in diverse Indigenous communities in Canada and consider how it may contribute to ongoing processes of truth and reconciliation. Prerequisite: HKIN 264 or 352. Three credits.

HKIN 431 Sport and Identity
This seminar explores the intersection of sport with socio-cultural identities as well as systems of oppression and liberation. Through discussions, films, presentations, and reflections, students will unpack how various social identities shape and are shaped by sport. Students will engage with sport as a medium for making culture and power legible and thus transformable. Credit will be granted for only one of HKIN 431 or HKIN 471 (2017-2018). Prerequisite: HKIN 264 or 332 or 352. Three credits.

HKIN 433 Introduction to Policy for Health-Interdisciplinary Strategies
Designed to create an interdisciplinary learning experience for nursing, human nutrition and human kinetics students, this seminar course is an introduction to public policy change for health. The objective is to develop a fundamental understanding of healthy public policy development, analysis, and change from interdisciplinary and social justice perspectives. Issues such as healthy public policy, social and ecological determinants of health, social justice, health equity, and interdisciplinary/cross-sectoral and citizen lead policy action are explored. This course would be beneficial for students pursuing professions in the policy for health or healthcare delivery. Credit will be granted for only one of HKIN 433 or NURS 495, HKIN 495, HNU 495. Cross-listed as NURS 433 and HNU 433. Three credits. Not offered 2026-2027.

HKIN 443 Modern Olympic Games
This advanced seminar course is designed to provide opportunities for students to critically examine the Olympic Games and the modern Olympic Movement. Students will examine the Olympic Games from a sociocultural interdisciplinary approach and create research projects. Restricted to third and fourth year HKIN students. Prerequisites: one of HKIN 264, 332 or 352. Three credits.

HKIN 445 Instructional Strategies in Human Kinetics
Future educators explore both traditional and alternative teaching and learning strategies in order to promote inclusive practices. Students later apply this theoretical knowledge while teaching physical activity classes to diverse learners using a variety of

instructional strategies. The lab features collaboration with local schools and Indigenous communities. HKIN 445 is strongly recommended as an HKIN elective for the pre-education path. Three credits and lab.

HKIN 455 Games, Life & Leadership
This seminar course serves as a cooperative inquiry into sport in its significance to the human condition. The advancement of a Utopian philosophy of the good life represents a central feature of the curriculum. Topics include the Zone as an ultimate guiding principle, making good moves in the game of our life, and games Utopians play. Prerequisite: HKIN 253 or 354. Three credits. Not offered 2026-2027.

HKIN 456 Fitness Assessment and Exercise
This course is designed provide theory and practical experience as you administer a variety of exercise science specific related protocols and techniques that are used in assessing an individual's current level of physical activity and fitness. Students will be able to understand the theoretical principles that underpin these various fitness assessment protocols and be able to develop simple and appropriate training plans based on specific individual results. Components of this course are intended to provide students with the necessary background information to pursue personal trainer certification through the Canadian Society of Exercise Physiology. Prerequisites: HKIN 265 or 365; HKIN 161/162 or HKIN 151/152 or BIOL 251/252. Three credits and lab.

HKIN 457 Designing Interventions for Population Health
This advanced course explores current trends with respect to the design and implementation of sustainable evidence-based interventions for at-risk populations. Topics include preventative medicine, universal design, rural healthcare, pediatric rehabilitation, assistive technology, accessibility, knowledge mobilisation and community-engaged scholarship. The evidence-based motor activities with X (MAX) lab component encourages students to transfer theoretical knowledge to different community-based intervention settings while working with at risk populations. Credit will be granted for only one of HKIN 457, HKIN 437 or HKIN 495 (2017-2018). Prerequisites: HKIN 161/162 or 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits and lab.

HKIN 463 Psychological Skills Training
This course examines various interventional techniques to enhance athletic performance. We will review commonly applied sport psychological skill training techniques, such as imagery, self-talk, goal setting, and confidence enhancement. In addition, new technologies to train perceptual-cognitive elements of athletic performance will be explored. Students will be asked to design applied workshops. The application of training to exercise, and occupations settings (e.g. health care) will be discussed. Prerequisite: HKIN 136 and third year standing. Three credits.

HKIN 466 Clinical Exercise Physiology
This course examines several chronic diseases prevalent in society, which are positively influenced by regular exercise or physical activity, and include: obesity, osteoporosis, cardiovascular disease, diabetes, chronic obstructive pulmonary disease, hypertension, and heart failure. The nature of the disease, methods of assessment, role of exercise in the possible prevention, treatment and/or rehabilitation of these diseases are considered. Restricted to fourth-year students. Prerequisites: HKIN 161/162 or HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits and lab.

HKIN 474 Applied Biomechanics
This course will further the student's understanding of the qualitative approach to biomechanics and provide the necessary skills for conducting a quantitative biomechanical analysis of human motion. Students will be introduced to several techniques used in biomechanics research. Emphasis will be placed on the collection and analysis of biomechanical data. Concepts will be illustrated with examples taken from areas of sport and exercise with a special focus on the practical applications to golf. Prerequisites: HKIN 376; MATH 106 or 126 and PHYS 102 recommended. Three credits and bi-weekly lab.

HKIN 490 Honours Thesis
Honours students will prepare, propose, and defend a thesis based on original research conducted under the supervision of a Human Kinetics Faculty member. Students must meet all department deadlines and requirements. Credit will be granted for only one of HKIN 490 or HKIN 493. Restricted to honours students. Required for honours students. Prerequisite: One of HKIN 374, 396 or 397. Six credits.

HKIN 492 Exercise Metabolism
An advanced examination of the acute and chronic metabolic responses and adaptations of the human body to exercise-induced challenges to homeostasis. The course emphasizes cellular and mitochondrial bioenergetics, substrate selection and flux, lactate metabolism, and the regulation of metabolic pathways governing muscular activity, fatigue, and training adaptation. Credit will be granted for only one of HKIN 492 or HKIN 392. Prerequisites: HKIN 161/162 or HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits.

HKIN 499 Directed Study
Designed for students with high academic standing who wish to pursue a directed, in-depth study in a selected topic. See section 3.5. Three credits.

9.24 Human Nutrition

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R. Harvie, Ph.D., RD
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E Vandenboer MSc, RD

The BSc in Human Nutrition is an applied science degree with a professional, accredited dietetics program. The degree integrates foundational knowledge meeting core requirements in foods, nutrition and related areas with studies in biology, chemistry, statistics, business, and the arts. Collectively, the course requirements are designed to provide graduates with the expertise needed by food and nutrition professionals today. Depending upon the choice of emphasis, the Human Nutrition program prepares graduates for careers in areas such as dietetics and other allied health professions, medicine, education, health promotion, industry, food service management, research and development, and entrepreneurship in food and nutrition.

In second year, students who meet the requisite average may apply for the honours program, which has a seminar requirement, a second research methods course, and a six-credit thesis course. Students' selection of thesis topics will reflect the research areas of faculty members. At the end of year two, students may declare a concentration that aligns with their interests and career goals. Concentrations are available in dietetics, health sciences, food entrepreneurship, and food and society. Alternatively, students can declare no concentration. Students in these degree patterns also have the option to pursue a 24-credit minor in an arts or science subject.

With an appropriate selection of courses, students may also meet the requirements for admission to a B.Ed. program (elementary or secondary education). To qualify for a family studies teachable in secondary education, students must present a core of at least 18 credits of human nutrition. These courses must be augmented by a combination of courses in other subject areas which address the field of family dynamics. In general, these courses may be drawn from biology, psychology, sociology, and business administration. Students interested in elementary education require 6 credits in social studies, 6 credits in English, 6 credits in science, and 6 credits in mathematics/statistics. Students interested in pursuing a B.Ed. should consult with the Faculty of Education. (See section 6.1 for more details).

See chapter 7 for information on degree patterns, applications for honours, and advancement and graduation requirements. All third- and fourth-year human nutrition students are required to attend the presentations in HNU 491. The attendance of first- and second-year students is recommended.

Note: All HNU electives in these programs must be at the 200 level or higher.

Minor in Food and Nutrition (for BSc programs)
24 credits: HNU 142, 242, 262; 15 additional HNU credits
Note that BIOL 111, 251, 252, CHEM 101, 102 are prerequisites for most HNU courses; CHEM 221, 255 are prerequisites for some 300-level HNU electives.

Bachelor of Science in Human Nutrition – requirements outlined below
HNU: 48 credits
Other required: 30 credits
Arts electives: 12 credits
Open electives: 30 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in an arts or science subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

No concentration
The normal sequence for the program is shown below.
Year 1 BIOL 111, 215; CHEM 101, 102; HNU 142, 145; 6 credits arts electives; 6 credits open electives
Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 HNU 351, 365, 384; 6 credits HNU electives; 6 credits arts electives; 9 credits open electives
Year 4 HNU 405, 475; HNU 366 or 425; 6 credits HNU electives; 15 credits open electives

No concentration; minor in arts subject
The normal sequence for the program is shown below.
Year 1 BIOL 111, 215; CHEM 101, 102; HNU 142, 145; 6 credits arts for minor; 6 credits open electives
Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 HNU 351, 365, 384; 6 credits HNU electives; 6 credits arts for minor; 9 credits open electives
Year 4 HNU 405, 475; HNU 366 or 425; 6 credits HNU electives; 12 credits arts for minor; 3 credits open elective

No concentration; minor in biology or chemistry
The normal sequence for the program is shown below.

Year 1 BIOL 111, 215; CHEM 101, 102; HNU 142, 145; 6 credits arts electives; 6 credits open electives

Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 HNU 351, 365, 384; 6 credits HNU electives; 6 credits arts electives; 6 credits science for minor; 3 credits open elective
Year 4 HNU 366 or 425, 405, 475; 6 credits HNU electives; 6 credits science for minor; 9 credits open electives
*Other science minors are possible with the use of 24 credits of open electives.

Human Nutrition with Honours
No concentration
The normal sequence for the honours program is shown below. At least 30 credits of HNU must be at the 300/400 level.
Year 1 BIOL 111, 215; CHEM 101, 102; HNU 142, 145; 6 credits arts electives; 6 credits open electives
Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 HNU 351, 365, 384, 485; 3 credits HNU elective; 6 credits arts electives; 9 credits open electives
Year 4 HNU 405, 475, 490, 491; HNU 366 or 425; 6 credits HNU electives; 9 credits open electives

Honours can be added to any HNU designated concentration with the addition of HNU 491 (non-credit) in year 4, the replacement of 6 credits of open electives with HNU 490 in year 4, and the selection of HNU 485 in year 3. The dietetics and health sciences concentrations already include HNU 485 as a designated course in year 3. For the non-concentration and the food and society concentration, HNU 485 replaces 3 credits of HNU designated courses in year 3. For the food entrepreneurship concentration, HNU 485 replaces 3 credits of open elective in year 3, and the 3 credits of open elective move to year 4, replacing the 3 credits of designated courses (HNU elective or BSAD 352).

Concentrations
Students have the option to choose one of the four concentrations below. Students choosing to do a concentration can also choose to complete an optional minor. See Optional Minor section above.

Dietetics concentration – requirements outlined below
HNU: 54 credits
Other required: 30 credits
Arts electives: 12 credits
Open electives: 24 credits
Total: 120 credits

Year 1 consistent with each HNU degree program
Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 HNU 351, 355, 356, 365, 384, 485; 6 credits arts electives; 6 credits open electives
Year 4 HNU 405, 452, 456, 475; 6 credits HNU electives; 12 credits open electives

Concentrations in Food Entrepreneurship; Food and Society; or Health Sciences – requirements outlined below
HNU and designated courses: 48 credits. At least 18 credits must be at the 300/400 level.
Other required: 30 credits
Arts electives: 12 credits
Open electives: 30 credits
Total: 120 credits

Food Entrepreneurship
Year 1 consistent with each HNU degree program
Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 BSAD 256/HNU 471; HNU 328, 365, 384, 445; 6 credits arts electives; 9 credits open electives
Year 4 HNU 351, 405, 475; BSAD 458; 3 credits HNU electives or BSAD 352; 15 credits open electives

Food and Society
Year 1 consistent with each HNU degree program
Year 2 BSAD 112; CLEN 101, 102; HNU 242, 225, 245; HNU 2XX (not yet developed); STAT 101, 6 credits open electives
Year 3 CLEN 201, 202; HNU 365, 384, 421; 6 credits arts electives; 9 credits designated*
Year 4 HNU 405, 433, 475; 3 credits designated*; 18 credits open electives
*Designated courses are ANTH 218; CLEN 302; DEVS 201 or 202; DEVS 392; EESC 273 or 274; EESC 473; HIST 302; PHIL 332 or 335; SOCI 237; SOCI 341; SOCI 218 or 243 or 254.

Health Sciences
Year 1 consistent with each HNU degree program
Year 2 BIOL 251, 252; BSAD 112; CHEM 221, 255; HNU 225, 242, 245, 262; STAT 101
Year 3 HNU 351, 355, 365, 384, 485; PHIL 335; 6 credits arts electives; 6 credits open electives
Year 4 HNU 405, 452, 475; 3 credits HNU electives; 18 credits open electives

Application to the StFX Integrated Dietetic Internship
Students planning to apply for dietetic internship programs follow the normal course sequence for BSc in Human Nutrition Concentration in Dietetics. Students must have an overall average of 70 in the HNU degree, a minimum overall average of 75 in HNU courses, a minimum grade of 65 in each of HNU 351, 355(352) and 452 and satisfy the criteria for acceptance. Students must normally declare their intent to apply for the StFX Dietetic Internship Program by the end of their second year (at the earliest). Formal submission of the full application can be made by January 31 of the third or final year.

BSc in Human Nutrition with Honours and Integrated Dietetic Internship
Complete the dietetics concentration course sequence above for years 1-4. This is followed by three 14-week practicum courses, HNU 481, HNU 482, and HNU 483 (18 credits total), and a practice-based research component. Practicum may start as early as May of year 3. Upon completion of IDI, the student's BSc Human Nutrition degree is converted to a BSc Human Nutrition with Honours and Integrated Dietetic Internship (IDI), in recognition of the practice-based research conducted. Successful completion of IDI enables students to attain professional competencies for entry level dietetic practice.

Co-operative Education Program in Human Nutrition
Co-operative education is offered as an option for HNU students. Through co-op, students can complete professional development training, 12 months of relevant and paid work experience. The co-op education HNU graduate will be prepared to work within the food industry (product development and evaluation, food safety, etc.), public relations, consumer affairs or marketing with various employers including not-for-profits, industry or government and other related areas of practice. The human nutrition co-op program is accredited by the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as HNU electives or as electives. For further information on work term sequencing options and professional development training topics see section 9.13.

BSc in Human Nutrition in 5th year for BSc Human Kinetics students with Minor in Nutrition
BSc Human Kinetics students majoring in kinesiology and minoring in nutrition who wish to pursue a degree in human nutrition in 5th year should follow the course pattern below. Three credits of open electives in the HKIN degree must be BSAD 112. In third year, students must take HNU 145, moving 3 credits of HKIN elective to fourth year. In fourth year, students must take HNU 146, 225, and 365 as the remaining 9 credits of HNU electives. HKIN 374, 396, or 397 will fulfill the requirement of HNU 384 in the HNU degree program.

Recommended Course Pattern
Years 1-4 HNU 142, 145, 225, 242, 245, 262, 363, 365; BSAD 112
Year 5 HNU 351, 366 or 425, 405, 475, 9 credits HNU electives at the 200 level or higher; 9 credits open electives

Recommended Course Pattern for qualification for the StFX Integrated and Graduate Dietetic Internship programs.
Years 1-4 HNU 142, 145, 225, 242, 245, 262, 363, 365; BSAD 112
Year 5 HNU 351, 355, 356, 405, 452, 456, 475, 485; 3 credits HNU elective; 3 credits open elective

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first degree requirements (for a minimum total of 150 credits).
Students must submit re-entry application through Admissions.

BSc in Human Kinetics in 5th year for BSc Human Nutrition students
BSc Human Nutrition students who wish to pursue a degree in human kinetics should complete the normal sequence of their HNU program and be sure to include BIOL 112 and 9 credits of HKIN electives or required courses in their open electives. Between the 9 credits of HKIN taken within the HNU program and 30 credits taken in year 5, students will complete a BSc HKIN degree with the following 39 credits: HKIN 136, 215, 265, 376; 6 credits of skills; 6 credits from HKIN 253, 264, 332, 352, 354, 371, 431, 443, 455; 3 credits 300-level HKIN elective; 3 credits 400-level HKIN elective; 9 credits HKIN electives. At least 15 credits of HKIN must be at the 300/400 level. (HNU 384 fulfills the requirement of 3 credits from HKIN 374, 396, 397.)
This program is compatible with all BSc HNU concentrations and minor, with the exception of the food and society concentration.
Students must submit re-entry application through Admissions.

Program changes below are subject to Senate approval.

BSc in Human Nutrition with BBA in Entrepreneurship
This five-year, two-degree program is for BSc Human Nutrition students interested in alternative career paths who wish to pursue a degree in business with a focus on entrepreneurship. The double degree option will prepare Nutrition students to work within the food industry (product development and evaluation, food safety, etc.), marketing, or consumer affairs with various employers including their own start-ups, industry, not-for-profits and other related areas of practice. From the development of new plant-based food products to eco-friendly packaging and emergency preparedness initiatives, food and health-related businesses remain among the most popular start-ups in Canada.

To complete both degrees in five years, this is the recommended course pattern:

Year 1 HNU 142, 145; BIOL 111, 215; CHEM 101, 102; ECON 101, 102; 6 credits arts electives
Year 2 HNU 225, 242, 245, 262; STAT 101; BIOL 251, 252; CHEM 221, 255; BSAD 112
Year 3 HNU 328, 351, 365, 384; 3 credits HNU elective; BSAD 111; MATH 105; 6 credits arts electives; 3 credits open elective
Year 4 HNU 405, 445, 471, 475; BSAD 221, 223, 231, 241, 261, 281
Year 5 BSAD 332, 352, 453, 456, 458, 471; 3 credits BSAD entrepreneurship elective; 6 credits BSAD electives; 3 credits open elective
To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first-degree requirements (for a minimum total of 150 credits).

HNU 135 Introductory Nutrition for Nursing
This course introduces nursing students to the fundamentals of nutrition with emphasis on macronutrients and micronutrients along with their functions, dietary sources, digestion and metabolism, and how and why nutrient needs change throughout stages of the life cycle. Discussion will include use of current dietary recommendations and guidelines for health and well-being by health

professionals. The importance of inter-professional practice for nutritional care will also be introduced. Credit will be granted for only one of HNU 135, HNU 142, HNU 161, HNU 215, or HNU 253. Restricted to current nursing students. Three credits.

HNU 142 Introduction to Food and Health
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.

HNU 145 Introduction to Foods
This course will introduce the physical and chemical properties of the major food groups, the extent to which these properties are altered by various types of processing, as well as issues of food quality and safety and their implications for human health. Topics will include how chocolate is made, sugar crystallization, cheese manufacture and the role of gluten in bread structure. Skills in baking, measurement and the manipulation of food ingredients will be emphasized. Three credits and lab.

HNU 163 Nutrition for Health and Fitness
Students will learn basic nutrition science principles with emphasis on energy, macronutrients, vitamins and minerals required by humans for health and fitness. Topics will include foundational nutrition guidelines, nutrient functions, their food sources and how the body handles them. The role of nutrients, a healthy diet, fluid and supplements in exercise will be emphasized. Not acceptable for credit in the BSc HNU or BSc HKIN minor in nutrition programs. Open to students in all faculties. Credit will be granted for only one of HNU 163, HNU 298(2021-2024) and HNU 363. Three credits.

HNU 225 Foundations of Professional Practice
This course introduces the foundational knowledge and competencies integral to the dietetics profession. Students will review the nutrition care process and explore ethical practice, evidence–based decision making and apply knowledge and skills essential for effective communication and collaboration and nutritional counselling. It will provide an understanding of adult learning principles with a focus on self-directed learning, reflective practice, cultural competence and an introduction to behaviour change theories in the context of dietetics. Credit will be granted for only one of HNU 225, HNU 235 or HNU 325. Prerequisite: HNU 142, 242. Three credits and nutrition communications lab.

HNU 242 Foundations of Nutrition Science
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. Prerequisites: one of HNU 135 or 142; CHEM 101, 102; BIOL 111. Three credits.

HNU 245 Fundamental of Food Science
This course introduces scientific concepts as a basis for understanding foods as complex systems. Students will learn the principles of the scientific study of food through lectures and laboratory training, exploring the chemical, physical, sensory and microbial properties of foods. In parallel with the course content, students will also learn and apply principles of food safety through the online TrainCan ADVANCED.fst® Management Level Food Handler Certification Course. Credit will only be granted for one of HNU 245 or HNU 146. Prerequisites: BIOL 111; CHEM 102; HNU 145. Three credits and lab.

HNU 262 Principles of Nutrition in Human Metabolism
Building on HNU 242, 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. Prerequisites: HNU 242 or 261; BIOL 251, 252, completed or concurrent. Three credits.

HNU 328 Functional Foods
This course will introduce students to the growing global food industry trend of functional foods and their relationship to health and disease. Bioactive components of functional foods, their sources, chemistry, efficacy, safety, and metabolism will be examined. Evaluation of aspects of marketing and the regulatory environment related to health claims for functional foods will focus on consumer perceptions and roles of health professionals. Credit will be granted for only one of HNU 328, HNU 428 or HNU 496 (completed in 2015, 2016). Prerequisites: STAT 101, CHEM 102. Three credits.

HNU 351 Nutritional Assessment
This course addresses the principles and methods in nutritional assessment of individuals and populations with consideration for variations in health status and stages across the life course. It provides the theoretical foundation for nutritional assessment in the nutrition care process. Methods for dietary, anthropometric, biochemical, ecological and clinical evaluations of individuals and populations are examined, along with the development and appropriate use of the Dietary Reference Intakes. Prerequisites: HNU 262; BIOL 252; CHEM 225, 255. Three credits and lab.

HNU 355 Nutrition in Chronic Disease Prevention & Management
Nutrition care principles will be applied while examining the epidemiology, pathophysiology, and role of nutrition in the prevention and management of chronic diseases including, but not limited to, weight management, eating disorders, mental health, cardiovascular disease, diabetes mellitus, and renal disease. The course will explore and provide applications of the nutrition care

process including medical terminology, nutrition counselling and documentation of care. Credit will be granted for only one of HNU 355 or HNU 352. Prerequisite: HNU 225, 351 concurrently. Three credits and nutrition counselling lab.

HNU 356 Introduction to Food Service & Quantity Food Production
In this introduction to food service systems and quantity food production, principles, policies, and practices applied to the successful operation of quantity food service systems are examined. Topics include menu management; quantity recipe standardization and costing; procurement, production and service of quality food; marketing; quantity food service equipment; and environmental management. Prerequisites: HNU 262, 245; BSAD 112. Three credits and lab.

HNU 363 Sport Nutrition
This course involves identification of the specific nutrient needs of the individuals engaged in vigorous physical activity, with a focus on the role of nutrients in energy metabolism as a means to support exercise performance. Students will demonstrate an understanding of energy, nutrient and fluid guidelines appropriate for power, endurance and team sports and apply the guidelines to food choices for training and competition. Skills in evaluating scientific evidence in the field of sports nutrition will be emphasized. Credit will be granted for only one of HNU 363, HNU 298(2021-2024) and HNU 163. Prerequisites: CHEM 255; HNU 262. Three credits.

HNU 365 Community Nutrition
An introduction to the field of community nutrition and its role in health and health care, which assumes students' familiarity with the theories and principles of normal nutrition. Students will explore the role of the community nutritionist in determining the needs of specific population groups; determinants of healthy eating; processes for planning, delivering, and evaluating community nutrition services; and necessary tools, skills and techniques for practice. Prerequisite: HNU 242. Three credits.

HNU 366 Maternal and Child Nutrition
This class takes a life-course approach to examine the role of nutrition within the context of normal human development from pre-conception to adolescence. Emphasis is placed on nutritional concerns and recommended dietary practices during pregnancy, lactation, and early childhood. The management of common childhood and adolescent dietary concerns is also discussed. Prerequisites: BIOL 252; HNU 262. Three credits.

HNU 384 Research Methods: Theory and Design
This course introduces the research methodologies and techniques used to study human nutrition. Focusing on the research question, students will develop a research plan, through the review of existing literature, and articulation of methods that will best answer the research question. Different approaches to research will be covered including qualitative, quantitative and mixed methodologies, noting that each approach consists of multiple methods that may be used. Credit will be granted for only one of HNU 384 or 385. Prerequisites: STAT 101; HNU 242. Three credits.

HNU 405 Food Availability
An examination of the vital issues that surround our national and global food supply from production to consumption. The course will explore interdependency of the many factors underlying the science of food and feeding of people, including the relation of nutrition to health and social policy decisions, the food supply, and access to food, food security, food technology, and domestic and global food distribution. Open to students in all faculties with permission of the instructor. Three credits.

HNU 421 Global Health, Equity, and Innovation
This course examines global health within the context of an increasingly uneven, globalized world. The course departs from a biomedical orientation on health to interrogate competing health and health system discourses, the political-economy of global health, factors that perpetuate and underpin global health inequities, as well as insights into the global health governance and policy landscape. Given the imperative for 'health for all', strategies and options for creating and spreading health through social innovation and policy will be explored. Credit will be granted for only one of HNU 421 or HNU 497 (2017-2018). Cross-listed as HLTH 421. Prerequisite: HNU 142. Three credits.

HNU 425 Nutrition in Aging
A study of nutrition related to older adults. Emphasis is on nutritional concerns and dietary recommendations for the older adult population. Topics covered include healthy aging, attitudes and demographic trends around aging in Canada. Dietary management of common concerns in older adulthood (including dementia and osteoporosis) is discussed. Prerequisites: HNU 262; BIOL 252. Three credits.

HNU 433 Introduction to Policy for Health-Interdisciplinary Strategies
Designed to create an interdisciplinary learning experience for nursing, human nutrition and human kinetics students, this seminar course is an introduction to public policy change for health. The objective is to develop a fundamental understanding of healthy public policy development, analysis, and change from interdisciplinary and social justice perspectives. Issues such as healthy public policy, social and ecological determinants of health, social justice, health equity, and interdisciplinary/cross-sectoral and citizen lead policy action are explored. This course would be beneficial for students pursuing professions in the policy for health or healthcare delivery. Credit will be granted for only one of HKIN 433 or NURS 495, HKIN 495, HNU 495. Cross-listed as NURS 433 and HKIN 433. Three credits. Not offered 2026-2027.

HNU 445 Food Product Development
This course is designed to advance the scientific practices leading to the development of new and improved food products. Students will work with the instructor and industry partners to carry out market research evaluations, and create and test the

acceptability of new product formulations using the sensory evaluation laboratory. Prerequisites: HNU 145, 146; CHEM 102; STAT 101. Three credits and lab.

HNU 452 Clinical Nutrition Therapy
An integrated approach to the study of clinical nutrition therapy within the following: the respiratory, neurological and gastrointestinal systems, cancer and wound healing. This course introduces the management of swallowing disorders, and the therapeutic use of enteral and parenteral nutrition support. Credit will be granted for only one of HNU 452, HNU 353 or HNU 354/454. Prerequisite HNU 355 and 351. Three credits and lab.

HNU 456 Food Service System Management
Building on material introduced in HNU 356, this course focuses on managerial decision-making relevant to human resource and financial management of food service systems in a range of settings in the public and private sectors. Students will examine current issues in food service practice, such as leadership, sustainable practices and decolonization, in both individual and team settings. Prerequisites: HNU 356; BSAD 112. Three credits.

HNU 461 Nutrition in Metabolic Disease
This course examines the etiology, pathophysiology, and clinical presentation of rare, nutrition-related metabolic diseases that affect the body's biochemical reactions. It also examines the interaction between diet, the gastrointestinal microbiota and human metabolism and health. Designed for senior students, this course develops skills in finding and understanding clinical research, as well as translating research findings into nutrition guidelines, with a focus on the evidence leading to clinical practice guidelines for these disorders. Prerequisite: HNU 351. Three credits. Not offered 2026-2027.

HNU 471 Entrepreneurial Practices for Nutrition Professionals
Learn to think and act like an entrepreneur. This course provides the foundation for your entrepreneurial journey, covering topics such as the entrepreneurial mindset, problem discovery, customer discovery, business model development, and pitches. Throughout, you will be introduced to the theories and tools modern entrepreneurs use to design their ventures and be challenged to develop your own skills through class discussions and a term project. Cross-listed as BSAD 256. Prerequisite: BSAD 112. Three credits.

HNU 475 Effecting Change
This capstone course focuses on the study of change, particularly as it relates to promoting and supporting healthy eating and nutritional health among community and population groups. Students will learn about policy, and advocacy for enhancing nutritional aspects of health and wellness. Prerequisites: HNU 365 and credit for all courses in first two years of the HNU program sequence. Three credits.

HNU 481 Internship Practicum I
A 14-week practicum course which prepares students to meet the entrance requirements for dietetic practice. Students work with preceptors in institutional and community settings to develop their assessment and communication skills; learn to plan; learn the basis of nutritional care; and choose a practice-based research project. Prerequisites: HNU 145, 146, 142, 225, 261/242, 262, , 351, 355(352), 356, 365, 385, 452(353/354), 485; an overall average of 70 in the HNU program and an overall average of 75 in HNU courses, and minimum course grade of 65 in HNU 351, 355(352), 452(353/354); acceptance into the IDI program. Graded as pass/fail. Six credits.

HNU 482 Internship Practicum II
A second 14-week (minimum) practicum course which provides opportunities to integrate theory and practice in a preceptor-supported environment, and to acquire the competencies required for entry-level dietetic practice. Interns will improve their skills in communicating, assessing, and implementing nutritional care, and complete a practice-based research project. Prerequisites: completion of the HNU program with an overall average of 70 and an overall average of 75 in HNU courses and minimum course grade of 65 in HNU 351, 355(352), 452, 456, 481. Graded as pass/fail. Six credits.

HNU 483 Internship Practicum III
The final 14-week (minimum) practice course of the IDI program provides an opportunity to integrate theory with practice in a preceptor-supported setting of the IDI program. Students will develop their communication, assessment, implementation, and evaluation skills through participation in nutrition care activities. Completion of HNU 483 enables students to write the Canadian Dietetics Registration Exam (CDRE). Prerequisite: HNU 482. Graded as pass/fail. Six credits.

HNU 485 Research Methods: Application and Analysis
This course will provide an advanced understanding of approaches, theories and methods used in human nutrition research. Building on topics covered in HNU 384, students will apply, analyze and critique qualitative, quantitative, and mixed methods approaches. Nutrition research application and design, along with knowledge mobilization and dissemination of research findings is emphasized. Credit will be granted for only one of HNU 485 or 495 (2017-2018). Prerequisite: HNU 384. Three credits.

HNU 490 Honours Thesis
A full-year program of research in nutrition. An acceptable thesis based on original research must be submitted by the deadline to satisfy department requirements for a BSc HNU honours degree. Credit will be granted for only one of HNU 490 or HNU 493. Prerequisite: HNU 485. Six credits.

HNU 491 Advanced Major and Honours Seminar
A critical study of current research in areas related to human nutrition. No credit.

HNU 499 Directed Study
Designed for students with high academic standing who wish to explore, in depth, some aspect of human nutrition not available in other course offerings. See section 3.5. Three credits.

9.25 Interdisciplinary Studies

Service Learning Program

M. Turner, MA, Program Manager, Service Learning and Exchange

Service learning is an innovative way to integrate experiential learning, academic study, and community service. It is an opportunity for students to apply what they learn in the classroom in a community setting. The program's goal is to blend community engagement with course work allowing for service experiences that reinforce, strengthen and improve academic outcomes. Service learning is possible in many disciplines and in a broad range of courses and service experiences.

Course-Based Service Learning

Course-based service learning is a form of experiential education where students work with community members on local issues and where academically rigorous assignments are designed to explicitly link those experiences to specific learning outcomes. Students complete a service experience with a local partner organization and then prepare a reflective final assignment for the professor that determines the grade on this portion of the course. For information on courses offering a service learning component, consult the department website under information for students.

Immersion Service Learning

Students will engage in intense service learning experiences in diverse communities, nationally or internationally. Guided by a leader, students will explore community dynamics and issues in a development and social justice context. Students can participate in immersion service learning as a personal (non-credit) experience or may integrate an immersion experience into their chosen course of study through IDS 305 or by seeking optional course credit with the approval of their professor. Students must apply for immersion experiences. The deadline is mid-October. For more information, contact the department website or servicelearning@stfx.ca.

IDS 305 Virtual Immersion Service Learning

Designed for third- and fourth -year students interested in participating in a virtual immersion service learning program during the winter term. Students will engage in real-time conversation, with international community partners and local citizens in Peru to learn about issues relevant to their community. Through participation in meaningful interaction in a virtual global environment, students will develop an understanding of cultural context and global awareness in relation to social justice. This course facilitates relationship-building skills and intercultural learning and explores methodologies of community service provision. Students will participate in a seminar-style class that will involve in-depth reflection and exploration on a chosen topic that relates to their virtual ISL experience. This course can be used as part of DEVS or CLEN requirements, or as an elective in any program. Three credits.

IDS 398 Selected Topics

Six credits.

IDS 499 Selected Topics

The topic for 2026-2027 is Peacebuilding in the 21st Century. Designed for third and fourth year students, this course will explore historical developments and contexts, theoretical discourse and practical approaches to peace and peacebuilding, conflict and violence in the 21st century. In addition, the course will examine various organized and institutional, local and international peacebuilding processes and responses. The course is divided into three sections. The first section discusses the definitions, concepts and descriptions of peace, conflict, violence and war. The final section involves critical engagement with the responses to conflict related with the debates and practices of peacebuilding at grassroots, national and international arena. This course can be used as an elective in any program. Three credits.

Service Learning Component Courses (tentative)

The following courses have offered a service learning component in previous years. For a list of sections with a service learning component for 2026-2027, please see the Service Learning offerings here. Courses with a Service Learning component are indicated on the 2026-2027 course timetable. Courses are three credits unless otherwise indicated.

Anthropology
ANTH 111 Introduction to Physical Anthropology/ Archaeology
ANTH 112 Introduction to Socio-Cultural Anthropology
ANTH 218 Anthropology of Health and Wellness

Business Administration
BSAD 424 Financial Accounting Theory
BSAD 461 Leadership

Development Studies
DEVS 101 Introduction to Development Studies
DEVS 202 Development in Canada
DEVS 311 Issues in Development Practice

Engineering
ENGR 128 Engineering Design and Graphics

Human Kinetics
HKIN 316 Motor Control in Special Populations
HKIN 357 Aging & Exercise
HKIN 385 Adapted Physical Education
HKIN 395 Disability Health and Community Rehab
HKIN 425 Child Growth and Development
HKIN 426 Health Education
HKIN 445 Instructional Strategies

Health
HLTH 111 Fundamentals of Health I
HLTH 412 Health Innovation

Human Nutrition
HNU 365 Community Nutrition

Political Science
PSCI 318 Power and the State
PSCI 321 Federalism

Psychology
PSYC 232 Brain and Behaviour II
PSYC 364 Psychology of Gender

PSYC 373 Human Neuropsychology
PSYC 376 Introduction to Psychopathology

Public Policy and Governance
PGOV 321 Federalism
PGOV 305 Gender and Public Policy

Religious Studies
RELS 103 World Religions: Need to Know
RELS 331 Bible Inspired Soc. Activists

Sociology
SOCI 102 Introduction to Sociology II
SOCI 309 Power and the State
SOCI 341 Sociology of Agriculture

Women's and Gender Studies
WMGS 304 Gender and Public Policy

9.26 Mathematics and Statistics

J. Apaloo, Ph.D.
K. Cupido, Ph.D.
D. DeWolf, Ph.D.
S. Finbow, Ph.D.
A. Kaur, Ph.D.
D. Lee, Ph.D.
R. Lukeman, Ph.D.
T. Taylor, Ph.D.
M. van Bommel, Ph.D.
R. van den Hoogen, Ph.D.
P. Zhou, Ph.D.

Professor Emeritus
J. Quinn, Ph.D.

The Department of Mathematics and Statistics offers degrees in both the Faculty of Science and the Faculty of Arts and a Certificate in Actuarial Science. A minor in mathematics is also possible in nearly every degree. Because of the diversity of programs offered, students are encouraged to consider their academic goals at an early stage in their studies, and to consult the chair and other members of the department regarding course selection.

Mathematics and Statistics
The scope of mathematics ranges from computer science to philosophy, from physics to finance, from biology to art. Mathematics emphasizes precision and logic, but also creativity, elegance and problem-solving. While mathematics is a subject with a rich history (some techniques, results and open problems go back thousands of years), it is also a subject that is very much alive, with new theories and applications continually arising. While mathematical and statistical models and methods form the basis of scientific and engineering fields, they are also used in such diverse areas as modern communication, cryptography, animation, banking and finance, policy development and consultation, public health care, and architecture. With an undergraduate degree in mathematics, students often go on to pursue an education degree to become a teacher or a graduate degree to become a researcher or professor. However, the career options are much broader. Students with a strong background in mathematics and statistics develop problem-solving skills, logical thinking, and creativity, which serve them well for any career path.

Statistics is the science of data and is a useful tool for research in virtually all areas of human endeavor. It involves collecting, organizing, summarizing, and analyzing information in order to draw conclusions. The practice of statistics takes into account the notion of uncertainty (variability), which leads to error when estimating something, predicting something, or making a decision. It is important, therefore, to measure and, if possible, control error. The framework for quantifying uncertainty is probability, which is a mathematical theory used to describe and analyze chance events. For this reason, probability is the foundation of statistics. Statistics is used in many different fields: medical studies, economics, GNP growth, forecasting, stock market valuations, futures pricing, sociological studies, social policy, marketing research, opinion polls, political polls, industrial processes, environmental processes, and ecological processes and issues.

Degrees, Diplomas, and Certificates Offered
BSc with Major (including an option with Business Administration), Honours
BSc with Joint Honours; see sections 7.1.6 and 7.1.7 for options
BSc with Major concurrently with a Diploma in Engineering
BA with Major, Honours
BA with Joint Major, Honours with Subsidiary
Certificate in Actuarial Science
Post-Baccalaureate Diploma in Actuarial Science
Post-Baccalaureate Certificate in Actuarial Science

Students interested in any of these programs should consult with the department chair or any member of the department. General requirements for these degrees are in chapters 4 and 7.

Concentrations
There are diverse career paths possible within the mathematical sciences. Concentrations are selections of courses designed for students planning to pursue a career in secondary teaching, statistics, or actuarial science. Information on course selection for other career paths within the mathematical sciences are available from the department chair.

Minor or Subsidiary

24 credits: MATH 106 or 126, 107 or 127; STAT 101 (BA) or 231 (BSc); 15 additional MATH/STAT credits
BBA students completing a MATH minor require 24 credits of MATH/STAT in addition to MATH 105 and STAT 101. These 6 credits are required courses in the BBA and therefore cannot be used in the minor.

Students completing a minor or subsidiary and who plan to pursue a career in secondary school teaching with mathematics as their second teachable are advised to select the remaining 15 credits of MATH or STAT from the following: MATH 253, 277, 347, 371, 372; STAT 311. If your degree is not BSc, then MATH 101 and 102 are also options.

BSc Major
Science A: 42 credits - MATH 106 or 126, 107 or 127, 253, 254, 267, 277, 492; STAT 231; 15 additional MATH/STAT credits at the 300/400 level; 3 credits MATH/STAT/DSCI elective. MATH 492 is offered over the full academic year; students whose programs cannot accommodate this course in their final year should contact the department chair for possible alternatives. (Equivalent ENGR mathematics and statistics courses will also fulfill the above requirements.)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Optional Concentrations
Actuarial Science concentration: see below
Pre-education concentration: 12 credits from MATH 347, 371, 372, 387, STAT 333 replace 12 credits of MATH/STAT at the 300/400 level in the requirements above.
Statistics concentration: STAT 331, 333, 334, 3 credits from STAT 311, 357, 445 replace 12 credits of MATH/STAT at the 300/400 level in the requirements above; STAT 492 replaces MATH 492.

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major with Business Administration
Science A: 42 credits - MATH/STAT courses as outlined in the major program
Business Administration: 30 credits – BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits, to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

Optional Concentrations – same as those for the major program

BSc Honours
Science A: 60 credits - MATH 106 or 126, 107 or 127, 253, 254, 267, 277, 354, 366, 367, 490, 492; STAT 231; 3 credits from MATH 454, 466; 9 additional MATH/STAT credits at the 300/400 level; 9 credits MATH/STAT/DSCI electives. MATH 492 is offered over the full academic year; students whose programs cannot accommodate this course in their final year should contact the department chair for possible alternatives. (Equivalent ENGR mathematics and statistics courses will also fulfill the above requirements.)
Other required courses to be included as science B, science C, or electives: 3 credits MATH/STAT elective; 3 credits from CSCI 161, DSCI 204, ENGR 147
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Concentrations
Actuarial Science concentration: see below
Statistics concentration: 12 credits from STAT 311, 331, 333, 334, 357 replace 12 credits of MATH/STAT electives in the requirements above; STAT 490 and 492 replace MATH 490 and 492.

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Joint Major and Joint Honours

Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that when mathematics is Science A, students are not required to complete non-credit 391 and/or 491 seminars in Science B; when mathematics is Science B, students are not required to complete MATH 492 and will complete non-credit 391 and/or 491 seminars as required by the Science A program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

BA Major
Major: 42 credits – MATH 106 or 126, 107 or 127, 253, 254, 267, 277, 492; STAT 101 or 231; 15 additional credits MATH/STAT at the 300/400 level; 3 credits MATH/STAT/DSCI elective. MATH 492 is offered over the full academic year; students whose programs cannot accommodate this course in their final year should contact the department chair for possible alternatives. (Equivalent ENGR mathematics and statistics courses will also fulfill the above requirements.)
Minor: 24 credits
Open electives: 54 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
6 credits of MATH/STAT replace 6 credits of open electives in the standard degree pattern, which is normally 36 credits in the major and 60 credits of open electives.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.
Optional Concentrations
Actuarial Science concentration: see below
Pre-education concentration: 12 credits from MATH 347, 371, 372, 387, STAT 333 replace 12 credits of MATH/STAT at the 300/400 level in the requirements above.
Statistics concentration: STAT 331, 333, 334, 3 credits from STAT 311, 357, 445 replace 12 credits of MATH/STAT at the 300/400 level in the requirements above; STAT 492 replaces MATH 492.

BA Joint Major
Major 1: 42 credits – MATH/STAT courses as outlined in the major program
Major 2: 36 credits
Open electives: 42 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
6 credits of MATH/STAT replace 6 credits of open electives in the standard degree pattern, which is normally 36 credits in each major and 48 credits of open electives.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Optional Concentrations – same as those for the major program

BA Honours
Honours subject: 60 credits – MATH 106 or 126, 107 or 127, 253, 254, 267, 277, 354, 366, 367, 490, 492; STAT 101 or 231; 3 credits from MATH 454, 466; 9 additional MATH/STAT credits at the 300/400 level; 9 credits MATH/STAT/DSCI electives. MATH 492 is offered over the full academic year; students whose programs cannot accommodate this course in their final year should contact the department chair for possible alternatives. (Equivalent ENGR mathematics and statistics courses will also fulfill the above requirements.)
Other required courses to be included in open electives: 3 credits MATH/STAT elective; 3 credits from CSCI 161, DSCI 204, ENGR 147
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Optional Concentrations
Actuarial Science concentration: see below
Statistics concentration: 12 credits from STAT 311, 331, 333, 334, 357 replace 12 credits of MATH/STAT electives in the requirements above; STAT 490, 492 replace MATH 490, 492.

BA Honours with Subsidiary
Honours subject: 51 credits – MATH 106 or 126, 107 or 127, 253, 254, 267, 277, 354, 366, 367, 490, 492; STAT 101 or 231; 3 credits from MATH 454, 466; 9 additional MATH/STAT credits at the 300/400 level. MATH 492 is offered over the full academic year; students whose programs cannot accommodate this course in their final year should contact the department chair for possible alternatives. (Equivalent ENGR mathematics and statistics courses will also fulfill the above requirements.)
Other required courses to be included in subsidiary or open electives: 3 credits from CSCI 161, DSCI 204, ENGR 147
Subsidiary: 24 credits
Open electives: 45 credits
Total: 120 credits

At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
3 credits of MATH/STAT replace 3 credits of open electives in the standard degree pattern, which is normally 48 credits of honours and 48 credits of open electives.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Optional concentrations
Actuarial Science concentration: see below
Statistics concentration: 12 credits from STAT 311, 331, 333, 334, 357 replace the 9 credits of MATH/STAT at the 300/400 level and 3 credits of open electives in the requirements above; STAT 490, 492 replace MATH 490, 492.

Concentration or Certificate in Actuarial Science
Students wishing to pursue a concentration or certificate in actuarial science must take BSAD 221, 241, 342; ECON 101, 102; MATH 236; STAT 333, 334; and one of STAT 331 or 357. STAT 445 is strongly recommended. The concentration is open to students in the mathematics programs. The certificate in actuarial science is open to students in programs other than mathematics. Mathematics students wishing to pursue a concentration in actuarial science should also follow the applicable major or honours program in mathematics and may use any of BSAD 221, 241, 342 as science or open electives, and may use ECON 101, 102 as arts, science, or open electives in their program patterns. BSAD 221, 342; ECON 101, 102; and STAT 334 have been approved for Validation by Educational Experience (VEE) credits by the Society of Actuaries (SOA) for the period ending December 31, 2025. STAT 333 covers a large portion of the material on the first preliminary examination, Exam P: Probability of the SOA. MATH 236, STAT 331, and STAT 445 cover material included on Exam SRM: Statistics for Risk Modeling and Exam PA: Predictive Analytics. Students planning a career in actuarial science are strongly encouraged to complete two or more of the SOA preliminary exams before graduation. The concentration and certificate meet the SOA Recognition Tier UCAP-IC. Further information is available at the department website.

Co-operative Education Program in Mathematics
This optional academic program offers mathematics students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in areas including (but not limited to) modelling, analysis, and design to reinforce classroom-based instruction and to increase students' networks and employability. Each Co-op work term is two credits. Students who complete three Co-op work terms receive six credits which can be used as a MATH elective or as an open elective. Students in the Co-operative Education Program in Mathematics are not required to complete MATH 492. For further information on work term sequencing options and professional development training topics see section 9.13.

Post-Baccalaureate Diploma in Actuarial Science
This is a two-year diploma program for individuals who have graduated from an undergraduate degree with a strong mathematics foundation (possibly a mathematics or statistics degree) and who now wish to enter a career in Actuarial Science. To be admitted into the program, students must have completed the following courses, or equivalent: MATH 106, 107, 267; STAT 101 or 231; BSAD 111,112.

Required courses: BSAD 221, 241, 342, 348; ECON 101, 102; MATH 236, 277, 389, 410, 420, 485; STAT 331 or 357, 333, 334, 445.

Course pattern:
Year 1 BSAD 221, 241; ECON 101,102; MATH 236, 277; STAT 333; one of MATH 389, STAT 331 or 357, 445
Year 2 BSAD 342, 348; MATH 410, 420, 485; STAT 334; two of MATH 389, STAT 331 or 357, 445

Post-Baccalaureate Certificate in Actuarial Science
This program can be completed with one year of study and is intended for individuals who have completed the coursework equivalent to the StFX Certificate or Concentration in Actuarial Science. Similar to the Post-Baccalaureate Diploma (PBD) in Actuarial Science, this program is intended for students who wish to enter a career in Actuarial Science, but who have previously completed a significant amount of the course work. To be admitted into the program, students must have completed the following courses, or equivalent: MATH 106, 107, 267; STAT 101 or 231; BSAD 111, 112; and a minimum of 18 credits (and a maximum of 30 credits) of the required courses (below). Students receive advanced standing for the courses that they have previously completed and must complete the remaining required courses.
Required courses: BSAD 221, 241, 342, 348; ECON 101, 102; MATH 236, 277, 389, 410, 420, 485; STAT 331 or 357, 333, 334, 445.

Department Regulations
MATH 101,102, 105 cannot be counted in the major or honours credits.

MATH 101 Mathematical Concepts I: Sets, Logic, and Number Theory
This course surveys topics from diverse areas of mathematics, including problem solving, set theory, logic, historical numeration systems, and number theory. Students will solve problems using processes such as abstraction, pattern recognition, deduction and generalization. Acceptable for credit in all BA, BASc, BBA, HKIN, HNU, MUSI and NURS degrees. May only be used as an open elective in BA mathematics major and honours programs. Prerequisite: Grade 12 math or equivalent. Three credits.

MATH 102 Mathematical Concepts II: Graphs, Functions, Geometry, and Probability
The course surveys interesting and useful topics from diverse areas of mathematics, including problem solving, algebra, graphs and functions, geometry, counting methods, and probability. Students will solve problems using processes such as abstraction, pattern recognition, deduction and generalization. Acceptable for credit in all BA, BASc, BBA, HKIN, HNU, MUSI and NURS degrees. May only be used as an open elective in BA mathematics major and honours programs. Prerequisite: Grade 12 math or equivalent. Three credits.

MATH 105 Business Mathematics
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 science elective in mathematics major and honours programs. Credit will be granted for only one of MATH 105 or MATH 205. Three credits and one-hour lab.

MATH 106 Calculus I
An introduction to differential calculus of a single variable, with applications to physical, life, and social sciences. Topics include limits, differentiation of polynomial, exponential, logarithmic, and trigonometric functions, inverse functions and their derivatives, implicit differentiation, curve sketching, and applied max-min problems. The format of MATH 106 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of MATH 106, 121, 126 or ENGR 121. Prerequisite: Grade 12 pre-calculus or equivalent. Six credits of calculus is required in the BSc major or honours program. Three credits and one-hour problem-session and one-hour lab.

MATH 107 Calculus II
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, 122, 127 or ENGR 122. Prerequisite: MATH 106 or 126. Six credits of calculus is required in the BSc major or honours program. Three credits and one-hour problem-session and one-hour lab.

MATH 121 Calculus I for Engineers
This course examines the main idea of calculus of a single variable. It covers functions, limits, continuity; differentiation and integration of polynomial, exponential, logarithmic, and trigonometric functions; product, quotient, and chain rules; applications of differentiation to graphing; maximum-minimum problems, and related rate problems; definite and indefinite integrals, and the fundamental theorem of calculus. Credit will be granted for only one of MATH /ENGR 121, MATH 106 or MATH 126 however, engineering students must complete MATH/ENGR 121. Cross-listed as ENGR 121. Prerequisite: grade 12 pre-calculus or equivalent. Three credits and one-hour lab and one-hour problem session.

MATH 122 Calculus II for Engineers
A continuation of ENGR 121, this course covers the applications of integration, including areas, volumes, moments, pressure, and work; techniques of integration; numerical integration; length of curves; surfaces of revolution; parametric equations; polar co-ordinates; sequences and series; and Taylor series. Credit will be granted for only one of MATH/ENGR 122, MATH 107 or MATH 127 however, engineering students must complete MATH/ENGR 122. Cross-listed as ENGR 122. Prerequisite: MATH/ENGR 121. Three credits and one-hour lab and one-hour problem session.

MATH 221 Differential Equations for Engineers
Covers first order linear and non-linear ordinary differential equations; ordinary differential equations of higher order with constant coefficients; applications to engineering problems; power series solutions; Laplace transforms; periodic functions; applications of Laplace transforms to linear systems; Fourier series. Credit will be granted for only one of MATH/ENGR 221 or MATH 367. Cross-listed as ENGR 221. Prerequisite: MATH/ENGR 122. Three credits and two-hour problem session.

MATH 222 Calculus III for Engineers
Extends the ideas introduced in MATH 121 to the calculus of several variables, and covers space curves, arclength, curvature; partial derivatives; implicit functions; constrained and unconstrained extrema; multiple integrals; line, surface, and volume integrals; change of variables in multiple integrals; scalar and vectors fields; gradient, divergence, and curl; Stokes theorem. Credit will be granted for only one of MATH/ENGR 222 or MATH 267. Cross-listed as ENGR 222. Prerequisite: MATH/ENGR 122. Three credits and two-hour problem session.

MATH 223 Linear Algebra for Engineers
Covers geometric vectors in three dimensions; dot product; cross product; lines and planes; complex numbers; systems of linear equations; matrix algebra; matrix inverse; determinants; Cramer's rule; introduction to vector spaces; linear independence and bases; rank; linear transformations; orthogonality and applications; Gram-Schmidt algorithm; eigenvalues and eigenvectors. Credit will be granted for only one of MATH/ENGR 223, MATH 253 or ENGR 123. Cross-listed as ENGR 223. Prerequisites: MATH/ENGR122. Three credits and two-hour problem session.

MATH 236 Data Modeling for Business
Evidence-based decision-making in business required the use of the mathematical models to analyze data and to help identify and assess possible answers to what-if questions. This course introduces the student to what should be considered when using

mathematical models for business. Topics include model construction, analyzing and modeling data sets, optimization, risk analysis and model testing. Prerequisite: One of MATH 105, 106 or 126. Three credits. Offered 2026-2027.

MATH 253 Matrix Algebra
An introduction to solution of linear systems, algebra of matrices, determinants, two- and three-dimensional vector spaces, and the matrix eigenvalue problem. Credit will be granted for only one of MATH 253 or ENGR/MATH 223. Prerequisite: One of MATH 101, 102 ,106, 121, 126, CSCI 162, ENGR 121. Three credits.

MATH 254 Linear Algebra
An introduction to abstract vector spaces, including discussion of bases, dimension and homomorphisms of vector spaces; linear transformations, including invariant subspaces; matrix representations and diagonalization procedures. Prerequisites: one of MATH 253, MATH/ENGR 223 or ENGR 123 and one of MATH 107, 122, 127, ENGR 122. Three credits.

MATH 267 Calculus III
Topics include: vectors in two and three dimensions; equations of lines, planes and surfaces; calculus of vector functions, multivariate functions, partial derivatives, multiple integration and applications. Credit will be granted for only one of MATH 267 or MATH 222. Prerequisite: One of MATH 107, 122, 127, ENGR 122. Three credits.

MATH 277 Discrete Structures
An introduction to sets, binary relations and operations; induction and recursion; partially ordered sets; simple combinations; truth tables; Boolean algebras and elementary group theory, with applications to logic networks, trees and languages; binary coding theory and finite-state machines. Cross-listed as CSCI 277. Prerequisite: One of MATH 101, 102, 106, 121, 126, CSCI 162, ENGR 121. Three credits.

MATH 287 Natural Resource Modelling
The course covers formulating real-world problems from renewable natural resources; using software to solve mathematical models; formulating and testing policies for managing dynamic systems; and developing communication skills through report writing. Prerequisite: One of MATH 107, 122, 127, ENGR 122. Three credits.

MATH 335 Management Science
This course prepares students for careers as analysts and consultants in industries with a focus on enhancing business value through operations, logistics and supply chain management. A variety of successful implementations of management science/operations research tools in different application areas will be studied. Tools such as linear programming, project scheduling with uncertain activity times, various inventory models and simulation will be introduced and coupled with application in the fields of managing operations in manufacturing, long term financial planning and management of healthcare systems. Cross-listed as CSCI 335. Prerequisites: One of MATH 106, 121, 126, CSCI 161 or ENGR 121. Three credits. Not offered 2026-2027; next offered 2027-2028.

MATH 347 Combinatorics
The course covers the principle of inclusion and exclusion; generating functions; recurrence relations; rings and modular arithmetic; finite state machines; group and coding theory; Pólya's method of enumeration; finite field and combinatorial design; graph theory. Prerequisite: MATH/CSCI 277. Three credits. Offered 2026-2027 and in alternate years.

MATH 354 Modern Algebra I
This course introduces algebraic structures such as groups, rings and fields along with fundamental algebraic concepts such as symmetries, permutations, isomorphisms and homomorphisms. Applications from diverse areas may include coding theory, crystallography, circuits, logic, geometry and graph theory. Prerequisites: MATH 254, MATH/CSCI 277. Three credits.

MATH 361 Advanced Vector Calculus
Topics include vectors; vector differentiation including gradient, divergence, and curl; vector integration including the Gauss and Stokes theorems. Prerequisites: One of MATH/ENGR 222 or MATH 267 and one of MATH/ENGR 223 or MATH 253. Three credits. Offered 2026-2027 and in alternate years.

MATH 366 Real Analysis I
This course considers rigorous development of the real number system; numerical sequences and series; properties of continuous functions; metric spaces; sequences and series of functions. Prerequisites: MATH 254, 267, MATH/CSCI 277. Three credits.

MATH 367 Differential Equations
Topics include first- and second-order linear differential equations; systems of linear differential equations; methods of solution including Laplace transforms and series solution; introduction to non-linear differential equations and numerical methods. Credit will be granted for only one of MATH 367 or MATH/ENGR 221. Prerequisite: one of MATH 107, 122, 127, ENGR 122. Three credits.

MATH 371 Modern Geometries
A survey of Euclidean and non-Euclidean geometries. Topics include geometric axioms, the parallel postulate, constructions, models of hyperbolic geometry, topology, and fractals. Prerequisite: One of MATH 253, MATH/CSCI 277. Three credits. Offered 2026-2027 and in alternate years.

MATH 372 Number Theory
Topics include divisibility of integers; congruences; the Chinese remainder theorem; quadratic residues and non-residues; Gaussian

reciprocity law; number theoretic functions; and the Moebius inversion formula. Prerequisite: MATH/CSCI 277. Three credits. Not offered 2026-2027; next offered 2027-2028.

MATH 382 Sports Analytics
Modern sports science and professional teams increasingly require the use of applied statistical and analytical techniques. This course introduces the use of statistical analysis in a variety of contexts applicable to sport, including models, prediction, inference, simulation, and performance metrics. A research project involving the analysis of real-world data is an integral part of the course. Credit will only be granted for one MATH 382 or MATH 471(2019-2020) or MATH 399(2020-2021). Prerequisite: One of STAT 101, 224, 231. Three credits.

MATH 384 Numerical Methods
This course covers methods used to solve mathematical problems on computer systems, including mathematical background and error analysis of solutions to non-linear equations; polynomial interpolations; integration and differentiation; quadrature methods; systems of equations and differential equations. Prerequisites: One of MATH/ENGR 223, MATH 253; and one of CSCI 125, 161. Three credits. Not offered 2026-2027.

MATH 387 Mathematical Modelling
This course teaches the use of mathematical models to solve real-world problems. The modelling cycle will be practiced using problems found in the real world. Prerequisites: One of MATH/ENGR 222, MATH 267, and one of MATH/ENGR 223, MATH 253. Three credits. Offered 2026-2027 and in alternate years.

MATH 389 Financial Mathematics
Topics include stochastic models of financial markets; forward and futures contracts; European options and equivalent Martingale measures; hedging strategies and management of risk; term structure models and interest rate derivatives; and optimal stopping and American options. Ito's lemma and Girsanov's theorem to develop methods for pricing financial derivatives are examined. Pricing problems are considered in discrete (Binormal option price model) and continuous-time (Black-Scholes Merton price model). Credit will be granted for only one of MATH 389 or MATH 471 offered in 2012-2013. Prerequisites: One of MATH 106, 126 and one of STAT 101, 231. Three credits.

MATH 410 Actuarial Mathematics I
Use of mathematical models in short-term forecasting and risk analysis. Model parameterization, and evaluation and calibration of models. Confidence intervals and loss analysis. Prerequisites: MATH 236 and STAT 333. Three credits.

MATH 420 Actuarial Mathematics II
Use of mathematical models for long term forecasting and risk analysis, and applications in the actuarial sciences. Prerequisites: MATH 410. Three credits.

MATH 454 Modern Algebra II
The topics are: polynomial rings, unique factorization, irreducible polynomials; Sylow theorems, solvability of polynomial equations; Galois theory; and the Jordan canonical form. Prerequisite: MATH 354. Three credits.

MATH 462 Complex Variables
Topics include complex numbers, elementary functions, series and integration, Laurent series, and residue theory. Prerequisites: One of MATH/ENGR 221, MATH 367 and one of MATH/ENGR 222, MATH 267. Three credits.

MATH 466 Real Analysis II
Material includes topology of Euclidean nspace; differentiation; Riemann Stieltjes integration; limits and continuity in n-dimensions; differentiation of nonlinear transformations; and the implicit function theorem. Prerequisite: MATH 366. Three credits.

MATH 471 Selected Topics in Mathematics
This course will cover current mathematical topics such as graph theory, category theory, dynamical systems, optimization theory, point set topology or mathematical finance. Three credits. Not offered 2026-2027.

MATH 481 Partial Differential Equations
The study of special functions and partial differential equations, including the wave, heat, and Laplace equations in various coordinate systems. Prerequisites: MATH 254 and one of MATH/ENGR 221, MATH 367 and one of MATH/ENGR 222, MATH 267. Three credits.

MATH 485 Actuarial Skills Seminar
In this capstone course, Actuarial Science students will learn about professional requirements and the exam structure and prepare for the transition from academic courses to the actuarial practice. Canadian actuaries achieve professional status by passing a set of examinations and other requirements prescribed by the Society of Actuaries (SOA) or the Casualty Actuarial Society (CAS). In this course, students will work on further synthesizing and applying their knowledge from other courses to build toward the depth of understanding needed to be successful in these exams. Only open to students in an Actuarial Science degree or certificate. Three credits.

MATH 490 Honours Thesis
Students will prepare and present a thesis based on original research conducted under the supervision of a faculty member. Required for honours students. Six credits.

MATH 492 Mathematical Sciences: Advanced Concepts, Professional Skills, and Inclusive Practices
This course provides advanced mathematics and statistics topics alongside professional skill development. Lectures cover current concepts and explore career opportunities, with guest speakers including Indigenous experts. Students improve their academic writing and research methods. The curriculum addresses EDIA in mathematical sciences. Through this comprehensive approach, students gain technical proficiency and cultural competence, preparing them for future studies or careers in mathematical sciences. Assessment includes written reflections and presentations. Cross-listed as STAT 492. Three credits.

STAT 101 Introductory Statistics
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 BSc 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, or PSYC 292(290). Three credits.

STAT 224 Probability and Statistics for Engineers
This course covers probability laws and the interpretation of numerical data, probability distributions and probability densities, functions of random variables, joint distributions, characteristic functions, inferences concerning mean and variance, tests of hypotheses, linear regression, and time series analysis. Engineering applications are emphasized and statistical computer packages are used extensively. Credit will be granted for only one of STAT/ENGR 224, STAT 101, STAT 231, or PSYC 292(290). Cross-listed as ENGR 224. Prerequisite: ENGR 122 or MATH 122. Three credits and two-hour problem session.

STAT 231 Statistics for Students in the Sciences
Topics include descriptive statistics; data collection, tabulation, and presentation; measures of central tendency and variability; elementary probability; binomial, normal and chi-square distributions; parameter estimation and tests of hypotheses; linear regression and correlation. Students will learn about statistical significance and the communication of statistical evidence and be introduced to a statistics computer package. Credit will be granted for only one of STAT 231, STAT 101, STAT 224, or PSYC 292 (290). Prerequisite: One of MATH 107, 122, 127. Three credits and one-hour lab.

STAT 311 Survey Sampling Design
Topics include simple random sampling, stratified sampling, systematic sampling, cluster sampling, multi-stage sampling, bootstrap samples. Prerequisite: STAT 101 or 224 or 231. Three credits and one-hour lab.

STAT 331 Statistical Methods
An investigation of statistics and experimental design in the context of biological and health science issues. Topics include analysis of variance, categorical data; distribution-free tests; linear and multiple regression. Students will learn to analyze data and interpret conclusions using a statistical software package. Recommended strongly for all major, advanced major, and honours students. Credit will be granted for only one of STAT 331, PSYC 394, or PSYC 390. Cross-listed as BIOL 331. Prerequisite: One of STAT 101, 224, 231. Three credits and one-hour lab.

STAT 333 Introductory Probability Theory
Material will include combinational analysis; axioms of probability; the law of total probability and Bayes' Theorem; discrete and continuous random variables; mathematical expectation and variance; joint distributions; introduction to moment-generating functions and their applications; limit theorems. Prerequisites: One of MATH 222, 267 and one of STAT 101, 224, 231 or permission by the department chair. Three credits.

STAT 334 Mathematical Statistics
Topics include distribution theory; order statistics; point and interval estimation; MVUEs and the Rao-Blackwell theorem; consistency and sufficiency; the method of maximum likelihood; the method of moments; uniformly most powerful tests and the Neymann-Pearson fundamental lemma; likelihood ratio tests; least squares theory; statistical models and estimation in ANOVA. Prerequisite: STAT 333. Three credits. Not offered 2026-2027; next offered 2027-2028.

STAT 344 Epidemiological Methods I
Studying the factors that increase the risk of disease is a direct application of statistics. The course introduces the core concepts of epidemiology, the study of the cause and spread of diseases, to examine how we measure disease risk and design studies to examine the attributable risk to risk factor. Topics include measures of disease risk and impact, reliability of diagnostics tests, threats to the validity of a study, and health topics including outbreak investigation and disease surveillance. Credit will be granted for only one of STAT 344 or STAT 472(2018-2019) or STAT 472(2020-2021). Prerequisites: One of STAT 101, 224, 231, PSYC 292. Three credits. Offered 2026-2027 and in alternate years.

STAT 357 Regression Analysis
An investigation of the statistical techniques for modelling the relationship between a dependent variable and one or more independent or predictor variables. Topics include ordinary least squares method and linear regression, matrix algebra and multiple regression, variable selection, residual analysis, multicolinearity, and generalized linear models. Credit will be granted for only one of STAT 357, STAT 435 or DSCI 357. Cross-listed as DSCI 357. Prerequisites: One of MATH 223, 253 and one of STAT 101, 224, 231 or permission of the chair. Three credits and one-hour lab. Not offered 2026-2027; next offered 2027-2028.

STAT 445 Statistical Learning and Data Mining
The course covers the most current techniques used in data mining and machine learning and their background theoretical results. Two basic groups of methods are covered in this course: supervised learning (classification or regression) and unsupervised learning (clustering). The supervised learning methods include Recursive Partitioning Tree, Random Forest, Linear Discriminant and Quadratic Discriminant Analysis, Neural Network, Support Vector Machine. The unsupervised learning methods include Hierarchical Clustering, K-means, K-nearest-neighbour, model-based clustering methods. Furthermore, the course also covers the dimensional reduction techniques such as LASSO and Ridge Regression, and model checking criteria. Cross-listed as DSCI 445. Prerequisites: CSCI 161, STAT 224 or 231 or permission of department chair. Three credits. Offered 2026-2027 and in alternate years.

STAT 472 Selected Topics
The course will cover a selection of current selected topics, such as epidemiology II, sampling theory, time series analysis, stochastic processes, design and analysis of experiments, bootstrap methods, multivariate analysis, and bioinformatics. Three credits. Not offered 2026-2027.

STAT 490 Honours Thesis
Students will prepare and present a thesis based on original research conducted under the supervision of a faculty member. Required for honours students. Six credits.

STAT 492 Mathematical Sciences: Advanced Concepts, Professional Skills, and Inclusive Practices
This course provides advanced mathematics and statistics topics alongside professional skill development. Lectures cover current concepts and explore career opportunities, with guest speakers including Indigenous experts. Students improve their academic writing and research methods. The curriculum addresses EDIA in mathematical sciences. Through this comprehensive approach, students gain technical proficiency and cultural competence, preparing them for future studies or careers in mathematical sciences. Assessment includes written reflections and presentations. Cross-listed as MATH 492. Three credits.

» **Mi'kmaq** see 9.27 Modern Languages

9.27 Modern Languages

M. Faulkner, Ph.D.
V. Kocay, Ph.D.
M. Paz-Mackay, Ph.D.
W. Tokarz, Ph.D.

LTA
M. Houle Ph.D.

Part Time
M. Lade, M.Ed.
D. Stevens

Placement of Students
Students registering for a French course for the first time at StFX should note that the Department of Modern Languages offers several courses to first-time registrants in French, depending on their background. Please note:

a) First time registrants in French at StFX must complete the online placement test prior to registering. This test is to assist in registering in the appropriate section (beginner, intermediate or advanced level French). The link to the on-line placement test is http://moodle.stfx.ca, search French Placement Test.
b) First-time registrants who have not completed high school core French or its equivalent should enrol in FREN 111.
c) Results on the placement test are a determining factor in the enrolment for first-time registrants.
d) Students with native proficiency may register in any 200-level course and can seek permission from professors to register in 300-level classes.
e) The department reserves the right to place students. Students placed at the intermediate or advanced level of the placement test will not be able to receive credit for FREN 111 or 112.

Recommendations
Candidates for the major, advanced major or honours degrees in French are strongly encouraged to spend at least one summer (five weeks) in a French-speaking environment through an immersion program or one year in the junior year abroad program. Please see below for details.

Students hoping to pursue master's or doctoral studies in the humanities or social sciences are reminded that these programs often carry language requirements.

Minor or Subsidiary in French
24 credits of FREN, with at least 6 credits at the 300/400 level

Major French
Major: 36 credits (based on level of competency)
Beginner: FREN 311, 312; 6 credits FREN at the 100 level or above; 12 credits FREN at the 200 level or above; 12 additional FREN credits at the 300 level or above
Intermediate: FREN 311, 312; 18 credits FREN at the 200 level or above; 12 additional FREN credits at the 300 level or above
Advanced: FREN 311, 312; 15 credits FREN at the 200 level or above (excluding FREN 211, 212); 15 additional FREN credits at the 300 level or above
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Joint Major with French
FREN major courses as outlined above.
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Advanced Major French
Major: 36 credits - FREN 311, 312, 492; 15-18 additional FREN credits at the 300/400 level; 12-15 credits FREN electives at the 300 level or above
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in FREN 492.

Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Joint Advanced Major with French
FREN advanced major courses as outlined above. If FREN is major 2, FREN 492 is optional, or can be substituted for another 3 credits at the 300/400 level.
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Honours French
Honours: 60 credits - FREN 311, 312, 492; 27 additional FREN credits at the 300/400 level; 24 credits FREN electives; 12 of the 60 credits may be taken in a related field with department permission.
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Honours French with Subsidiary
Honours: 48 credits - FREN 311, 312, 492; 21 additional FREN credits at the 300/400 level; 12 credits FREN electives; 12 of the 48 credits may be taken in a related field with department permission.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Minor or Subsidiary in Spanish
24 credits of SPAN, with at least 6 credits at the 300/400 level.

Major Spanish
Major: 36 credits SPAN; students will be required to complete a minimum of one semester of study in a Hispanic country. Students must contact department chair for approval of course pattern and study abroad.
Minor: 24 credits
Open electives: 60
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Joint Major with Spanish
SPAN major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A student may complete a joint major in Spanish and French.
Distribution requirement: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Certificate of Proficiency in French
This certificate is awarded to students who wish to have their proficiency in French officially acknowledged by a distinction appearing on their transcript. It is not necessary to do a major in French in order to take the test, although certain requirements must be met. Students who wish to sit for the exams should make their intentions known by 15 December. The exams will take place during the last week of classes.

Requirements:
a) At least 18 credits beyond the 100 level, including FREN 312(215), and at least 6 credits at the 300- or 400-level.
b) A minimum grade of 70 is required in each FREN course.
c) Written and oral examinations with a minimum of 70 on each part (exam may be repeated after one year). The structure of the exam includes:

i) An exam covering grammar and usage (2 hours), specifically on the following points: verb conjugations (all tenses and moods), relative pronouns, object pronouns, prepositions, agreement of adjectives, plural of nouns and adjectives, complex sentence structures.
ii) A composition on a subject prompt provided (1 hour)
iii) An oral exam: 45 minutes to read a text provided, and 15 minutes to present its content and answer questions from three professors (1 hour).

Transfer Credit for French Immersion Courses
Students may request a maximum of six transfer credits for a successfully completed immersion course. The following guidelines apply:
a) Newly admitted students may request transfer credit in French only for courses taken after completing grade 12 French. Normally, transfer credit will not be granted for courses taken five years prior to admission.
b) Students must obtain a letter of permission from their Dean prior to enrolling in an immersion course if credit is sought.
c) The Explore summer immersion course in French may not be used in a major, minor or subsidiary but may be used as part of a pair or as an arts elective in any degree program. Other immersion courses will be assessed on an individual basis.

Summer Language Bursary Program
Official Languages Programs
To promote the study of Canada's official languages, the Council of Ministers of Education, Canada (CMEC), in co-operation with the provinces and territories, administers Accent (formerly OLMP, part-time), Odyssey (formerly OLMP, full-time), Explore (formerly SLBP), and CMEC also co-ordinates official-language activities related to agreements between the federal and provincial/territorial governments.

For information on the summer language bursary program contact the provincial co-ordinator, French language bursaries, Department of Education, Box 578, Trade Mart Building, Halifax, NS, B3J 2S9, 902-424-5283, or visit the following websites: EXPLORE: www.myexplore.ca

For information on immersion courses in France during the summer contact the French Consulate, 777 rue Main Suite 800, Moncton, NB, E1C 1E9, 506-857-4191. Program information is also available from the department chair.

Junior Year Abroad Program
The department encourages students in a four-year program to spend their junior year in a French-speaking environment. To this end, a study abroad program has been put into place allowing students to spend their third year at the Centre International d'Etudes Françaises in Angers, France. See section 3.19. For information about this program, see the chair or designate.

FREN 111 Basic University French I
This course corresponds to level A1 of the Common European Framework of Reference for Languages (CEFR). Students will acquire the necessary competence in the four language skills: listening, speaking, reading and writing, to use familiar words and simple phrases for concrete communication situations such as introduction of self, answering basic questions about home, family and surroundings. This course is restricted to students with little previous background in French and who have not completed grade 12 core French. Credit will be granted for only one of FREN 111 or FREN 110. Three credits and language lab.

FREN 112 Basic University French II
This 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, work). 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 FREN 112 or FREN 110. Three credits and language lab.

Notes:
a) The department reserves the right to refuse admission to FREN 111 and 112 for students whose knowledge of French is inadequate according to the department placement test.
b) FREN 111 and FREN 112 may not be used as credit toward a major, advanced major or honours degree. They may be used toward a minor or subsidiary in French, as part of a pair, or as electives. FREN 111 and FREN 112 cannot be taken simultaneously with FREN 211 or FREN 212.
c) Closed to students who have completed 200-level French courses or higher, as well as to students from French schools and French Immersion programs.

FREN 211 Intermediate French I
This course corresponds to level B1 of the Common European Framework of Reference for Languages (CEFR). Students will acquire the necessary competence in the four language skills: listening, speaking, reading and writing, and will be able to communicate with some confidence on matters related to his/her interests and professional field. Students will be able to express thoughts on more abstract, cultural topics such as films, books, music etc. Recommended for students who have completed high school French Immersion Program, have completed FREN 112 (with a grade of at least 60), or who are placed into the course through the placement test. Credit will be granted for only one of FREN 211 or FREN 115. Three credits and language lab.

FREN 212 Intermediate French II
This course corresponds to level B1 of the Common European Framework of Reference for Languages (CEFR). Students will acquire the necessary competence to interact with fluency and spontaneity and produce detailed text on a wide range of subjects. Recommended for students who have a strong background in French, who have completed FREN 211, or who are placed into the course through the placement test. Credit will be granted for only one of FREN 212 or FREN 115. Three credits and language lab.

FREN 225 (Français des affaires I) Business French I
An introduction to the language in which the French-speaking world conducts business. Students will acquire solid communication skills, including knowledge of specialized vocabulary. Practical drill in the language lab will familiarize students with commercial correspondence and professional telephone etiquette. Prerequisite: FREN 211(115) or permission of the department chair. Three credits.

FREN 235 (Français des affaires II) Business French II
A continuation of FREN 225, this course introduces the language of specialized areas of business, such as marketing, finance, management, and teaches basic legal terminology. Students will learn the protocol of a formal business presentation in French as well as meeting procedures according to the Code Morin. Prerequisite: FREN 211 (115) or permission of the department chair. Three credits.

FREN 253 Langue et culture: le francais en Europe
This course offers a historical overview of the French language and its cultural expressions in Europe, from the Middle Ages to the present. It follows a dual approach: linguistic, by tracing the evolution of French from its Latin, Celtic, and Germanic origins to contemporary forms; and cultural, by exploring major artistic movements across all disciplines – including literature, visual arts, and architecture. Through lectures and close readings of selected texts, students will gain a deeper understanding of the language's development and of France's artistic and intellectual heritage. Credit will be granted for only one of FREN 253 or FREN 220. Prerequisite: FREN 212. Three credits.

FREN 254 Langue et culture: Le français dans le monde
This course focuses on contemporary French language and culture as spoken and lived in the Francophone world. Emphasis will be on discovering cultural similarities and differences featured in literary texts, songs, cinema, legends, superstitions, beliefs, and celebrations in some of the 29 countries where French is an official language. This course may be of particular interest to current or prospective French teachers. Credit will be granted for only one of FREN 254 or FREN 220. Prerequisite: FREN 211 or 212 completed or concurrent. Three credits.

FREN 271 Survey of French Literature: Origins to Renaissance
A study in historical context and sequence of the most important works written in French from 1000 to 1600. Extracts of literary works in modern translation extending from *la Chanson de Roland* to Montaigne's Essays and including, medieval romance, early poetry, plays, the works of Villon, Rabelais and Ronsard. Recommended for all French major, advanced major, and honours students. Credit will be granted for only one of FREN 271 or FREN 216. Prerequisite: FREN 212. Three credits.

FREN 272 Survey of French Literature: Classical Period to 1900
A study in historical context and sequence of the most important works written in French from 1600-1900. Extracts taken from the literary works of Corneille, Racine and Molière, and including eighteenth and nineteenth century writers such as Marivaux, Voltaire, Diderot, Hugo, Baudelaire, Verlaine, Balzac, Flaubert, Daudet, Zola and Maupassant. Recommended for all French major, advanced major, and honours students. Credit will be granted for only one of FREN 272 or FREN 216. Prerequisite: FREN 212. Three credits.

FREN 311 Advanced French I
This course corresponds to level B2 of the Common European Framework of Reference for languages (CEFR). This focus is on complex sentence structure, the use of the verb tenses and moods, as well as on expressions of cause and consequence. Emphasis will be place on language acquisition by means of text analysis, writing exercises (notably the structure of the résumé) and oral presentations. Credit will be granted for only one of FREN 311 or FREN 215. Prerequisite: FREN 212(115) or completion of French School, or an exceptional result on the placement test. Three credits.

FREN 312 Advanced French II
This course corresponds to the level B2 of the Common European Framework of Reference for languages (CEFR). The focus is on complex sentence structure, including the use of relative pronouns, active and passive voice structures, indirect discourse, terms of articulation, expressions of attenuation and restriction. Emphasis will be placed on language acquisition by means of text analyzes, writing exercises (notably descriptive and argumentative texts) and oral presentations. Credit will be granted for only one of FREN 312 or FREN 215. Prerequisite: FREN 311 or permission of the department chair, or who are placed into the course through the placement test. Three credits.

FREN 318 Classical French Theatre
This class offers an introduction to 17th-century French literature with a primary focus on representative works by three major dramatists: Corneille, Molière and Racine. It explores their vision of humanity and assesses their contribution to French literature and the history of ideas. Credit will be granted for only one of FREN 318 or FREN 316. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 319 Literary Works of the grand siècle (Les Moralistes)
This course studies a selection of primarily prose and poetry works from the classical period that was 17th-century France. It includes a study of works by Pascal, Descartes, La Rochefoucauld, La Fontaine, Boileau, Mme de Lafayette, and La Bruyère. Credit will be granted for only one of FREN 319 or FREN 316. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 321 French Cinema
This course examines major aesthetic, historical, and cultural dimensions of French filmmaking. It focuses on how cinema reflects and interrogates key moments and themes in French modernity. Students will analyze and evaluate a range of films, examining their stylistic elements and comparing them to other artistic media. By engaging in lectures and discussions, students develop a nuanced appreciation for cinema's role as a cultural artifact and means of communication. Three credits.

FREN 322 18th-Century French Theatre
An introduction to 18th-Century French theatre. This course focuses on the evolution of the field of theatre during the Enlightenment. Presented in chronological sequence, the course gives special attention to works by Lesage, Voltaire, Marivaux, Diderot and Beaumarchais. Credit will be granted for only one of FREN 322 or FREN 326. Prerequisite: 6 credits of FREN at the 200 level, completed or concurrent or permission of the department chair. Three credits.

FREN 324 18th-Century Literature: The Novel
An Introduction to the 18th-century French novel, this course gives special attention to works by Lesage, Montesquieu, Prévost, Voltaire, Marivaux, Diderot, Rousseau and Bernardin de Saint-Pierre. Credit will be granted for only one of FREN 324 or FREN 326. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 327 French Writing I
This course offers an introduction to the techniques of French composition through the weekly writing of short creative texts. Students will develop their ability to express complex ideas and improve their understanding of style, structure, and poetic devices. Emphasis is placed on the idiomatic use of the French language in various contexts, and on the practice of narrative and descriptive forms. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 329 Children's Literature
A critical survey of French children's literature. Authors to be studied include La Fontaine, Perrault, Ségur, Daudet, Cendrars, Aymé, Gripari, Sempé et Goscinny, PEF, Tournier. Prerequisites: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 331 From Self-expression to Self-denial: 19th Century France
This presents 19th century texts in the context of events, ideas and schools of thought that shaped this period, events such as the French Revolution, the Napoleonic era, and the Franco-Prussian war. Major currants of thought of this period involve Romanticism, Realism, Naturalism and Symbolism. Readings will include extracts from well-known authors of the period. Credit will be granted only for one of FREN 331 or FREN 347/348. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 332 Ideas in French Literature: the 20th Century
This course proposes to present literary texts in the context of events, ideas and schools of thought that shaped 20th Century French literature, events such as the two world wars, and ideas associated with movements such as phenomenology, surrealism, communism, existentialism, and feminism. Readings will include extracts from texts of the period. Credit will be granted only for one of FREN 332 or FREN 347/348. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 341 Linguistics I: Phonetics
An introduction to linguistics, this course presents the major concepts used in linguistics and outlines the phonetic structure of the French language as revealed in word formations and in sentence structures. It includes pronunciation exercises. Credit will be granted for only one of FREN 341 or FREN 340. Prerequisite: one of FREN 115, 211 or 212 or higher-level French course. Three credits.

FREN 342 Linguistics II: Morphology, Syntax & Semantics
This course presents three of the major branches of contemporary linguistics, morphology, or word form, syntax, or sentence structure, and semantics, or word meanings. Students will acquire an understanding of linguistic concepts and linguistic analysis through the student of practical examples. Credit will be granted for only one of FREN 342 or FREN 340. Prerequisite: one of FREN 115, 211 or 212 or higher-level French course. Three credits.

FREN 351 Stylistic Comparison of French and English
This course develops theoretical and practical knowledge specific to the field of translation. Students will be initiated to the techniques and instruments of translation to reflect upon the notions of comparative stylistics and accordingly understand the fundamental differences between the English and French languages. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 361 Acadian Literature
A critical description of the historical, socio-cultural, linguistic, and literary significance of Acadian writing. Consideration will also be given to stylistic evolution, from oral literature to poetry, novels, and short stories. Credit will be granted for only one of FREN 361 or FREN 376. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 362 Acadian Language and Culture
This course will examine the current linguistic situation in the Acadian communities of the Atlantic provinces. Students will study the cultural, social and historical circumstances which have influenced and contributed to the distinct cultural identity of the Acadian

people. Credit will be granted for only one of FREN 362 or FREN 376. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 363 Québécois Literature I: Révolution tranquille to the Present
An introduction to the study of Québécois literature since the Quiet Revolution. Through a sampling of works representing the major literary genres, this course focuses on the role of literature in Quebec's political and social affirmation as a society. Special attention is given to the works of Marie-Claire Blais, Pierre Vallières, Michel Tremblay, Gaston Miron and Gabrielle Roy. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 364 Québécois Literature II: Origins to the Révolution tranquille
A study of the major literary forms and authors of French Canada from the beginning of the colony to the Révolution tranquille (ca. 1960). Emphasis is placed on a structural and thematic approach to narrative, set against a background of cultural and ideological influences. Prerequisites: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 398 Selected Topics
The topic for 2026-2027 is The Living World on Screen: Francophone Cinema and Ecology. This course adopts an interdisciplinary approach to ecological concerns by exploring them through Francophone cinema. It expands the definition of ecology to include various viewpoints and perspectives. The goal is not only to address environmental matters, but also to explore their interplay with contemporary societal trends and to integrate these themes into film analysis. Three credits.

FREN 410 Medieval French Literature
A study of literary genres from the chanson de geste, courtly romance, and the novels of chivalry to early French poetry covering the five hundred year period from 1000-1500. Credit will be granted for only one of FREN 410 or FREN 400. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 415 Renaissance French Literature
A study of the Renaissance period in literature and language through the works of Marot, Rabelais, Du Bellay, Ronsard, Montaigne and the poets of the baroque. The century's concern with the French language provides a convenient introduction to the study of the development of modern French. Credit will be granted for only one of FREN 415 or FREN 400. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 456 Literary Criticism (Roman et Société)
The objective of this course is to introduce the field of French literary criticism and to illustrate several analytical methods based on current schools of literary theory. After establishing a socio-historical background, the class will focus in detail on five major schools of textual analysis, springing from the concepts of structuralism and post-structuralism: *narratologie, sémiotique, psychocritique, thématique*, and *sociocritique*. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 457 French Poetry from the Symbolist Movement to the Present
A study of major French poets beginning with the Symbolist Movement at the end of the 19th century and concluding with current trends in poetry. Authors include Stéphane Mallarmé, Paul Valéry, Guillaume Apollinaire, Pierre Reverdy, Francis Ponge, Paul Claudel, Andre Breton, Henri Michaux, Francis Jammes, Blaise Cendrars, Jules Supervielle, Paul Eluard, René Char, and Jacques Reda. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

FREN 492 Senior Seminar and Thesis
An in-depth study of an area of French or French-Canadian literature chosen by the student as the basis for his or her thesis. Working under the supervision of a chosen professor, students will research and write a thesis in French of approximately 4,000 words for an advanced major and 6,000 words for an honours student. Professor and student will meet once a month to review progress. Required for all advanced major and honours students in their final year of study. Three credits.

GERM 101 German for Beginners I
This course is an introductory course intended for students with no previous knowledge of the language. This course provides student with a sound basis for learning German as it is used in spoken and written communication today within the context of German-speaking culture. This course will also familiarize students with contemporary life and culture in German-speaking countries. Credit will be granted for only one of GERM 101 or GERM 100. Three credits and language lab.

GERM 102 German for Beginners II
This course is a continuation of GERM 101 and stresses progress and systematic practice in the four language skills: listening, speaking, reading and writing. This course will provide a more advanced foundation in the basic elements of grammatical and syntactical structures in the target language. It promotes understanding of the culture of German speaking countries. Credit will be granted for only one of GERM 102 or GERM 100. Prerequisite: GERM 101 or permission of department chair. Three credits and language lab.

GERM 201 Language and Culture I
This course corresponds with the A2 level of the Common European Framework of Reference of Languages (CEFR) and is designed for students desiring to broaden and enhance their knowledge in the four language skills: listening, reading, speaking and writing through the study of authentic materials gleaned from German cultural productions. Students will be given the opportunity to understand and appreciate German culture through the introduction of language, texts, film, music, etc. Credit will be granted for only one of GERM 201 or GERM 200. Prerequisite: GERM 102. Three credits.

GERM 202 Language and Culture II
A continuation of 201, this puts the emphasis on understanding, speaking, writing and reading. Students will review grammar structures, acquire active vocabulary and continue to familiarize themselves with various aspects of contemporary German culture and everyday life. Students will practice their language skills through group activities, individual presentations and discussions of short texts, video clips and songs. Credit will be granted for only one of GERM 202 or GERM 200. Prerequisite: GERM 102. Three credits.

GERM 300 German Language III
This course will develop proficiency in speaking and listening. Emphasis will be placed on advanced writing skills and grammatical structures. This course will also enhance knowledge of the German speaking world through insights into the cultural and literary life in German speaking countries. Prerequisite: GERM 200 or 201. Six credits.

GERM 301 German for Business
The course “German for Business” introduces students to professional etiquette and various aspects of the business world. Students will learn and practice communication skills in a context that promotes an understanding and respect for different cultures within the German-speaking world. The course covers knowledge of cultures, business practices, and work environments. Throughout the semester, students will develop the oral and written communication skills necessary for travel, university- and professional settings. Three credits.

GERM 302 German Language Cinema
This course will explore German cinema. Learning German through a film is highly effective, as it engages skills and helps learners grasp meaning through authentic visual context, dialogue, and cultural immersion to build vocabulary and improve listening and grammar, especially with tools like subtitles and interactive vocabulary research that support cultural understanding. Credit will be granted for one of GERM 302 or GERM 298 (2021-2022, 2023-2024). Prerequisite: GERM 201. Three credits.

MIKM 105 Mi’kmaq Language I
Using creative inquiry methodology and Indigenous pedagogy, this course introduces students to the various aspects of the Mi’kmaq language: phonetics, morphology, semantics, syntax, and language acquisition. Comparisons will be made between the seven districts of the Mi’kma’ki nations. Three credits.

MIKM 205 Mi’kmaq Language II
This course is intended for student whose first language is Mi’kmaq or who are proficient speakers of the language. The aim of the course is to develop substantive knowledge of Mi’kmaq literacy. Students will be introduced to the different writing systems used by the Mi’kmaq over time. Three credits.

MIKM 398 Selected Topics
The topic for 2026-2027 is Intermediate Mi’kmaw. Students will enhance conversational fluency, deepen understanding of grammar—especially verb conjugation in various tenses—and explore Tapusijik, Pukwelkik, and animate/inanimate distinctions, while engaging with the linguistic, cognitive, and cultural dimensions of the Mi’kmaw language. Prerequisite: MIKM 205. Three credits.

MIKM 498 Selected Topics
The topic for 2026-2027 is Advanced Mi’kmaw. Students will refine conversational fluency, master complex grammar—especially Pukwelkik verb conjugation in key tenses—and explore animate/inanimate distinctions, while deepening engagement with the linguistic, cognitive, and cultural dimensions of the Mi’kmaw language. Prerequisite: MIKM 398. Three credits

MLAN 123 Contemporary Cinema: Global Screen
Studying films from Latin America, Germany, and the francophone world, this course will introduce students to film analysis, concepts of film style and narrative. Selected films will expose students to a wide range of questions and debates around culture and identity. Following different critical approaches, students will address questions concerning the representation of race, ethnicity, languages, gender, and migration. Taught in English. Three credits.

MLAN 209 Beginning Arabic
Arabic is written and understood as an official language in more than 35 countries, including at least 400 million people living in majority Arabic-speaking countries. This course introduces students to formal written Arabic and the spoken dialects of Syria and Egypt. Students will become proficient at reading, writing, and understanding basic Arabic and will be able to carry on simple conversation. In addition to language, the course includes expressions of culture, both religious and non-religious. Credit will be granted for only one of MLAN 209 or RELS 291(2018-2019) or RELS 298(2017-2018). Cross-listed as RELS 209. Three credits. Offered 2026-2027.

SPAN 101 Spanish for Beginners I
This course is designed for students with no prior knowledge of Spanish. This course introduces foundational communicative skills in listening, speaking, reading, and writing while emphasizing Spanish grammar as a tool for effective communication. Students will learn to express themselves in both spoken and written Spanish, integrating grammatical structures with thematically relevant vocabulary. Additionally, the course offers an introduction to the rich diversity of the Spanish-speaking world. Three credits and language lab.

SPAN 102 Spanish for Beginners II
This course is a continuation of SPAN 101 and is designed for students with basic knowledge of Spanish. This course further develops communicative skills through speaking, listening, reading, and writing while reinforcing more advanced grammatical structures as a means of effective communication. Students will enhance their ability to understand and express themselves in spoken and written Spanish, integrating grammatical structures with thematically relevant vocabulary. Additionally, the course engages students in the linguistic, cognitive, and social aspects of language learning while fostering an awareness of the diversity of the Spanish-speaking world through photos, maps, readings, activities, and video programs. Prerequisite: SPAN 101 or permission of the department chair. Three credits and language lab.

SPAN 221 Intermediate Spanish I
This course is designed for students with prior knowledge of Spanish and builds upon skills developed in 100-level courses. This course integrates language and cultural elements to enhance communicative competence, providing opportunities to review and practice previously studied grammatical structures while refining reading, writing, listening, and speaking skills. Students will also deepen their understanding of the diverse cultures of the Spanish-speaking world. Prerequisite: SPAN 102, 294 or permission of the department chair. Three credits and language lab.

SPAN 222 Intermediate Spanish II
A continuation of SPAN 221, students will learn advanced grammatical structures and further develop skills in reading, writing, listening, and speaking in Spanish, while continuing to learn about contemporary Hispanic cultures. Credit will be granted for only one of SPAN 222 or SPAN 200. Prerequisite: SPAN 221, 294 or SPAN 299. Three credits and language lab.

SPAN 255 Cultural Production and Human Rights in Latin America
Conducted in English, this interdisciplinary course will examine the history and reception of contemporary Latin American cultural production related to the defence of human rights. The course will cover controversial topics concerning repressed social group with a focus on textual and visual artifacts. This course will include the study of literature, films, documentaries, testimonies, street theatre performances and photography. The course provides a foundation for subsequent courses in Hispanic literature and culture. Three credits.

SPAN 294 Intensive Study Abroad – Salamanca
This course is a three-week intensive Spanish course held in the city of Salamanca, Spain, during the spring. In the mornings, students take language classes at various levels at the University of Salamanca Language School. In the afternoons, they participate in culture-focused classes led by a StFX professor, providing a deeper understanding of Spanish traditions, history, and society. Prerequisite: SPAN 101. Six credits.

SPAN 306 Advanced Spanish
This course is a continuation of SPAN 222, offering an in-depth review of the grammatical conventions and language usage in both Peninsular and Latin American Spanish. This course strengthens students' overall communicative proficiency in spoken and written Spanish while enhancing their critical reading and writing skills at the upper-intermediate level. Students will engage with representative texts from the Spanish-speaking world, fostering deeper linguistic and cultural understanding. Prerequisite: SPAN 222, 294 or permission of the department chair. Three credits.

SPAN 315 Hispanic Civilization to 1800
Students completing this course can expect to be able to read and discuss advanced texts in Spanish. Reading and course material for this course will be drawn from texts on Hispanic civilization in the Iberian Peninsula and in the New World to 1800, with emphasis on the age of exploration and discovery. Credit will be granted for only one of SPAN 315 or SPAN 300. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

SPAN 325 Hispanic Civilization, 1800 to the Present
Students completing this course can expect to be able to read and discuss advanced texts in Spanish. Reading and course material for this course will be drawn from texts on the social and cultural development of Spanish speaking countries from 1800 onward. The decline of Spain as a major cultural power is counterbalanced by the emergence of Spanish American countries. Their quest for independence in the 19th century gives this course a natural narrative. Credit will be granted for only one of SPAN 325 or SPAN 320. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

SPAN 327 Spanish Language Cinema
This course, for advanced students, is an introduction to Spanish language films. It studies films and their language in a cultural, historical and geographic context. Essays, readings and film analysis are the main activities for this course. Students are advised that film screenings will be in addition to scheduled class time. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

SPAN 334 Spanish Composition
An intermediate to advanced level composition course designed for students with a working knowledge of the language. Students will improve their overall proficiency in written Spanish, be exposed to representative texts from the target culture appropriate to developing their critical reading and writing skills, attain a deeper understanding of the significant socio-cultural aspects of the Spanish-speaking world, and learn the necessary writing skills to be able to participate in higher level academic courses in Spanish. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

SPAN 427 Spanish and Latin-American Literature and Cinema
This advanced course is intended for students who have an exceptional command of the Spanish language. Students will acquire an understanding of the socio-cultural factors that engendered Spanish and Latin-American novels and cinema. It features an introduction to literary text analysis and the application of film language. The course aims to deepen understanding and analysis of the selected literary texts and films, focusing on developing students' communication skills. Various literary texts and films will be examined within their cultural, historical, and geographical contexts to achieve this. These issues pertain to, but are not limited to race, ethnicity, gender, politics, globalization and human rights. Prerequisite: SPAN 222, 294 or permission of the department chair. Three credits.

SPAN 431 Topics in Latin American Literature
This course offers an overview of Latin American literary traditions through the works of influential writers from the early 19th century to the present. The course explores key literary texts, emphasizing how literature reflects and gives voice to value systems, traditions, and beliefs. Designed to complement language studies, this course provides a strong foundation for advanced study in Hispanic literature and culture. Conducted in Spanish. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

SPAN 434 Topics in Spanish Literature
The course explores literary works from various regions of Spain, spanning from the early 19th century to the present. Emphasizing historical and cultural contexts, this course examines key texts that have shaped Spanish literary traditions. Designed to complement language studies, it provides a strong foundation for advanced courses in Hispanic literature and culture. Conducted in Spanish. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

9.28 Music

R. Billington, M.Mus.
J. Hanlon, M.Mus.
J. Johnston M.A
K. Omae, MA
A. Michelli, MA
P. Rushka, D.Mus.
P. Tynan, M.Mus.

Part Time
B. Bannerman, BA
B. Colins, DIP JAZZ
C. Curry, M.Mus.
C. Greencorn, M.Mus.

The Department of Music offers a curriculum that focuses on jazz studies and contemporary music. Degrees are windows to graduate study and commercial applications in the field of music. In addition to academically appropriate course work, award-winning faculty stress performance and composition as part of a well-rounded program.

General Admission Requirements
In addition to the general admission requirements listed in chapter 1, candidates for admission to the music program are required to pass an audition on a major instrument or voice; see section 1.3 c. Re-entry students must re-audition.

Music students are initially admitted to the Bachelor of Music. Entrance to the Bachelor of Music Honours will be by application and based on grades. Qualifying students will be eligible to apply to the Bachelor of Music Honours program at the end of their second year of study. Students who fail to meet the admission requirements to the Bachelor of Music programs may be eligible for the BA with Major in Music.

Placement Auditions
It has become the practice of the department in certain instrument areas to provide instruction in the first year of study as a group format. The decision to place students in group/private lessons will be made in accordance with placement auditions held during registration/orientation week and private instructor availability.

Students in Applied Performance courses will participate in regular juried exams each term.

All courses offered by the Department of Music, except the applied performance courses, are available to any student who satisfies the prerequisite requirement. Applied performance courses are only available to non-music majors with the permission of the instructor and the department chair.

Applied Music Fees
Students (including non-music majors) take music lessons with our outstanding faculty. Due to the costs associated with applied music instruction, additional fees, above tuition, are applicable. A fee of $750 will be applied for registration in a 3-credit applied performance course. Should a student withdraw from an applied performance course, regular refund policies will be applicable. See https://www.stfx.ca/financial-services.

Minor
24 credits from MUSI 104, 105, 108, 109, 146/156 or 147/157, 117, 118, 119, 165, 166, 208, 209, 246/256 or 247/257, 214, 217, 219, 275, 276, 312, 322, 323. Applied performance and instrumental/vocal courses (X81, X95) are also permitted, but admission to those courses is by audition only. Other MUSI courses may be included in the minor with permission of the department chair.

Celtic Music Minor
18 credits from MUSI 104, 105, 275, 276, CELT 101, 102 (or 201, 202), 319; 3 credits from CELT 321, 325, 327, 328, 332, 342, 351, 352; 3 credits from MUSI 118, 166, 214, 147 and 157 (or 146 and 156).

Bachelor of Music
Major: 78 credits - as listed in the course pattern below
Open electives: 42 credits
Total: 120 credits
Distribution requirements: The degree pattern must include 12 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Course pattern:
Year 1 MUSI 104, 105, 108, 109, 146/156 or 147/157, 165, 166*,181,195, 3 credits from MUSI 117, 118, 119, 217, 275; 6 credits open electives
Year 2 MUSI 208, 209, 246/256 or 247/257, 263, 265, 276, 281, 295; 9 credits open electives; MUSI 235 or 360 (upon chair approval)
Year 3 MUSI 235, 304, 346/356 or 347/357, 322, 323, 325, 381; 9 credits open electives.
Year 4 MUSI 395, 446/456 or 447/457, 426, 465, 492; 18 credits open electives
Students are required to obtain a minimum grade of 65 in applied performance courses.
* Students who test out of MUSI 166 will take another 3 credits of MUSI elective in lieu.

Bachelor of Music with Honours
Honours: 90 credits - as listed in the course pattern below
Open electives: 30 credits
Total: 120 credits
Distribution requirement: The degree pattern must include 12 credits of breadth requirements and 12 credits of depth requirements, outlined in section 4.1.3.

Course pattern:
Year 1 MUSI 104, 105, 108, 109, 146/156 or 147/157, 165, 166*, 181, 195; 3 credits from MUSI 117, 118, 119, 217, 275; 6 credits open electives
Year 2 MUSI 208, 209, 246/256 or 247/257, 263, 265, 276, 281, 295; 9 credits open electives
Year 3 MUSI 235, 304, 346/356 or 347/357, 322, 323, 325, 381, 395; 6 credits open electives
Year 4 MUSI 360, 426, 446/456 or 447/457, 465, 481, 494, 495; 9 credits open electives

See section 4.1.5 for grade and average requirements for the honours degree.
*Students who test out of MUSI 166 will take another 3 credits of MUSI elective in lieu.

Bachelor of Arts with Major in Music
Major: 36 credits - MUSI 104, 105, 108, 109; 18 credits from MUSI 112, 117, 118, 119, 165, 208, 209, 217, 235, 275, 276, 312, 319, 322, 323, 465; 12 credits from MUSI 146/156, 147/157, 166, 181, 195, 246/256, 247/257, 214, 281, 295, 346/356, 347/357, 446/456, 447/457. At least 18 credits MUSI must be at the 300/400 level. A maximum of 15 credits at the 100 level are permitted in the major.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

MUSI 100 Fundamentals of Musicianship
This course gives students the building blocks of a career in music: how to listen, how to practice, stage etiquette, and how to communicate with other musicians and audiences. Students learn how to practice, rehearse, communicate with, and participate in the experience of making music with others and for an audience. Students not enrolled in a music degree must have the permission of the chair to be admitted to the course. Three credits.

MUSI 104 Structure of Common Practice Music
This course covers the fundamentals and basic concepts of music theory and notation, including those of melody, harmony, and rhythm. Prior rudimentary experience with reading music (the staff, pitch, clefs, intervals, and rhythmic value subdivisions) is strongly recommended. Credit will be granted for only one of MUSI 104 or MUSI 101. To be taken concurrently with MUSI 105. 1.5 credits.

MUSI 105 Aural Skills I
This course is the aural accompaniment to MUSI 104. Prior rudimentary experience with reading music (the staff, pitch, clefs, intervals, and rhythmic value subdivisions) is strongly recommended. Credit will be granted for only one of MUSI 105 or MUSI 101. To be taken concurrently with MUSI 104. 1.5 credits.

MUSI 108 Contemporary Music Theory I
The material studied is designed to be applied to the performance and writing of jazz and contemporary music. Topics include chord-scale relationships, chord construction, three, four and five-part harmony, substitutional and function, construction and analysis of harmonic progressions. Credit will be granted for only one of MUSI 108 or MUSI 103. To be taken concurrently with MUSI 109. Prerequisite: MUSI 104 and 105 with a minimum grade of 60 in each. 1.5 credits.

MUSI 109 Aural Skills II
This course is the aural accompaniment to MUSI 108. Credit will be granted for only one of MUSI 109 or MUSI 103. To be taken concurrently with MUSI 108. 1.5 credits.

MUSI 112 The Art of Listening
A survey course designed to acquaint students with the core elements of music, and musical periods, genres, and styles while developing critical listening skills. Not acceptable for credit in the Bachelor of Music programs. Three credits.

MUSI 117 History of Popular Music
A Survey of rock and pop styles from 1950 to the near-present. Among many topics covered, birth of rock n' roll, the British invasion, hip-hop, punk and pop music. From Elvis Presley to the Beatles to Led Zeppelin, David Bowie, Michael Jackson, Tupac, Nirvana and much more. Three credits. May not be offered every term.

MUSI 118 World Music
A survey course covering folkloric and ethnic musical traditions from around the world: Africa, Asia, North and South America, the Caribbean, Europe. Three credits. May not be offered every year.

MUSI 119 Music in Film, Television & Video Games
A survey course designed to acquaint students with the music used in film, televisions and video games. Exploring the diverse relationship image and music share, the course will examine important composers, works and historical reasons why different styles of music are used in support of these various media. Three credits. May not be offered every year.

MUSI 146 Vocal Ensemble I
Participation in the StFX University Choral and Vocal Jazz Program provides students with an opportunity to develop vocal fundamentals and musicianship through the rehearsal and performance of high-quality choral music from all periods and cultures. Vocal Jazz Ensembles provide a more advanced ground for ear-training and performance through the study of complex harmony in many jazz and popular styles. All ensembles are open to all university students by audition during the first week of fall classes. Concert attendance in the visiting artist series is a required element. Attendance in weekly department masterclasses is also required. Two sections will be offered: section 11 is for voice majors and students participating in more than one ensemble and section 12 is for non-majors participating in one ensemble. Credit will be granted for only one of MUSI 146 or MUSI 106. 1.5 credits.

MUSI 147 Instrumental Ensembles I
These courses integrate materials from applied music and other courses with ensembles. These ensembles meet twice weekly, once with faculty, once self-led rehearsal, both are required for attendance. Repertoire will reflect elements of jazz and contemporary music. Assessment includes performance outside of the classroom in the form of a final ensemble recital at the end of each semester and performances in weekly masterclasses. Concert attendance in the visiting artist series is a required element. Attendance in weekly department masterclasses is also required. Credit will be granted for only one of MUSI 147 or MUSI 107. Prerequisite: Successful audition held in the first week of September. 1.5 credits.

MUSI 156 Vocal Ensemble II
A continuation of MUSI 146. Credit will be granted for only one of MUSI 156 or MUSI 106. Prerequisite: MUSI 146. 1.5 credits.

MUSI 157 Instrumental Ensembles II
Continuation of MUSI 147. Credit will be granted for only one of MUSI 157 or MUSI 107. Prerequisite: MUSI 147. 1.5 credits.

MUSI 165 Jazz History
An introductory course in improvisational style specifically pertaining to the Jazz Idiom from 1900 to present. Extensive viewing and listening will be required. Three credits.

MUSI 166 Introduction to Contemporary Keyboarding Skills
The piano has historically been an important tool for musicians of all disciplines. This course introduces fundamental concepts involved in translating musical ideas onto the keyboard. The course covers topics including approaches to chord voicing, chords progressions, and the combination of melody and harmony through practical study and application of these concepts. Students not enrolled in a music degree must have the permission of the chair be admitted to the course. Three credits.

MUSI 181 Applied Performance I
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 181 or MUSI 190. Three credits.

MUSI 191 Secondary Instrument I
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

MUSI 195 Applied Performance II
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Prerequisite: MUSI 181 with a minimum grade of 65. Three credits.

MUSI 208 Contemporary Music Theory II
A continuation of MUSI 108, this course introduces many devices used in small group arranging: writing introductions, endings, background figures, voicing, and rhythm section parts. Credit will be granted for only one of MUSI 208 or MUSI 203. To be taken concurrently with MUSI 209. Prerequisites: MUSI 108, 109 with a minimum grade of 60 in each. 1.5 credits.

MUSI 209 Aural Skills III
This course is the aural accompaniment to MUSI 208. Credit will be granted for only one of MUSI 209 or MUSI 203. Prerequisites: MUSI 108, 109 with a minimum grade of 60 in each. 1.5 credits.

MUSI 210 Aural Skills IV
A continuation of MUSI 209. Aural Skills IV focuses on notation of music in a variety of styles with an emphasis on in-class dictation and transcription. Prerequisites: MUSI 208, 209. Three credits.

MUSI 214 History and Instrumental Techniques for Guitar
An overview of the guitar and its influence as a musical instrument in western music. Key figures, innovators, builders and performers will be studied in depth. Students will learn the basics of the instrument from its history to actual techniques on how to play. A guitar is required. Not acceptable for credit in bachelor of music programs. Three credits.

MUSI 217 The Beatles
The Beatles' influence on popular music and pop culture is indelible and continuing. This course examines their lives, their music and lyrics, and their context, musically and socially, in the 1960's and beyond. Three credits. Not offered 2026-2027.

MUSI 235 Music Technology
This course introduces the basic technology and theory used in live sound, recording, edit and produce music. Students will also be introduced to standard industry practices for the production of commercial music. Students not enrolled in a music degree must have the permission of the chair be admitted to the course. Three credits.

MUSI 246 Vocal Ensemble III
A continuation of MUSI 156. Credit will be granted for only one of MUSI 246 or MUSI 206. Prerequisite: MUSI 156. 1.5 credits.

MUSI 247 Instrumental Ensembles III
A continuation of MUSI 157. Credit will be granted for only one of MUSI 247 or MUSI 207. Prerequisite: MUSI 157. 1.5 credits.

MUSI 256 Vocal Ensemble IV
A continuation of MUSI 246. Credit will be granted for only one of MUSI 256 or MUSI 206. Prerequisite: MUSI 246. 1.5 credits.

MUSI 257 Instrumental Ensembles IV
A continuation of MUSI 247. Credit will be granted for only one of MUSI 257 or MUSI 207. Prerequisite: MUSI 247. 1.5 credits.

MUSI 261 Exploring Improvisation I
The building blocks of improvisation in Western music. The development of rhythmic, melodic and harmonic vocabulary in Western music traditions with a focus on Blues and chord-scale relationships as it applies to musical styles developed in North America in the 20th century. Credit will be granted for only one of MUSI 261 or MUSI 263. Prerequisites: MUSI 108, 109. 1.5 credits.

MUSI 262 Exploring Improvisation II
A continuation of MUSI 261, this course explores improvisational techniques rooted in the American musical traditions that emerged in the 1940s and 1950s. These foundational approaches have shaped modern improvisation, providing essential skills for expressive and spontaneous musical performance. Credit will be granted for only one of MUSI 262 or MUSI 263. Prerequisite: MUSI 261. 1.5 credits.

MUSI 265 Jazz Styles and Analysis
A course in the harmonic and rhythmic analysis of players, particularly Thelonious Monk, Miles Davis, Charlie Parker, and Dizzy Gillespie, and their innovations which brought the music to its present maturity. The ability to read music is required. Prerequisites: MUSI 104, 105 with a minimum grade of 60. Three credits.

MUSI 275 Songwriters and Their Songs
The course is an in-depth study of songwriters and popular songs primarily from the second half of the 20th century to present day. Songs and songwriters of different styles and periods will be explored, as well as songwriters' approaches to lyric writing. Lyric devices, song forms, and storytelling will be explored and analyzed. Three credits.

MUSI 276 Songwriting Workshop and Production
This course puts into practice the lyrical and musical devices from many great popular songwriters of different styles. Students will create a portfolio of songs and will make demo recordings of their material using music department technology. Students not enrolled in a music degree must demonstrate proficiency on an instrument or voice and submit a portfolio of their creative work in order to be admitted to the course. Prerequisites: MUSI 108, 109 with a minimum grade of 60. Three credits.

MUSI 281 Applied Performance III
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 281 or MUSI 290. Prerequisite: MUSI 195 with a minimum grade of 65. Three credits.

MUSI 291 Secondary Instrument II
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

MUSI 295 Applied Performance IV
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Prerequisite: MUSI 281 with a minimum grade of 65. Three credits.

MUSI 304 Small Ensemble Arranging
Combines jazz arranging and orchestration with writing assignments for small ensembles. Prerequisites: MUSI 208, 209 with a minimum grade of 60. Three credits.

MUSI 312 Women and Popular Music
A critical examination of the roles of the singing performer from the later 19th century to present through the development and changes of different musical styles and cultural context. Singer/audience relationships are explored as well as vocal lineage and the musical contributions of key artists. The course also surveys key singers over the last 100 years, through examining ideas fame,

artistry, cultural/political significance race, and gender. Credit will be granted for only one of MUSI 312 or MUSI 385 (offered from 2016-2018). Cross-listed as WMGS 312. Three credits.

MUSI 319 Celtic Music
This course is an examination of traditional music from the six Celtic countries with emphasis on Scotland, Ireland, and Cape Breton, including Gaelic song, bagpipe, fiddle, and harp music. We will also explore the development of the "Celtic Music" genre in North America. Credit will be granted for only one of MUSI 319, MUSI 219 or CELT 253. Cross-listed as CELT 319. Three credits. Offered 2026-2027.

MUSI 322 Western Art Music I: Medieval, Renaissance, and Baroque
An overview of musical styles and forms from the Middle Ages to the 18th century. This course addresses the broad spectrum of musical contributions that allowed for the development of Western music. The ability to read music is required. Credit will be granted for only one of MUSI 322 or MUSI 315. Prerequisites: MUSI 108 and 109, or 103 with a minimum grade of 60 or permission of the chair. Three credits.

MUSI 323 Western Art Music II: Romantic and 20th Century
An overview of musical styles and forms from the 18th to 20th centuries. This course addresses the broad spectrum of musical developments of Western music. Credit will be granted for only one of MUSI 323 or MUSI 316/416. Prerequisite: MUSI 108 and 109, or 103 with a minimum grade of 60 or permission of the chair. Three credits.

MUSI 325 Jazz Composition
Designed to provide a foundation in the techniques of jazz composition with an in-depth study of modal harmony and its applications. Prerequisite: MUSI 208, 209 with a minimum grade of 60. Three credits.

MUSI 346 Vocal Ensemble V
A continuation of MUSI 256. Credit will be granted for only one of MUSI 346 or MUSI 306. Prerequisite: MUSI 256. 1.5 credits.

MUSI 347 Instrumental Ensembles V
A continuation of MUSI 257. Credit will be granted for only one of MUSI 347 or MUSI 307. Prerequisite: MUSI 257. 1.5 credits.

MUSI 356 Vocal Ensemble VI
A continuation of MUSI 346. Credit will be granted for only one of MUSI 356 or MUSI 306. Prerequisite: MUSI 346. 1.5 credits.

MUSI 357 Instrumental Ensembles VI
A continuation of MUSI 347. Credit will be granted for only one of MUSI 357 or MUSI 307. Prerequisite: MUSI 347. 1.5 credits.

MUSI 360 Advancing Improvisation
A continuation of MUSI 263 with a focus on the melodic, harmonic, and rhythmic vocabularies of jazz genres of 1960's forward and its associated repertoire. Restricted to students in the Bachelor of Music Honours program or with permission of the chair. Prerequisite: MUSI 263. Three credits.

MUSI 381 Applied Performance V
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 381 or MUSI 390. Prerequisite: MUSI 295 with a minimum grade of 65. Three credits.

MUSI 386 Selected Topics II
Three credits.

MUSI 391 Secondary Instrument III
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

MUSI 395 Applied Performance VI
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Prerequisite: MUSI 381 with a minimum grade of 65. Three credits.

MUSI 426 Advanced Arranging/Orchestration
This course will focus on advanced composition and arranging concepts using and expanding on the techniques gained in previous theory and arranging classes. Topics include orchestration, formal analysis, examining contemporary writers, and writing for various ensembles. Prerequisite: MUSI 304 with a minimum grade of 60. Three credits.

MUSI 446 Vocal Ensemble VII
A continuation of MUSI 356. Credit will be granted for only one of MUSI 446 or MUSI 406. Prerequisite: MUSI 406. 1.5 credits.

MUSI 447 Instrumental Ensembles VII
A continuation of MUSI 357. Credit will be granted for only one of MUSI 447 or MUSI 407. Prerequisite: MUSI 357. 1.5 credits.

MUSI 456 Vocal Ensemble VIII
A continuation of MUSI 446. Credit will be granted for only one of MUSI 456 or MUSI 406. Prerequisite: MUSI 446. 1.5 credits.

MUSI 457 Instrumental Ensembles VIII
A continuation of MUSI 447. Credit will be granted for only one of MUSI 457 or MUSI 407. Prerequisite: MUSI 447. 1.5 credits.

MUSI 462 Advancing Improvisation II
A continuation of MUSI 360 with a focus on the melodic, harmonic and rhythmic repertoire of as it pertains to the innovations in harmony and metre of the last 30 years. Restricted to students in the Bachelor of Music Honours program or with permission of the chair. Prerequisite: MUSI 360. Three credits.

MUSI 465 Jazz Styles and Literature
A seminar class that examines the historic so-called “ECM Explosion” of the late 60’s, 70’s, 80’s and the modern European influence. Important musicians and their contributions to improvised music will be examined. Current Canadian jazz and improvising musicians will also be covered. Three credits.

MUSI 481 Applied Performance VII
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 481 or MUSI 490. Prerequisite: MUSI 395 with a minimum grade of 70. Three credits.

MUSI 491 Secondary Instrument IV
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

MUSI 492 Recital
Students work under the supervision of their private studio instructor to produce a half-hour concert performance on their major instrument/voice. Taken concurrently with MUSI 395. Restricted to students in the Bachelor of Music program. No credit.

MUSI 494 Honours Recital and Thesis
Students work under the supervision of their private studio instructor to produce a one-hour concert performance on their major instrument/voice. Students also write a thesis on a topic relevant to their performing or compositional interest. Taken concurrently with MUSI 495. Restricted to students in the Bachelor of Music Honours program. Three credits over the full academic year.

MUSI 495 Applied Performance VIII
This course provides students with private instruction on a major applied instrument or voice. Students must audition to be able to register for Applied Performance. A jury performance is required at the end of term. Taken concurrently with MUSI 494. Restricted to students in the Bachelor of Music Honours program. Prerequisite: MUSI 481 with a minimum grade of 70. Three credits.

MUSI 499 Directed Study
In consultation with the department, students may undertake a directed study in an approved area of interest. See section 3.5. Three or six credits.

9.29 Nursing

Faculty
K. Aldiabat, Ph.D, MSN, RN
B. Benoit, Ph.D., RN
A. Borras, Ph.D., RN
K. DeCoste, MN, RN
D. Delorey, M.Ad.Ed., RN
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C. Steele, M.Ed., RN

Professor Emerita
A. Gillis, Ph.D.

StFX offers three pathways to a BSc in Nursing (BSc NURS) degree, the prerequisite degree for eligibility to become a Registered Nurse (RN) in Nova Scotia. All three nursing program streams offer a blend of theory-based courses and experiential learning (such as simulations, labs and clinical placements). Program graduates are generalists with entry-level professional competencies to provide care across the lifespan in a range of settings.

There are three options for completion of the BSc NURS:

a) A four-year program. This stream has a September entry point, and runs for eight semesters over four calendar years, summers off; May graduation.
b) An accelerated option for students who have successfully completed at least one year of university, including prerequisite non-nursing courses in anatomy and physiology with lab (6 credits), microbiology (3 credits), English (3 credits), statistics (3 credits) and 15 credits of open university electives. This program has a January entry point, and runs for six semesters over two calendar years including summer semesters; December graduation.
c) A part-time program for Licensed Practical Nurses (LPNs) with online courses and in-person experiential learning (such as simulation, labs and clinical placements). This program has a May entry point, and runs over three calendar years including spring and summer semesters; December graduation.

Bachelor of Science in Nursing

Regular program (four-year) as outlined below
NURS: 84 credits
Other required: 27 credits
Arts electives: 3 credits
Open electives: 6 credits
Total: 120 credits

Semester 1: CHEM 152; ENGL 111; HKIN 162; STAT 101; 3 credits arts elective
Semester 2: BIOL 116; HKIN 161; HNU 135; PHIL 135 or RELS 117; PSYC 155
Semester 3: NURS 206, 207, 208, 209
Semester 4: NURS 231, 232, 234, 238, 239
Semester 5: NURS 306, 307, 308, 309
Semester 6: NURS 332, 333, 334, 3 credits NURS or open elective
Semester 7: NURS 406, 408, 409, 3 credits NURS or open elective
Semester 8: NURS 440

Regular Honours program (four-year) as outlined below
NURS: 90 credits
Other required: 27 credits
Arts electives: 3 credits
Total: 120 credits

Semesters 1-5 Same as regular program
Semester 6: NURS 332, 333, 334, 395
Semester 7: NURS 406, 408, 409, 498
Semester 8: Same as regular program

Accelerated option program (24-month) as outlined below
NURS: 84 credits
Open electives: 6 credits
Total: 90 credits

Semester 3: NURS 206, 207, 208, 209
Semester 4: NURS 231, 232, 234, 238, 239
Semester 5: NURS 306, 307, 308, 309
Semester 6: NURS 332, 333, 334, 3 credits NURS or open elective
Semester 7: NURS 406, 408, 409, 3 credits NURS or open elective
Semester 8: NURS 440

Program for LPN students (part-time)
After completing 15-credit bridging program
NURS: 69 credits
Total: 84 credits

Bridging program: BIOL 115; ENGL 111; NURS 264, 265; STAT 101
Semester 4: NURS 231, 232, 234, 238, 239 (NURS 233 is equivalent to NURS 238 and NURS 239)
Semester 5: NURS 306, 307 308, 309
Semester 6: NURS 332, 333
Semester 7: NURS 334, 406, 408, 409
Semester 8: NURS 440

Progression Requirements

a) Students in the regular program must successfully complete all semester 1 and 2 courses before they may progress to semester 3 courses. An overall average of 65% is required in the core non-nursing courses (microbiology, anatomy and physiology, statistics, and English).
b) A minimum grade of 65 is required to pass any required or elective nursing course.
c) Students must successfully complete all required semester 3 and semester 4 nursing courses before they may progress to semester 5 courses.
d) Students must complete all required courses in semester 5 and subsequent semesters before they may progress to the next semester courses.
e) Students with two or more course failures will be suspended from the nursing program for a minimum of two semesters. Students may apply for re-admission. Re-admission is at the discretion of the Associate Dean of the Rankin School of Nursing and the Dean of Science, is not guaranteed, and is dependent on availability of seats. Students who plan to apply for re-admission must send a letter to the Associate Dean approximately three months before the requested re-entry date. To apply, current students are required to submit the Application to Change Programs form found in the Services Portal; non-current students are required to submit an admissions application. Students who have been readmitted after a suspension, and who fail one or more courses in a subsequent term, will be dismissed from the nursing program.
f) For courses that have both classroom and experiential learning components (such as simulations and labs), students must successfully complete all components to pass the course. Students who need to repeat a course with experiential learning components must repeat all course components.
g) Completing all assigned experiential learning is essential for progression. Experiential learning may occur during days or nights, weekdays or weekends. Performance in experiential learning will be evaluated based on a combination of written assignments, development of nursing care plans, and evaluation of performance.

    Note: Students must successfully complete the clinical practicum in its entirety in order to receive credit for the course and progress to the next semester of the nursing program. Sometimes when there are circumstances such as a student's illness, family crisis, or bereavement, it may be possible to reschedule clinical practice time for students who miss assigned time, and students who miss practicum time should plan accordingly. Sometimes it is not possible for a student to

reschedule practicum time that is missed and thus a grade of IN (incomplete) will be considered. Extended absences are evaluated by the Associate Dean or designate on an individual basis.

h) Students must be prepared for experiential learning experiences in various locations beyond Antigonish, including costs of transportation and accommodations. Practica placements involve a province-wide system called Health Student Placement Net (HSPnet). While preferences are considered, students do not select their own practica placements.

i) Nursing students are responsible for maintaining certification in CPR Healthcare Provider level (CPR-HCP) throughout the program.

j) Nursing students are expected to disclose to the Associate Dean any criminal record which has occurred since admission.

k) Students must submit required documentation such as criminal record/vulnerable sector checks and evidence of vaccinations within stated deadlines. Students may not proceed to clinical placement when deadlines have not been met and will be deregistered from the clinical practice course.

Students applying to transfer from the regular program to the accelerated program, or from the accelerated program to the regular program, are required to submit a change of program request form located on the services portal. For students seeking to move from the four-year stream to the accelerated option after semester 5, requests are required by the first week of classes in January. Approvals are subject to available seats.

Professional Conduct and Safety to Practice

The goal of nursing education is to prepare safe, competent, knowledgeable, and ethical practitioners of nursing. All persons practicing nursing, including nursing students, must do so in accordance with established legal, ethical, and professional standards. These are outlined in the Canadian Nurses Association Code of Ethics, Nova Scotia College of Nurses (NSCN) Entry-level Competencies for Registered Nurses, and NSCN Standards of Practice. Any behaviours that demonstrate a lack of accountability for one's own practice, or which endangers public health or safe care, warrants application of the StFX Rankin School of Nursing Academic Regulation for Students in Clinical Practice Settings. Serious infractions, or repeated infractions without demonstrated improvement in practice, might result in students being dismissed from the nursing program. See the Rankin School of Nursing policy at https://www.stfx.ca/department/nursing.

Practical testing of skill performance (e.g., measuring vital signs, inserting intravenous lines) is required to ensure students can perform nursing skills safely and competently. Students must successfully demonstrate nursing skills to be successful in select nursing courses and progress in the program. See the Rankin School of Nursing policy at https://www.stfx.ca/department/nursing.

Acquiring a criminal record may result in non-progression in the program. NSCN requires disclosure of criminal records prior to licensure. Students with questions about the impact of a criminal conviction are asked to speak with the Associate Dean.

Costs

Beyond standard university fees such as tuition, lodging, and student union fees, additional expenses for students in the nursing program include nursing equipment such as stethoscopes, nursing uniforms, travel and lodging expenses associated with practica, and resources such as software to prepare for the RN licensure exam (NCLEX). Estimated costs, for specific semesters and courses, are provided in more detail in the Rankin School of Nursing Student Handbook at https://www.stfx.ca/department/nursing/student-resources.

Nursing Core Courses

NURS 206 Foundations of the Discipline & Profession of Nursing

Students learn about nursing as a profession, the role of the professional nurse and the evolution of nursing. Exploration of professional identity, comportment, and moral, altruistic, legal, ethical, and regulatory standards and principles are addressed. Concepts of collective collaboration, leadership and evidenced-informed practice and their core competences are introduced. Introduction to learning plans and portfolio development are also included. Three credits.

NURS 207 Introduction to Human Functioning, Homeostasis and Nursing Therapeutics

Students learn about select human health body structures and functions and adaptive responses that support health. Students gain requisite foundational skills that promote health, prevent illness, manage disease processes, restore optimal function, and alleviate suffering for persons across the lifespan. The course is divided into three modules: homeostasis, pharmacology, and communication and nursing informatics. Supervised lab practice is a required component for all course modules. Students must successfully complete the clinical practice to receive credit for the course. Students who are not successful in the clinical practice portion of this course will receive a final grade of F (fail) for the course. See 3.11(g). Six credits.

NURS 208 Foundations of Health and Health Systems

Students gain a broad understanding of health and wellness and how they are created in society, with emphasis on the determinants of health and social justice. A focus is on the Canadian health care system and concepts of person-centred care, primary health care, cultural competence, critical thinking, and population health promotion including person-centred teaching and learning. The role of theory and evidence, including best practice guidelines to support the care of healthy individuals, populations, and communities is introduced. Community practice application. Three credits.

NURS 209 Introduction to Health Assessment and Clinical Nursing Practice

Caring and the nursing process are introduced, with a focus on health history and development of plans of care. Students gain basic psychomotor skills to assess normal body structures and functions and to conduct a comprehensive physical exam. Students apply professional and ethical practice, communication and relationship building skills, and evidence and best practice guidelines and critical thinking in the care of select healthy persons across the life course through a required two-hour supervised lab practice per week and clinical applications. Students must successfully complete the clinical practice to receive credit for the course. Students

who are not successful in the clinical practice portion of this course will receive a final grade of F (fail) for the course. See 3.11(g). Three credits.

NURS 231 Fundamentals of Research
Students learn the fundamentals of research and the application of evidence in nursing and health care. The research process and research methodologies are examined, with an emphasis on critically reading and interpreting research evidence, selecting best practice guidelines, and making evidence-informed decisions. Collaborative approaches to research and knowledge translation strategies are introduced. Three credits.

NURS 232 Alterations in Health and Nursing Therapeutics I
Students are introduced to pathophysiology and disease processes. The focus is on select structures and functions that support health and wellbeing, including fluid and electrolyte balance, acid-base balance, elimination, sleep, gas exchange, neuro/intracranial regulation, comfort/pain, infection, inflammation, and immunity. This course builds on pharmacological applications of select medication routes, calculations and medication safety, particularly related to intravenous therapy. Complementary therapies to manage pain are emphasized. Three-hour supervised lab practice is a required component of the course and clinical applications. Prerequisites: Successful completion of all semester three courses. Students must successfully complete the clinical practice to receive credit for the course. Students who are not successful in the clinical practice portion of this course will receive a final grade of F (fail) for the course. See 3.11(g). Three credits.

NURS 233 Care of Families in Transition: Childbearing and Childrearing Years
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-based practice for care of families at various transition points is a focus. The course is divided into three modules: family nursing and family-centred care; maternal-newborn nursing; and nursing of children and adolescents. Prerequisites: Successful completion of all semester three courses in the LPN to BScN program stream. This course is restricted to students in the LPN to BScN stream in 2026-2027. Six credits.

NURS 234 Introduction to Nursing Practice
This integrated practice experience focuses on the care of families during the childbearing and childrearing years. Principles of primary health care and the nursing process are applied. Students integrate psychomotor skills and techniques and health assessments. Students also apply professional and ethical practice, communication, relationship building skills, evidence-based practice and best practice guidelines, and critical thinking and judgment to work effectively with families, groups, and various health care teams/members. Includes clinical application. Prerequisites: Successful completion of all semester three courses. Three credits.

NURS 238 Perinatal Nursing
Perinatal nursing is introduced from a wellness perspective. Core concepts include relational inquiry, ethical dilemmas; cultural humility; trauma-informed care; anti-racism; strengths-based person and family-centered care; and evidence-informed practice for care of perinatal families. Credit will be granted for only one of NURS 233 and NURS 238. Three credits.

NURS 239 Nursing of Families and Children
Nursing care of children and families is introduced from a wellness perspective. Core concepts include relational inquiry, ethical dilemmas; cultural humility; trauma-informed care; anti-racism; strengths-based person and family-centered care; and evidence-informed practice for care of families with children. Credit will be granted for only one of NURS 233 and NURS 239. Three credits.

NURS 306 Advanced Nursing Leadership, Management and Evidence-Informed Practice
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 guidelines for evidence-informed nursing and collaborative practice are examined. Three credits.

NURS 307 Alterations in Health & Nursing Therapeutics II
Students build on concepts of pathophysiology and disease processes gained from NURS 232. The focus is on selected human structures and functions that support physical and mental health and wellbeing, including glucose and hormone regulation, cellular regulation (including cancer), clotting, perfusion, and sensory perception. Attention is given to pharmacology for addiction and mental health issues. Pharmacological applications, including complementary therapies related to major acute physical and mental health conditions for persons and families across the lifespan, are a focus. Weekly independent clinical skills study and labs are a required component of the course. Three credits.

NURS 308 Acute Care Nursing: Perinatal, Children, Medical-Surgical, and Psychiatric
Students learn about acute, episodic, and life threatening mental and physical illness for persons across the lifespan. Attention is specifically given to select cognitive, mood and affect, social functioning disorders, psychiatric emergencies, and select cardio-vascular, circulatory and hemolytic function, digestive and gastrointestinal, endocrine and metabolic, respiratory and gas exchange, and reproductive disorders. Understanding ethical dilemmas and legal issues and the application of cultural competence and safety and evidence informed practice is a focus. The course is divided into three modules: mental health illness; physical health illness; and illness during pregnancy and childhood. Six credits.

NURS 309 Care of Persons Experiencing Acute, Episodic, and Life-Threatening Physical, Perinatal, and Mental Illness Across the Life Span
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. Pass/Fail. Three credits.

NURS 332 Advanced Therapeutics for Care of Persons Experiencing Complex Multi-System Health Challenges
Students will learn advanced critical thinking and application of the nursing process for the care of persons experiencing complex physical and mental health problems across the lifespan. Students will build on previous understanding of health assessment, health education, self-management, support and restoration, and advanced nursing therapeutics, including pharmacological and complementary therapies. Emphasis is on the interaction among multiple developmental, biophysical, psychosocial, spiritual, and sexual human functions and structures for persons experiencing complex co-morbidities and chronic illness. A one-hour weekly virtual clinical application review is a required component of the course. Three credits.

NURS 333 Care of Persons Experiencing Acute, Episodic & Life-Threatening Illness across the Life Span II
This course focuses on building students' understanding and competence in applying theories, current evidence, and best practice guidelines in the care of diverse individuals and in caring for persons experiencing acute, episodic, and life-threatening illnesses in varied contexts and amidst underlying co-morbidities, with an emphasis on the aging population and health equity. Six credits.

NURS 334 Integrating Nursing Roles & Practices IV: Care of Persons Experiencing Complex Co-Morbidities and Chronic Health Challenges
During this integrated practice experience, students focus on the care of persons experiencing complex multi-system physical and mental health challenges (co-morbidities and chronic illness) and caring for multiple persons. Principles of primary health care and the nursing process are applied. Opportunities to strengthen previous theoretical application, critical thinking and judgment, evidence-informed practice, communication skills, and therapeutic skills through the care of persons and families experiencing complex co-morbidities and chronic physical and mental illness and in the care of multiple persons. Includes clinical applications. Pass/Fail. Three credits.

NURS 395 Honours Thesis Seminar I
This seminar course is devoted to the theoretical, methodological and ethical issues involved in preparing an honours thesis. Students attend regular weekly/biweekly research seminars and develop a research proposal in an area of health research of mutual interest to both the student and their supervisor. Restricted to BSc in Nursing with Honours students in the four-year program. Three credits.

NURS 406 Preparing for Professional Role Transition
Students critically examine local and global contemporary issues in nursing, nursing education and delivery of health care. Students also critique theories that guide nursing practice, knowledge development approaches in nursing, and health information and communication technologies. Particular emphasis is on transitioning from student to beginning practitioner role and on professional career development that includes values clarification, professional image, professional socialization, nursing licensure and regulation, and inter-professional practice. Three credits.

NURS 408 Advanced Population & Public Health
Students critically examine population and public health issues, focusing on select local and global communicable diseases, chronic diseases, injuries, population emergencies and disasters, and millennium development goals. Understanding how nurses work inter-disciplinarily and inter-sectorally to prevent and address complex and current local and global population health issues is a focus. Emphasis is also on various roles of the interdisciplinary team to influence determinants of health and systems change. Students must successfully complete the clinical practice to receive credit for the course. Three credits.

NURS 409 Exploratory Nursing Practice
In this integrated practice experience, students select a focused area of nursing from a variety of practice, policy, or research settings in order to integrate, refine and apply competencies in professional and ethical practice, theoretical and critical thinking, leadership and inter-professional collaboration, application of evidence-informed practice, and psychomotor skills. Efforts are made to place students in practice settings related to their concentrated area of study in nursing. Pass/Fail. Six credits.

NURS 440 Transition to Nursing Practice: Consolidation
During this final practice experience, students consolidate nursing knowledge and entry-to-practice competencies. The focus is the transition from the student to baccalaureate graduate registered nurse role through a mentored experience. Students assume responsibility for learning and increasingly complex assignments as they near the end of their baccalaureate education. Application of relevant evidence and best practice guidelines is required. Includes 440 hours of clinical practice experience. Students must successfully complete the clinical practice to receive credit for the course. Students who are not successful in the clinical practice portion of this course will receive a final grade of F (fail) for the course. See 3.11(g). Fifteen credits.

Nursing Electives

NURS 303 Indigenous Perspective of Health and Healing
Disrupting the dominant settler narrative, this course centre Indigenous voices and epistemologies, as it explores the strength,

resilience and innovation of Indigenous Peoples. Indigenous worldviews of wellness and (w)holistic conceptualizations of health are considered as we enter relational spaces in the context of equity informed healthcare. This course will be framed around the presence of Indigenous Elders/Knowledge Holders, culturally responsive pedagogies and grounded with opportunities for land-based and Treaty informed learning. Three credits.

NURS 364 Social Justice and Health
Examines the relationship between injustice and health outcomes nationally and globally. Core social justice ideas are analyzed, including the cycle of oppression, distinctions between equality and equity, and achievement of human rights as an ethical imperative. Throughout the course, social, ecological, and structural determinants of health are explored with numerous case examples. Modern and historical contexts are explored in key justice related areas: corporatization of health care; policy-created poverty; worldwide water crisis; links between planetary health and human health; and global conflict as a key driver of injustice. Learning includes analysis of selected award-winning films. Cross listed with WMGS 364. Three credits.

Note: Fourth-year courses focus on trends and developments in the health field, the role of the professional nurse, and the application of research to the practice of nursing.

NURS 397 Selected Topics
The topic for 2026-2027 is Digital Health in Nursing. Students will build upon foundational knowledge of digital health including information and communication technologies (ICTs), robotics, artificial intelligence (AI), big data and evolving technology during this elective course. Students will apply concepts of professional ethics, health equity, health education and nursing informatics as current trends of digital health is discussed, applied and evaluated. Innovative solutions are discussed and explored. Three credits.

NURS 433 Introduction to Policy for Health-Interdisciplinary Strategies
Designed to create an interdisciplinary learning experience for nursing, human nutrition and human kinetics students, this seminar course is an introduction to public policy change for health. The objective is to develop a fundamental understanding of healthy public policy development, analysis, and change from interdisciplinary and social justice perspectives. Issues such as healthy public policy, social and ecological determinants of health, social justice, health equity, and interdisciplinary/cross-sectoral and citizen lead policy action are explored. This course would be beneficial for students pursuing professions in the policy for health or healthcare delivery. Credit will be granted for only one of NURS 433, NURS 495, HKIN 495, or HNU 495. Restricted to third and fourth-year students in human kinetics, human nutrition and nursing. Cross-listed as HNU 433 and HKIN 433. Three credits. Not offered 2026-2027.

NURS 498 Honours Thesis II
A continuation of NURS 395, students work under the supervision of a thesis supervisor to complete a research project based on the student's research proposal developed in NURS 395. Students will defend and submit a completed thesis ready for binding. The final thesis must demonstrate original work completed by the student. Prerequisite: NURS 395. Three credits.

Nursing Prerequisites for LPN-BSc.Nursing

NURS 264 Transitioning to the Role of a Professional Registered Nurse
This is a required pathway course for LPNs who will be entering the BScN program. The focus of the course is to support student transition from LPN to a baccalaureate prepared RN. The course introduces students to a concept-based curriculum and foundational concepts of professional RN practice including role and responsibilities, professional RN identity, ethics, and legal issues. Topics include scope of practice, standards of nursing practice, code of ethics, entry-level competencies, role of the Nova Scotia College of Nursing (NSCN) and the Canadian Nurses Association (CNA). Students are introduced to concepts of collaboration, communication, relational practice, informatics, and leadership. Credit will be granted for only one of NURS 264 or NURS 297. Three credits.

NURS 265 The Registered Nurse and Evidence-Informed Practice
This is a required pathway course for LPNs who will be entering the BScN program. The course introduces students to theoretical knowing, ways of thinking and reasoning, inquiry and scholarship, and global health. Concepts of theory, critical thinking, clinical judgment, evidence-informed practice, population health promotion, culture, and vulnerability are covered. The focus is on a broad understanding of health and wellness and how they are created in society. Three credits.

Post RN Distance Nursing Program

F. Allen, M.Ed., Program Manager, StFX Online

BSc in Nursing for Registered Nurses

The Post RN program is phasing out; there are no new admissions as of 2022.Registered nurses who are graduates of nursing diploma programs and already admitted to the program may complete distance education requirements on a part-time basis. See chapter 7 for program requirements. All courses are offered through the distance-delivery format. Most distance nursing and science courses are restricted to post-RN students. Students may take distance science courses outside the post-RN program with permission of the Dean of Science. Science labs and tutorials are incorporated into the course content. The required courses are:

NURS 115, 135, 201, 205, 237, 245, 248, 300, 330, 415, 425, 494
BIOL 105, 115, 161, 162

Nursing electives: 9 credits
Please note: NURS 115 and 135 are prerequisites for all other NURS courses.

For more information email distance.nursing@stfx.ca

Biology courses

BIOL 115 Microbes in Human Biology
An introduction to microorganisms from a human perspective for students in the nursing program. Topics include bacterial structure and function, bacterial genetic and antibiotic resistance, and viral structure and infection. Credit will be granted for only one of BIOL 115 or BIOL 215. Restricted to nursing students. Three credits and tutorial.

Nursing Courses

NURS 115 Health Teaching and Learning
In contrast to health protection and illness prevention, health promotion is a broad and holistic concept. This course explores the concept of health promotion; the nurse's role in health promotion; the teaching-learning process; population health; social action and justice; the socio-cultural, economic, and political factors that influence health and behaviour. Three credits.

NURS 135 Contemporary Issues in Nursing
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.

NURS 201 Community Mental Health Nursing I
This required theoretical course provides a comprehensive introduction to community mental health nursing. The course focuses on changes in mental health nursing and the shift away from the acute care setting to the community. Emphasis is placed on prevention and health promotion in improving mental health outcomes. This course explores the foundations of mental health nursing practice and prepares the student for further study in mental health. Three credits.

NURS 202 Community Mental Health Nursing II
Examines the theory of and concepts in mental illness, treatment regimens, and nursing interventions. Students will apply mental health nursing principles to specific clinical disorders, building on the foundations of practice explored in NURS 201. Three credits.

NURS 205 Community Health Nursing
Explores community health nursing practice from a Canadian perspective and the role of the community health nurse in the context of a changing health care system. Topics include population health; community assessment; epidemiology; and communicable disease control. Three credits.

NURS 237 Nursing Concepts in the Care of Women, Children and Families
This course encompasses a contemporary overview of the health of women, children and families during the childbearing and childrearing years from a wellness-focused nursing perspective. Select topics and issues related to health promotion and illness prevention within this population will be explored in the context of the various social, political, cultural and economic factors which impact the health and wellness of women, children and families. Three credits.

NURS 245 Aging and the Older Adult
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.

NURS 248 Basic Concepts of Pathophysiology
This course provides the student with an understanding of the basic concepts of pathophysiology. It builds upon a foundational knowledge of anatomy and physiology to meet the challenges presented in the study of disease process mechanisms. Credit will be granted for only one of NURS 248 or NURS 473. Prerequisites: BIOL 251, 252; NURS 115, 135. Three credits.

NURS 300 Research Methods
Introduces students to research methods used in nursing science. Topics include conducting and appraising research; concepts of research design, implementation, analysis, and interpretation; descriptive and inferential statistics; quantitative and qualitative research design; research ethics and bias. Credit will be granted for only one of NURS 300 or NURS 310. Six credits.

NURS 330 Legal and Ethical Issues in Nursing
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. Also treats the moral, ethical, legal and theological issues raised by recent developments in the life sciences. Six credits.

NURS 405 Nursing of Adults I
Theory and clinical framework for providing comprehensive care to adults with acute and chronic health problems related to immune system dysfunction, cancer and other selected conditions. Three credits.

NURS 415 Nursing of Adults II
Theory and clinical framework for working with individuals at-risk for or experiencing chronic health issues related to diseases of the nervous, endocrine and sensory systems, among others. Nursing leadership component. Three credits.

NURS 425 Comprehensive Health Assessment
This theory and practice course focuses on a systematic assessment of the well adult. Students will incorporate health history and physical examination of body systems in identifying self-care requisites for a diverse population. Three credits.

NURS 471 Forensic Nursing I
Forensic nursing refers to the application of nursing science and knowledge when legal issues are involved. Regardless of the setting, nurses frequently interact with victims and perpetrators of crime, violence, and trauma. This course will examine how to incorporate theoretical issues of violence and forensic principles into nursing practice to ensure best patient outcomes, and includes content on theoretical foundations, forensic science, victimization and perpetration, trauma responses, specific populations, and an overview of justice approaches. Three credits.

NURS 483 Hospice Palliative Care Nursing
Provides an overview of theories, current practices, and relevant issues in the field of palliative care, with a focus on the nurse's role. In line with the philosophy of nursing at StFX, students will explore concepts of self-care and health promotion as they relate to quality of life issues. Restricted to third- and fourth-year BSc Nursing students and post-RN students. Three credits.

NURS 488 Challenges in Aging
Using nursing and sociological perspectives on aging, students will explore holistic care of the older client, including current gerontological issues and trends and their implications for nursing. This course may be used as an open or NURS elective by third- or fourth-year BSc Nursing students. Three credits.

NURS 494 Leadership and Management in Nursing
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.

NURS 499 Independent Study and Practice
This nursing elective is designed to give registered nurses credit for a hospital-based course or program. Courses are evaluated for credit on an individual basis by the distance nursing education committee. Three credits. Not offered 2026-2027.

9.30 Philosophy

D. Al-Maini, Ph.D.
M.J. Curry, ABD
L. Groarke, Ph.D.
W. Sweet, Ph.D., D.Th., D.Ph., FRSC
M. Szlachta, Ph.D.

Senior Research Professors
S. Baldner, Ph.D
C. Byrne, Ph.D

What is the meaning of human existence? Are there ethical principles that ought to guide our actions? Can we know whether there is a God? Philosophy is the reasoned study of these and other questions of fundamental importance. The study of philosophy also introduces students to the main currents of intellectual history, provides a basis for critically understanding their own ideas, and develops analytical reasoning skills.

Students planning the major, advanced major, honours or honours with subsidiary degree in this field are required to consult the department chair about their program of study. Degree requirements are outlined below and at the department's website at https://www.stfx.ca/department/philosophy.

Note: Any of PHIL 101, PHIL 102, or PHIL 100 is normally a prerequisite for advanced courses. Exceptions are PHIL 213, 251, 331 and 335, which have no Philosophy prerequisites.

Minor
24 credits of PHIL

Subsidiary
24 credits: minimum 3 credits from PHIL 100, 101, 102; 3 credits from PHIL 351, 352, 361, 362 (201 may be an option, with permission of the department chair); 3 credits from PHIL 365, 366, 367, 381, 391 (202 may be an option, with permission of the department chair); 3 credits PHIL at the 400 level; additional PHIL electives to total 24 credits.
When RELS is the honours subject, PHIL 245 is normally required.

Major
Major: 36 credits – minimum 3 credits from PHIL 100, 101, 102; 6 credits from PHIL 351, 352, 361, 362 (201 may be an option, with permission of the department chair); 6 credits from PHIL 365, 366, 367, 381, 391 (202 may be an option, with permission of the department chair); additional PHIL electives to total 36 credits. At least 12 credits PHIL must be at the 300/400 level.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
PHIL major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Advanced Major
Major: 36 credits – minimum 3 credits from PHIL 100, 101, 102; 6 credits from PHIL 351, 352, 361, 362 (201 may be an option, with permission of the department chair); 6 credits from PHIL 365, 366, 367, 381, 391 (202 may be an option, with permission of the department chair); 6 credits PHIL at the 400 level; additional PHIL electives to total 36 credits. At least 18 credits PHIL must be at the 300/400 level.
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Advanced Major
PHIL advanced major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits

Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits – minimum 3 credits from PHIL 100, 101, 102; PHIL 331, 490; 3 credits from PHIL 251, 342 (both are strongly recommended); 3 credits from PHIL 351, 352; 3 credits from PHIL 361, 362; 3 credits from PHIL 365, 366; 3 credits from PHIL 367, 381, 391; 6 additional credits from PHIL 351, 352, 361, 362, 365, 366, 367, 381, 391; 6 additional PHIL credits at the 400 level; additional PHIL electives to total 60 credits. (PHIL 201 and 202 may be options for the history of philosophy requirements, with permission of the department chair.) At least 33 credits PHIL must be at the 300/400 level.
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits – minimum 3 credits from PHIL 100, 101, 102; PHIL 331, 490; 3 credits from PHIL 251, 342 (both are strongly recommended); 3 credits from PHIL 351, 352; 3 credits from PHIL 361, 362; 3 credits from PHIL 365, 366; 3 credits from PHIL 367, 381, 391; 6 additional credits from PHIL 351, 352, 361, 362, 365, 366, 367, 381, 391; 6 additional credits PHIL at the 400 level; additional PHIL electives to total 48 credits. (PHIL 201 and 202 may be options for the history of philosophy requirements, with permission of the department chair.) At least 27 credits PHIL must be at the 300/400 level.
When RELS is the subsidiary, PHIL 245 is normally required.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Humanities Colloquium
The humanities colloquium is an optional and interdisciplinary way of studying three first-year courses, usually ENGL 100, HIST 101 and 102, and PHIL 100. See section 4.4 for further information.

Concentration in Ethics, Politics, and Law
The departments of philosophy and political science offer a concentration in ethics, politics, and law to students doing a joint degree in these two departments. Students following this concentration will take courses in ethics, critical thinking, the philosophy of law, and two of the four sub-fields of political science, namely Canadian politics, political philosophy, comparative politics, and international relations. Joint degrees in philosophy and political science can be done as an honours degree in one with a subsidiary in the other, a joint advanced major, or a joint major. This concentration will be of particular interest to students planning to apply to law school. Interested students may consult the chairs of the two departments for additional advice on course selection.

The following courses must be included in the degree pattern: PHIL 251, 331, 372; one of PHIL 201, 202, 371; PSCI 343; plus 12 credits from PSCI 303, 306, 308, 321, 325, 335, 344, 353.

PHIL 100 Introductory Philosophy
An introduction to the study of philosophy that looks at major thinkers in the history of western philosophy as well as the fundamental and enduring questions they raised. Among the philosophers considered are Socrates, Plato, Aristotle, Aquinas, Descartes, and Hume. The questions raised by these thinkers include: What is it to think rationally and critically? Can we demonstrate the existence and nature of God? Can we discover any ethical principles that should guide our actions? What are the limits of human knowledge? Credit will be granted for only one of PHIL 100 and PHIL 101 or 102. Six credits.

PHIL 101 The Examined Life
An introduction to the study of philosophy that looks at major thinkers in the history of philosophy as well as the fundamental and enduring questions they raised. Philosophers considered may include Plato, Aristotle, Aquinas, and Meng-zi. Questions may include: What is the nature of knowledge? What is being? How should human society be organized? What is happiness? Credit will be granted for only one of PHIL 101 and PHIL 100. Three credits.

PHIL 102 Self, Freedom, and Justice
An introduction to the study of philosophy that looks at major thinkers in the history of philosophy as well as the fundamental and enduring questions they raised. Philosophers considered may include Descartes, Hume, Locke, Nietzsche, Mill, and de Beauvoir. Questions may include: What is the nature of human identity? Do humans have free will? What rights should people have? What is justice? Credit will be granted for only one of PHIL 102 and PHIL 100. Three credits.

PHIL 135 Healthcare Ethics: Theories, Values, & Practice
This course introduces students to ethical reasoning about problems in healthcare. It does so by exploring four fundamental philosophical theories (Virtue Ethics; Contractarianism & Rights; Duty-Based Ethics; and Consequentialism), presenting the

corresponding values in healthcare, and showing how these principles and values can be applied to specific cases. Credit will be granted for only one of PHIL 135 and PHIL 335. Three credits.

PHIL 201 Ancient & Medieval Political Thought
This course will examine the political philosophies of Plato, Aristotle, Augustine, and Aquinas through a careful reading of primary texts. The relevance of these philosophies will be evaluated critically with a view to their contemporary relevance. Cross-listed as PSCI 201. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits.

PHIL 202 Modern Political Philosophy
A critical text analysis of modern philosophers such as Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx, with emphasis on their political philosophy. This course will stress the continuing relevance of these thinkers to current policies and the search for a just society. Cross-listed as PSCI 202. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits.

PHIL 213 Philosophy of Science
Examines the methodology of the natural and social sciences, including the logic of scientific discovery and experimental testing, the confirmation of hypotheses, and the nature of scientific explanation. Three credits.

PHIL 231 Love and the Emotions
A philosophical investigation of what it means to be human. Topics include love, friendship, and their relation to moral virtues; freedom, and emotions; the basis for morality in human nature. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits.

PHIL 232 Philosophy of Mind and Consciousness
A philosophical investigation of what it means to be human. Topics include: the relation of brain, body, and consciousness; artificial intelligence, the existence of a soul; immortality; free will; and human knowledge. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits.

PHIL 245 Philosophy of Religion: Faith and Atheism
Explores religion and religious faith, with emphasis on the Judeo-Christian tradition; concepts of God; arguments for the existence of God; and classical and modern challenges to belief in God. Issues such as 'life after death', miracles, religious experience, and the concept of prayer may also be discussed. Cross-listed as RELS 246. Prerequisite: PHIL 100 or 101 and 102, or RELS 111 and 112, or permission of the instructor. Three credits.

PHIL 251 Critical Thinking
What is an argument? How do arguments work? What makes some arguments better than others? This course will equip students to recognize and analyze arguments as they occur in a variety of contexts such as media editorials, speeches, textbooks, argumentative essays, and philosophical texts. To accomplish this, we will study the components of good arguments and techniques for criticizing and constructing arguments. Students will also be introduced to propositional logic. Prerequisite: normally at least one semester of successful university study. Three credits.

PHIL 281 Aesthetics
Is beauty in the eye of the beholder? Is it necessary or possible to define art? What is the nature of aesthetic experience? This course will examine several classical and modern theories of art and beauty selected from such writers as Plato, Aristotle, Hume, Kant, Hegel, Maritain, Dewey, Goodman, Danto, Foucault. It will also draw on a variety of examples of art, including literature, visual arts, music, poetry, theatre, architecture, and artistic handiwork. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 298 Selected Topics
Three credits.

PHIL 305 Philosophy and Feminism
This course explores the relationship between feminism and philosophy, and the ways in which feminism and philosophy have influenced one another. The first part considers the theoretical commitments of some major schools of feminist thought, their grounding in classical philosophy, and their explicitly feminist development of it. The second part discusses feminist examinations of the activity of philosophy itself, focusing on feminist analysis of the philosophical ideals of rationality and objectivity. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 331 Introduction to Ethics
This course introduces students to several major ethical theories, including utilitarianism, virtue-based ethics, natural law theory and deontology. It addresses such questions as: Is there an objective moral standard? Is there a common good? Do we have duties to others? What does morality have to do with personal happiness? Prerequisite: PHIL 100 or 101 or 102 or third year standing or permission of the department chair. Three credits.

PHIL 332 Contemporary Moral and Social Issues
Building on PHIL 331, this course examines contemporary moral and social issues such as freedom of speech and censorship; equality and equity in hiring; animal rights and the rights of nature; the duty to alleviate suffering; dying and assisted death; justifications for punishment and capital punishment. Prerequisite: PHIL 331. Three credits.

PHIL 333 Environmental Ethics
This course examines the ethical relationship between humans and the natural environment. It begins with the theoretical principles that help determine human conduct within the natural world. Once these beliefs about nature have been examined, it assesses different normative models that might govern our behaviour regarding the environment. Prerequisite: PHIL 331. Three credits. Not offered 2026-2027.

PHIL 335 Ethics in Health and Medicine
Introduces students to ethics as it bears on health and medicine. After a brief survey of ethical principles and values, the course addresses a number of contemporary issues such as: the ethical responsibilities of professionals and professional integrity; autonomy and consent; dying and assisted death; research involving human subjects; allocation of medical resources; confidentiality and privacy; reproductive technologies and rights. Credit will be granted for only one of PHIL 335, PHIL 135 or PHIL 336. Prerequisite: junior standing or permission of the instructor. Three credits.

PHIL 342 Logic
A course in formal logic. Presupposing a familiarity with propositional logic, it focuses on first order predicate logic (with identity) and metalogic. Topics to be covered include translating sentences from English into symbolic notation, the semantics of predicate logic, deductions, soundness and completeness. Prerequisite: PHIL 251. Three credits. Not offered 2026-2027.

PHIL 351 Socrates and Plato
Topics include the nature of Socratic dialectic, Socrates' response to the pre-Socratic philosophers, and Plato's contributions to ethics, political philosophy, metaphysics, and epistemology. Prerequisite: PHIL 100 or 101 or 102. Three credits.

PHIL 352 Aristotle
Topics include Aristotle's contributions to metaphysics, natural philosophy, and epistemology; his response to Plato and the pre-Socratic philosophers; and the development of Greek philosophy in the subsequent Stoic, Epicurean, and Neo-Platonic schools. Prerequisite: PHIL 100 or 101 or 102. Three credits.

PHIL 361 Early Mediaeval Philosophy
A study of the Christian and Neo-Platonic influence on philosophy from the 4th- to the 12th-centuries. Principal thinkers: Augustine, Boethius, Anselm, and Abelard. Principal problems: faith and reason; knowledge; evil; providence; free will; immortality of the soul; universals; ethical principles. The course ends with an introduction to important mediaeval Islamic and Jewish thinkers: Avicenna, Averröes, Maimonides. Prerequisite: PHIL 100 or 101 or 102. Three credits. Not offered 2026-2027.

PHIL 362 Philosophy in the High Middle Ages
A study of the influence of Christian theology and Aristotelian philosophy on thinkers of the 13th- and 14th-centuries. Principal figures: Bonaventure, Thomas Aquinas, John Duns Scotus, William of Ockham. Principal problems: faith and reason: knowledge; evil; providence; free will; immortality of the soul; universals; and ethical principles. Prerequisite: PHIL 100 or 101 or 102. Three credits. Not offered 2026-2027.

PHIL 365 The Rationalists
A review of the intellectual developments of the Renaissance relevant to philosophy is followed by a study of Descartes and his rationalist successors, such as Spinoza and Leibniz. Prerequisite: PHIL 100 or 101 or 102. Three credits.

PHIL 366 The Empiricists
British philosophy of the late 17th and 18th century is traced through a study of the writings of Locke, Berkeley, and Hume. Works by Kant may also be studied. Prerequisite: PHIL 100 or 101 or 102. Three credits.

PHIL 367 Philosophy from Kant to Hegel
In the 19th century, German philosophy found expression in the idealist movement. Major figures such as Kant, Fichte, Schelling, and Hegel were united in the belief that reality, and the categories we use to understand it, had a common origin and development. Out of this belief came new conceptions of science, history, theology, and politics. Prerequisite: Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 371 Social and Political Philosophy
Examines fundamental issues in social and political philosophy through a discussion of such questions as: What would an ideal society be like? Should there be limits on human freedom? Do human beings have rights that everyone should respect? Is it ever morally acceptable to disobey or rebel against the state? Texts will be selected from the classical, mediaeval, modern, and contemporary periods, but topics will focus on issues of current interest. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits.

PHIL 372 Philosophy of Law
Examines fundamental issues in legal philosophy through a discussion of such questions as: What is the nature and function of law? What is the relation between law and morality? What is the character of legal reasoning and judicial decision-making? What are the justifications and aims of punishment? Texts will be selected from the classical, mediaeval, modern, and contemporary periods, including works on liberal, libertarian, Marxist, and feminist thought. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 381 Existentialism and Phenomenology
Examines 19th- and early 20th-century philosophical ideas in continental Europe. A look at the philosophical antecedents of

existentialism and phenomenology will be followed by a discussion of the writings of some of the major figures in these movements: Kierkegaard, Sartre, Beauvoir, Marcel, Merleau-Ponty, Husserl, Arendt, and Heidegger. Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 391 Mind, Logic and Language
Presents some of the major currents of philosophy in the English-speaking world in the 20th century. The course includes a brief account of 19th-century empiricism, pragmatism, and idealism, before turning to 'common sense analysis' (e.g., G.E. Moore), early discussions of logical positivism and the place of metaphysics, ethics, and aesthetics (e.g., Bertrand Russell, Ludwig Wittgenstein, A.J. Ayer, and Karl Popper), and the beginnings of 'ordinary language' philosophy. Credit will be granted for only one of PHIL 391 or PHIL 461 (2017-2018). Prerequisite: PHIL 100 or 101 or 102 or permission of the instructor; junior standing strongly recommended. Three credits.

PHIL 451 Seminar in Ethics, Political Philosophy, and the Philosophy of Law I
A seminar course that focuses on questions of ethics, political philosophy, and the philosophy of law. Content varies from year to year. The course will include both classical and contemporary authors. Prerequisite: junior standing in any program or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 452 Seminar in Ethics, Political Philosophy, and the Philosophy of Law II
This seminar course focuses on questions of ethics, political philosophy, and the philosophy of law, not discussed in PHIL 451. Content varies from year to year. The course will include both classical and contemporary authors. Prerequisite: junior standing in any program or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 461 Seminar in Metaphysics and Epistemology I
A seminar course that focuses on issues in classical and contemporary epistemology and metaphysics. Topics to be considered may include: an investigation of the ultimate structure of reality as a whole: the nature of material things; the existence of the immaterial; the meaning of being; what can and cannot be known of reality; whether there is a First Cause. Credit will be granted for only one of PHIL 461 or PHIL 391 (2017-2018). Prerequisite: junior standing in any program or permission of the instructor. Three credits. Not offered 2026-2027.

PHIL 462 Seminar in Metaphysics and Epistemology II
A seminar course that focuses on issues in metaphysics and epistemology not discussed in PHIL 461. Content varies from year to year. The course will include both classical and contemporary authors. Prerequisite: junior standing in any program or permission of the instructor. Three credits.

PHIL 490 Honours Thesis
Each student works under the supervision of a professor who guides the selection of a thesis topic, the use of resources, the methodological component, and the quality of analysis. Credit will be granted for only one of PHIL 490 and PHIL 489. Restricted to honours students. Six credits.

9.31 Physics

C. Adams, Ph.D.
H. Ahmed, Ph.D.
K. P. Marzlin, Ph.D.
P. Poole, Ph.D.

Professor Emeritus
D. Hunter, Ph.D.
M. Steinitz, Ph.D.

Senior Research Professor
D. Pink, Ph.D.

Physics deals with the fundamental properties of matter and energy. Physicists explore phenomena both in analytical detail and through statistical or average results, to create precise descriptions of the way in which systems behave. Physics courses stress analytical thinking and problem solving, while trying to communicate the excitement of discovery and the beauty of nature. The physics program prepares students for graduate study in physical and related sciences, engineering, meteorology, oceanography, and business administration; for professional programs such as medicine, dentistry, law and education; and for careers in science, business, IT, and industry.

The physics department offers major and honours programs; and joint major programs combining physics with biology, chemistry, computer science, Earth and environmental sciences, economics or mathematics (joint honours also available); and in physics with business administration. Furthermore, the diploma in engineering can be combined with a 3-year Bachelor of Science with concentration in physics, or with a 4-year Bachelor of Science with a Major or Honours in physics. Students interested in these programs should contact the department chair. Since physics depends on mathematics, most of the programs described below require at least four mathematics courses.

See chapter 7 for information on the degree patterns, declarations of major and honours, advancement and graduation requirements. First-year students considering a physics program should consult the department chair before registration. See the department website at https://www.stfx.ca/department/physics

Pair
A pair is a program option in the Faculty of Business and consists of 12 credits in one subject, with at least 6 credits at the 200-level or higher. The following courses are recommended for a pair in physics: PHYS 101, 102, 171, 172, 202, 250, and selected topics courses 297, 298, 299.

Minor
24 credits of PHYS
A physics minor can be completed in science, arts and business. Suggested course options:
a) For students with knowledge of calculus: PHYS 121, 122, 201, 202, 241, 242, 250, 302, 303, 305, 322, 325, 343, 344, 371, 372
b) For BSc students with little knowledge of calculus: PHYS 101, 102, 202, 250, 371, 372, and selected topics courses 297, 298, 299 (PHYS 171 and 172 cannot be used for a minor in a BSc program)
c) For students in programs other than a BSc: PHYS 101, 102, 171, 172, 202, 250, and selected topics courses 297, 298, 299

Major
Science A: 42 credits - PHYS 121, 122, 201, 221, 241, 242, 491 (non-credit); 9 credits from PHYS 302, 323, 325, 411, 412, 476; 6 credits from PHYS 322, 343, 344; 9 credits PHYS electives. At least 18 credits must be at the 300/400 level, to include at least 3 credits at the 400 level.
Other required courses to be included as science B, science C, or electives: CHEM 121; CSCI 161 or ENGR 147; MATH 106 or 126, 107 or 127 (must be science B or C), 253, 254, 267, 367
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

Major with Business Administration
Science A: 42 credits - PHYS courses as outlined in the major program
Other required courses, as outlined in the major program, to be included in the degree pattern; science B must be MATH
Business Administration: 30 credits - BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits - MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135

Arts electives: 12 credits, to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

Honours
Science A: 60 credits - PHYS 121, 122, 201, 221, 241, 242, 302, 322, 323, 325, 343, 344, 422, 443, 483, 491 (non-credit), 493; 12 credits from PHYS 303, 305, 374(L), 399, 411(L), 412(L), 444(L), 475(L), 476(L); 6 of these 12 credits must include a lab component (L). At least 3 credits must be from PHYS 411, 412, 475.
Other required courses to be included as science B, science C or electives: CHEM 121; CSCI 161 or ENGR 147; MATH 106 or 126, 107 or 127 (must be science B or C), 253, 254, 267, 367, 462, 481
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

Pre-Education Stream in Physics
If you are considering a career in secondary school teaching, you should consult with the department chair early in your physics program. It is straightforward to create a physics program that will qualify you to have both physics and mathematics as first and second teachable (30 and 18 credits, respectively). Combined expertise in physics and mathematics is highly sought-after by school boards worldwide. With a suitable choice of electives in our major program, you may also be able to add a third teachable (18 credits), such as chemistry or computer science; and perhaps also a second-teachable subject in the humanities, social sciences, or a language such as French. Please consult with the department chair for more details.

PHYS 101 Physics for the Life and Health Sciences: Mechanics
Forces and energy play a huge role in how humans and animals move, and how blood flows through the body. This course provides an algebra-based introduction to mechanics. Topics include vectors; Newton's Laws; static equilibrium; kinematics and dynamics; gravity; momentum and energy conservation; work; rotational dynamics; and fluids. Applications to biology, human physiology, and medical technology will be emphasized. Recommended for students in the life or health sciences. Students expecting to take additional physics courses above the 100-level should take PHYS 121. Credit will be granted for only one of PHYS 101 or PHYS 121. Three credits and lab.

PHYS 102 Physics for the Life and Health Sciences Waves and Fields
The human body relies on many physical phenomena to function. Our senses detect optical and sounds waves; thermal energy is released when we move; our nerves and muscles use electrical signals. While the mechanical aspects of the body are covered in PHYS 101, this course provides an algebra-based introduction to wave motion and standing waves; electric charge, field, potential, and circuits; the electromagnetic spectrum; optics; and thermodynamics. Applications to biology, human physiology, and medical technology will be emphasized. Recommended for students in the life or health sciences. Previous physics experience would be an asset but is not required. Credit will be granted for only one of PHYS 102, PHYS 108 or PHYS 122. Three credits and lab.

PHYS 108 Physics for the Life and Health Sciences: Waves and Fields
The human body relies on many physical phenomena to function. Our senses detect optical and sounds waves; thermal energy is released when we move; our nerves and muscles use electrical signals. While the mechanical aspects of the body are covered in PHYS 101, this course provides an algebra-based introduction to wave motion and standing waves; electric charge, field, potential, and circuits; the electromagnetic spectrum; optics; and thermodynamics. Applications to biology, human physiology, and medical technology will be emphasized. Recommended for students in the life or health sciences. Previous physics experience is not required. Credit will be granted for only one of PHYS 108, PHYS 102 or PHYS 122. Three credits.

PHYS 121 Physics for the Physical Sciences and Engineering I
A calculus-based introduction to physics focusing on mechanics. Topics include Newton's Laws; static equilibrium; kinematics and dynamics in 1 and 2 dimensions; momentum and energy conservation; work; and rotational dynamics. Recommended for those considering further study in any of the physical sciences, computer science, engineering, and mathematics. MATH 106, 121, or 127 should be taken concurrently. Credit will be granted for only one of PHYS 121 or PHYS 101. Three credits and lab.

PHYS 122 Physics for the Physical Sciences and Engineering II
A calculus-based introduction to physics focusing on electricity and magnetism. Topics include simple harmonic motion; electric

charge, force, field, and potential; Gauss's Law; simple electric circuits; magnetism, magnetic forces and fields; electromagnetic induction and Faraday's Law. Recommended for those considering further study in any of the physical sciences, computer science, engineering, and mathematics. MATH 107, 122, or 127 should be taken concurrently. Credit will be granted for only one of PHYS 122, PHYS 102 or 108. Prerequisite: PHYS 121; or PHYS 101 with permission of instructor. Three credits and lab.

PHYS 171 Introduction to Astronomy I
This course provides an introduction to astronomy for students who have no background in mathematics or science. Topics include observing the night sky with and without optical aid, the development of astronomy and related sciences, time and calendars, the evolution of the solar system, sun, planets, comets, and meteors. Observing sessions will be arranged. This course is intended for non-science students but may be taken by science students as an elective. PHYS 371 is recommended for science students. Credit will be granted for only one of PHYS 171, PHYS 271, or PHYS 371. Three credits.

PHYS 172 Introduction to Astronomy II
This course provides an introduction to astronomy for students who have no background in mathematics or science. Topics include stellar systems, galaxies, quasars, black holes, dark matter, dark energy, cosmology, cosmogony and life in the universe. Observing sessions will be arranged. This course is intended for non-science students but may be taken by science students as an elective. PHYS 372 is recommended for science students. Credit will be granted for only one of PHYS 172, PHYS 272 or PHYS 372. Three credits.

PHYS 201 Modern Physics: Introduction to Relativity and Quantum Physics
Relativity and quantum physics have revolutionized the way we understand nature and are essential to describe atoms, molecules, and light. In this course, the foundations of Einstein's special relativity will be introduced: time dilation and length contraction of moving object. Further topics include wave description of matter; early atomic quantum theory; Schrödinger's quantum mechanics; nuclear and particle physics. Credit will be granted for only one of PHYS 201 and PHYS 203. Prerequisite: PHYS 122; MATH 107 or 127 or ENGR 122/MATH 122. Three credits and lab.

PHYS 203 Introduction to Relativity and Quantum Physics
Relativity and quantum physics have revolutionized the way we understand nature and are essential to describe atoms, molecules, and light. In this course, the foundations of Einstein's special relativity will be introduced: time dilation and length contraction of moving object. Further topics include wave description of matter; early atomic quantum theory; Schrodinger's quantum mechanics; nuclear and particle physics. Credit will be granted for only one of PHYS 203 or PHYS 201. Prerequisites: PHYS 122; MATH 107 or 127 or ENGR 122/MATH 122. Three credits.

PHYS 221 Basic Electric Circuits Theory
Topics include introductory concepts; resistive networks; response to linear circuits with energy storage; exponential excitation functions; steady-state AC circuits; analysis; network analysis; systems. Cross-listed as ENGR 237. Prerequisites: PHYS 122 or 120, MATH 107, 122 or ENGR 122. Three credits and lab.

PHYS 223 Digital Electronics
This hands-on practical course introduces digital logic and digital electronics and includes applications. Topics include digital electronic technology; combinational logic circuits such as adders and multiplexers and sequential logic circuits such as counters and finites state machines. Cross-listed as ENGR 238. Prerequisites: PHYS 121, 122. Three credits and lab.

PHYS 241 Oscillations and Wave Signals
Many phenomena in nature and technology, such as sound or radio waves, are generated by oscillating systems. This course uses complex numbers and Fourier transformation to analyze the differential equations describing wave phenomena. Damped, driven and coupled oscillations are treated in detail, and spectral analysis of wave signals is discussed. Analytical and numerical methods will be used. Prerequisites: PHYS 122; MATH 107 or 127) or ENGR 122/MATH 122. Three credits.

PHYS 242 Classical Mechanics
The motion of particles is behind many phenomena in nature and is called classical mechanics. It is used in aerodynamics, climate modelling, and the motion of planets and galaxies, for instance. Its main tool is Newton's second law, and this course introduces methods to use it: energy conservation, reference frames, symmetries and conservation laws, and constraints. Analytical and numerical methods will be used to solve the second law. Lagrangian and Hamiltonian formulation of classical mechanics will be discussed. Prerequisites: PHYS 122; MATH 107 or 127 or ENGR 122/MATH 122. Three credits.

PHYS 246 Circuit Analysis
Covers advanced circuit analysis techniques, starting with sinusoidal excitation. Topics include grounding and harmonics; symmetrical components and dealing with unbalanced networks; real and reactive power flow; balanced three-phase circuits for power distribution; phasors and complex impedance. Mutual inductance and magnetically coupled coils are used to introduce transformer behaviour and performance. Cross-listed as ENGR 246. Prerequisites: CSCI 161; ENGR 237 or PHYS 221. Three credits and three-hour lab.

PHYS 250 Medical Imaging
The course examines the fundamental principles of medical imaging (radiography, CT, ultrasound, MRI, emission tomography, etc.). The basic physical concepts behind the interactions of light with matter, the production of X-rays and radioactivity will be introduced. Technical parameters important to all forms of diagnostic imaging such as image quality and data processing will be addressed. Credit will be granted for only one of PHYS 250 or PHYS 297(2019-2020). Three credits.

PHYS 302 Modern Physics: Properties of Matter
This course is an introduction to the very broad topic of materials science from a physics perspective. Topics include continuum mechanics and elasticity, fluid mechanics, classical thermodynamic treatment of phase transitions, electronic structure of atoms, bonding, crystallography, electrochemistry, magnetic solids and electrical conductivity. Prerequisites: PHYS 201, 241. Three credits and lab. Not offered 2026-2027.

PHYS 303 Modern Physics: Subatomic Physics and Cosmology
Topics include nuclei; elementary particles; concepts of general relativity; cosmology. Credit will be granted for only one of PHYS 303 and PHYS 299 (2023-2024). Prerequisite: PHYS 201. Three credits.

PHYS 305 Introduction to Quantum Information
Quantum information exploits the laws of quantum physics to build computers that work much faster than any normal computer, and to establish secure communication protocols. Topics in the course will include complex numbers, matrices, qubits, quantum gates, quantum programming languages, quantum key distribution, quantum algorithms, complexity theory. Prerequisites: PHYS 101 or 121; MATH 253; PHYS 241 recommended. Three credits.

PHYS 322 Electromagnetic Theory I
This course presents a comprehensive study of electrostatics in the presence of conductors and dielectrics. Particular attention is paid to developing and solving the differential equations that describe the electric field and scalar potential. Topics include vector fields; Coulomb's Law; Gauss's Law; Poisson's/Laplace's equation; Green's function; multipole expansion; method of images; polarization of materials; the displacement field; introduction to magnetostatics. Prerequisites: PHYS 122; MATH 267 or ENGR 222/MATH 222; PHYS 241 or MATH 361. Three credits. Not offered 2026-2027.

PHYS 323 Electronics
An introduction to electronic systems, devices and circuits. Devices and topics discussed include equivalent circuits, filters, feedback, diodes, bipolar junction transistors, field effect transistors, operational amplifiers, and digital circuits. Prerequisites: PHYS 221/ENGR 237; ENGR 221/MATH 221 or MATH 367. Three credits and lab. Offered 2026-2027 and in alternate years.

PHYS 325 Optics
Topics include the nature of light, Maxwell's equations, geometric optics, optical instruments, polarization; coherence and interference; Fraunhofer and Fresnel diffraction and an introduction to lasers. Prerequisites: PHYS 201, 241; ENGR 221/MATH 221 or MATH 367. Three credits and lab. Offered 2026-2027 and in alternate years.

PHYS 343 Quantum Mechanics I
Covers states as vectors, measurable quantities as operators in a linear vector space, eigenstates and eigenvalues; the process of measurement, superposition of eigenstates; Schrödinger's equation; orbital and spin angular momentum; time-independent perturbation theory, applications. Prerequisites: PHYS 201 and 242; MATH 254 or ENGR/MATH 223; MATH 267 or ENGR/MATH 222. Three credits. Offered 2026-2027 and in alternate years.

PHYS 344 Thermal Physics
This course introduces the statistical nature of physical systems from an energetic perspective. Topics covered: laws of thermodynamics; ideal gases and Einstein solids; entropy and its relation with temperature, pressure, and chemical potential; engines and refrigerators; Helmholtz and Gibbs free energy; chemical thermodynamics; Boltzmann statistics; partition functions; Maxwell distribution; Gibbs factors and quantum statistics; Fermi-Dirac and Bose-Einstein distributions; degenerate electron gases; blackbody radiation and Planck's distribution; Debye theory of solids. Prerequisites: PHYS 242; CSCI 161 or ENGR 144. Three credits and lab. Not offered 2026-2027.

PHYS 371 Astronomy: The Solar System
Topics include the solar system, Sun, planets, comets, meteors, and solar wind. Calculus and Newton's laws will be used for a detailed quantitative description of topics and observation sessions will be arranged. Credit will be granted for only one of PHYS 371, 271, or PHYS 171. Prerequisites: PHYS 101 or 121; MATH 107 or 127; PHYS 122 recommended. Three credits.

PHYS 372 Astronomy: The Stellar System
Topics include stellar evolution, supernovae, quasars, pulsars, neutron stars, black holes, the universe, our galaxy, and cosmology. Calculus will be used for a detailed quantitative description of topics, and observation sessions will be arranged. Credit will be granted for only one of PHYS 372, 272, or PHYS 172. Prerequisites: PHYS 101 or 121; MATH 107 or 127; PHYS 122 recommended. Three credits. Not offered 2026-2027.

PHYS 374 Computational Physics
Introduction to computational modelling in physics and engineering. Topics span deterministic and stochastic methods, including molecular dynamics, Monte Carlo, cellular automata, and neural networks. Applications include projectile motion, electromagnetism, astronomy, materials science, quantum mechanics and fluid dynamics. Emphasis on simulation best practices, aligning methods with computing hardware, and analyzing results. Credit only given for one of PHYS 374 or 474. Prerequisites: PHYS 122; MATH 107/127 or 122; CSCI 161 or ENGR 144. Three credits and lab.

PHYS 411 Advanced Experimental Physics: Radiation and Particles
A course covering a selection of experiments in optics, nuclear, radiation, and laser physics. Advanced theoretical knowledge will be

used in labs to let students be trained in experimental setup, data collection, and data analysis. Credit will only be given for one of PHYS 411 and PHYS 475. Prerequisites: PHYS 325, 343. Three credits and lab.

PHYS 412 Advanced Experimental Physics: Electromagnetism and Matter
A course covering a selection of experiments in electromagnetism, nuclear, radiation, particle, and solid state physics. Advanced theoretical knowledge will be used in labs to let students be trained in experimental setup, data collection, and data analysis. Credit will be given for only one of PHYS 412 and 476. Prerequisites: PHYS 302, 322, 344. Three credits.

PHYS 422 Electromagnetic Theory II
This course, a continuation of PHYS 322, covers magnetic fields in magnetic and non-magnetic materials, electromagnetic induction, the electric and magnetic fields of moving electric charges; Maxwell's equations; and the propagation and radiation of electromagnetic waves in various media. Prerequisites: PHYS 322; ENGR 221/MATH 221 or MATH 367. Three credits. Not offered 2026-2027.

PHYS 443 Quantum Mechanics II
Topics include function space analysis; state vectors, pure and non-pure states described by density operators; unitary and antiunitary transformations, symmetries and group theory in quantum mechanics; Schrödinger, Heisenberg, and interaction pictures; angular momentum coupling, tensor operators, the Wigner-Eckart theorem; time-dependent perturbation theory, variational approach; scattering theory with applications to modern physics. Prerequisite: PHYS 343. Three credits. Offered 2026-2027 and in alternate years.

PHYS 444 Statistical Mechanics
This advanced course explores thermodynamics and its relationship to statistical mechanics. Topics include review of the thermodynamic postulates and conditions for equilibrium; extensive and intensive quantities; entropic and energetic formulations; Euler equation and Gibbs-Duhem relation; Legendre-transformed representations; response functions and Maxwell relations; stability; first-order phase transitions; van der Waals fluid; critical point and second-order phase transitions; Ising model of magnetic systems; connection to statistical mechanics through numerical models. Prerequisite: PHYS 344. Three credits and lab.

PHYS 475 Atomic, Molecular and Optical Physics
Covers the development of atomic physics; one-electron and multi-electron atoms; fine and hyperfine structure; radiation and radiative transitions; the Pauli principle and atomic shell structure; atomic spectroscopy. Also covers a selection of current areas of research in the field such as lasers, laser cooling, and quantum computing. Prerequisite: PHYS 343. Three credits and lab.

PHYS 476 Solid-State Physics
An introduction to the theory of solids and important experimental results. Topics include crystal structure; diffraction methods; lattice vibrations; specific heat of solids; thermal conductivity; the behaviour of electrons in metals and semiconductors; magnetism; superconductivity. Prerequisites: PHYS 201, 302, 344. Three credits and lab.

PHYS 483 Honours Thesis I
Students will prepare and present a proposal for a thesis, describing a project of original research they intend to perform under the supervision of a faculty member. Required for honours students with physics as science A. Three credits.

PHYS 491 Physics Seminar
All students in the fourth year of a physics program are required to attend department seminars as scheduled. No credit.

PHYS 493 Honours Thesis II
Students will prepare and present a complete thesis based on original research they have performed under the supervision of a faculty member. Required for honours students with physics as science A. Three credits.

9.32 Political Science

N. Allen, Ph.D.
J. Bickerton, Ph.D.
Y. Cho, Ph.D.
J. Levin, Ph.D.
H. Murphy, Ph.D.
I. Shoikhedbrod, Ph.D.
L. Stan, Ph.D.
R. Wallace, Ph.D.

Senior Research Professor
P. Clancy, Ph.D.

The Department of Political Science offers the following BA degree programs: major; joint major; advanced major; joint advanced major; honours; and honours with subsidiary. Students in any of these programs can also pursue one of the following four optional subfield concentrations offered by the department: political theory; Canadian politics; comparative politics; and international relations. Additionally, the department offers, along with the Department of Philosophy, an optional concentration in ethics, politics and law. Minor and subsidiary programs are available for students majoring in another discipline. Degree candidates should consult the department chair for course selection, and they must have their programs of study approved by the chair.

Minor or Subsidiary
24 credits: PSCI 101, 102; 6 credits PSCI at the 200 level; 6 credits PSCI at the 300/400 level; 6 credits PSCI electives

Major
Major: 36 credits - PSCI 101, 102; 9 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252; 3 credits from PSCI 397, 399; 15 additional PSCI credits at the 300/400 level; 3 additional PSCI credits at the 200 level or above
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
PSCI major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Advanced Major
Major: 36 credits - PSCI 101, 102; 9 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252; 3 credits from PSCI 397, 399; 6 credits from PSCI 401, 421, 451, 452; 9 additional PSCI credits at the 300/400 level; 3 additional PSCI credits at the 200 level or above
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is required in a 400-level seminar.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Advanced Major
PSCI advanced major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
A senior research paper is only required in major 1.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits - PSCI 101, 102, 397, 399, 490; 12 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252; 6 credits from PSCI 401, 421, 451, 452; 6 additional PSCI credits at the 300/400 level; 18 additional PSCI credits at the 200 level or above

Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits - PSCI 101, 102, 397, 399, 490; 12 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252; 6 credits from PSCI 401, 421, 451, 452; 6 additional PSCI credits at the 300/400 level; 6 additional PSCI credits at the 200 level or above
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Optional Concentrations

Political Theory
Major and Joint Major: 18 credits – PSCI 201, 202; 12 credits from PSCI 301, 302, 303, 306, 308, 343, 401
Advanced Major and Joint Advanced Major: 18 credits - PSCI 201, 202, 401; 9 credits from PSCI 301, 302, 303, 306, 308, 343; a senior research paper written in PSCI 401 if PSCI is major 1
Honours and Honours with Subsidiary: 24 credits - PSCI 201, 202, 401, 490; 9 credits from PSCI 301, 302, 303, 306, 308, 343; the honours thesis in political theory

Canadian Politics
Major and Joint Major: 18 credits – PSCI 221, 222; 12 credits from PSCI 319, 321, 322, 323, 324, 325, 326, 327, 343, 344, 351, 421
Advanced Major and Joint Advanced Major: 18 credits - PSCI 221, 222, 421; 9 credits from PSCI 319, 321, 322, 323, 324, 325, 326, 327, 343, 344, 351; a senior research paper written in PSCI 421 if PSCI is major 1
Honours and Honours with Subsidiary: 24 credits - PSCI 221, 222, 421, 490; 9 credits from PSCI 319, 321, 322, 323, 324, 325, 326, 327, 343, 344, 351; the honours thesis in Canadian politics

Comparative Politics
Major and Joint Major: 18 credits – PSCI 211, 212; 12 credits from PSCI 312, 314, 315, 316, 331, 335, 336, 345, 365, 371, 372, 391, 395, 452
Advanced Major and Joint Advanced Major: 18 credits - PSCI 211, 212, 452; 9 credits from PSCI 312, 314, 315, 316, 331, 335, 336, 345, 365, 371, 372, 391, 395; a senior research paper written in PSCI 452 if PSCI is major 1
Honours and Honours with Subsidiary: 24 credits – PSCI 211, 212, 452, 490; 9 credits from PSCI 312, 314, 315, 316, 331, 335, 336, 345, 365, 371, 372, 391, 395; the honours thesis in comparative politics

International Relations
Major and Joint Major: 18 credits – PSCI 251, 252; 12 credits from PSCI 308, 311, 351, 352, 353, 354, 355, 356, 357, 358, 359, 363, 364, 451
Advanced Major and Joint Advanced Major: 18 credits - PSCI 251, 252, 451; 9 credits from PSCI 308, 311, 351, 352, 353, 354, 355, 356, 357, 358, 359, 363, 364; a senior research paper written in PSCI 451 if PSCI is major 1
Honours and Honours with Subsidiary: 24 credits – PSCI 251, 252, 451, 490; 9 credits from PSCI 308, 311, 351, 352, 353, 354, 355, 356, 357, 358, 359, 363, 364; the honours thesis in international relations

Concentration in Ethics, Politics, and Law
This concentration is open to students pursuing a joint degree in political science and philosophy (joint majors, joint advanced majors, or honours with a subsidiary). Students in this stream must meet the credit requirements of both departments, including:
a) PSCI 343
b) 12 credits from PSCI 301, 302, 303, 306, 308, 321, 325, 335, 344, 353
c) PHIL 251, 331, 372
d) 3 credits from PHIL 201, 202, 371

CONCENTRATION DESIGNATED COURSES
Courses are three credits.

Political Theory	
PSCI 201	Ancient & Medieval Political Thought
PSCI 202	Modern Political Thought
PSCI 301	Liberalism and Its Critics
PSCI 302	Marxism and Its Critics
PSCI 303	Controversies in Contemporary Political Thought
PSCI 306	Theory and Politics of Human Rights
PSCI 308	Global Justice
PSCI 343	Law and Politics
PSCI 401	Political Theory Seminar

Canadian Politics	
PSCI 221	Canadian Political Institutions
PSCI 222	Canadian Politics and Society
PSCI 319	Political Communications and Media
PSCI 321	Federalism and Intergovernmental Relations
PSCI 322	Atlantic Canada
PSCI 323	Parties and Elections
PSCI 324	Provincial Politics
PSCI 325	Indigenous Politics in Canada
PSCI 326	Politics of Resentment in Canada
PSCI 327	The Gendered Campaign
PSCI 343	Law and Politics

PSCI 344	Citizenship, Identity and Diversity
PSCI 351	Canadian Foreign Policy
PSCI 421	Canadian Politics Seminar
Comparative Politics	
PSCI 211	Comparative Politics of Western Democracies
PSCI 212	Comparative Politics of Non-Western & Developing Countries
PSCI 312	Art and Politics
PSCI 314	Topics in European Politics
PSCI 315	Democratization around the World
PSCI 316	Dictatorships
PSCI 331	Comparative Nationalism
PSCI 335	Human Rights and International Justice
PSCI 336	Religion and Politics
PSCI 345	Women and Politics
PSCI 365	Russian Politics
PSCI 371	Political Economy of Development
PSCI 372	Politics in the Muslim World
PSCI 391	Latin American Politics and Government
PSCI 395	Mexican Politics
PSCI 452	Comparative Politics Seminar
International Relations	
PSCI 251	Foundations of Global Politics
PSCI 252	Contemporary Global Politics
PSCI 308	Global Justice
PSCI 311	European Union
PSCI 351	Canadian Foreign Policy
PSCI 352	American Foreign Policy
PSCI 353	International Organizations
PSCI 354	Global Political Economy
PSCI 355	Global Issues
PSCI 356	Arab-Israeli Conflict
PSCI 357	Model United Nations
PSCI 358	International Security
PSCI 359	Unconventional Warfare and New Security Threats
PSCI 363	International Relations of East Asia
PSCI 364	Fault Lines in Israel/Palestine
PSCI 451	International Relations Seminar
Ethics, Politics, and Law	
PSCI 301	Liberalism and Its Critics
PSCI 302	Marxism and Its Critics
PSCI 303	Controversies in Contemporary Political Thought
PSCI 306	Theory and Politics of Human Rights
PSCI 308	Global Justice
PSCI 321	Federalism and Intergovernmental Relations
PSCI 325	Indigenous Politics in Canada
PSCI 335	Human Rights and International Justice
PSCI 343	Law and Politics
PSCI 344	Citizenship, Identity and Diversity
PSCI 353	International Organizations

Note: Not all courses are offered every year. Most 300-level courses are offered in alternate years. To confirm course offerings students should check the StFX timetable prior to registration.

PSCI 101 Introduction to Power and Politics
This course provides a basic introduction to the study of politics by exploring key concepts, ideas and debates that are important for understanding political life. Topics covered include the nature of politics, varieties and dimensions of political power, political authority and the state. Students will be introduced to both traditional and contemporary political ideologies. Credit will be granted for only one of PSCI 101 or PSCI 100. Three credits.

PSCI 102 Introduction to Comparative and Global Politics
International relations and national politics shape political life today. This course examines various forms of government and compares political systems and processes, electoral systems, and public policies. It introduces students to the international state system and relations among states, covering topics such as co-operation and conflict, alliances and international organizations, war and peace, the global economy and contemporary global issues. Credit will be granted for only one of PSCI 102 or PSCI 100. Three credits.

PSCI 201 Ancient & Medieval Political Thought
A critical textual analysis of ancient and medieval thinkers such as Socrates, Plato, Aristotle, Aquinas and Augustine, with emphasis on their political thought. This course will stress the continuing relevance of these thinkers to current politics and the search for the just society. Cross-listed as PHIL 201. Prerequisites: PSCI 101, 102. Three credits.

PSCI 202 Modern Political Thought
A critical textual analysis of modern thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx, with emphasis on their political thought. This course will stress the continuing relevance of these thinkers to current politics and the search for the just society. Cross-listed as PHIL 202. Prerequisites: PSCI 101, 102, PSCI 201 recommended. Three credits.

PSCI 211 Comparative Politics of Western Democracies
An introduction to comparative politics and/or regional politics as a field of study that prepares students for upper level courses in the field. It will present the basic methodological and theoretical tools in the field and take a close look at countries whose political institutions, culture, and policies are similar or closely related to Canada's. These countries may include Great Britain, France, Germany, Sweden, or Australia, among others. Prerequisites: PSCI 101, 102. Three credits.

PSCI 212 Comparative Politics of Non-Western and Developing Countries
This course covers comparative politics and/or regional politics as a field of study and prepares students for upper level courses in the field. It examines the evolution and diversity of governments in countries whose political institutions, culture, policies differ from Canada's. These countries may include Russia, China, Brazil, Japan, Iran, India or Nigeria, among others. Prerequisites: PSCI 101, 102. Three credits.

PSCI 221 Canadian Political Institutions
This course covers the key political structures and institutions of the Canadian state (the Constitution, the political executive, parliament, federalism, intergovernmental relations, the public service and the courts) which constrain, shape and give impetus to Canadian politics, governance and decision-making. Prerequisites: PSCI 101, 102. Three credits.

PSCI 222 Canadian Politics and Society
This course will focus on the political, cultural, social, and regional context of how citizens interact with the Canadian state. Topics covered include political culture, parties and elections, interest groups, social movements, and the implications for the political process of key social divisions such as gender, language, and race. Multiculturalism and Indigenous peoples will receive attention. The course concludes with a discussion of Canada's global affairs. Prerequisites: PSCI 101, 102. Three credits.

PSCI 231 United States Politics
This course introduces U.S. government with a focus on the historical development of American political institutions. It examines the U.S. federal system and constitutional development, as well as executive, legislative, and judicial powers with particular attention to the founding and its enduring legacy in American political culture. Prerequisites: PSCI 101, 102. Three credits.

PSCI 241 Business and Government
This course examines the historical roots and the current contours of the business-government relationship. While the focus is on Canada, conditions in other advanced capitalist states will be considered. Topics include the mechanisms of business power, the micro-politics of industries and case studies of corporate-state relations. Prerequisites: PSCI 101, 102. Three credits.

PSCI 251 Foundations of Global Politics
This course examines international relations as a field of study, offering a comprehensive survey of the conceptual, theoretical, and historical foundations of global politics. It provides students with a wide range of analytical and interpretive tools to make sense of global politics and prepare them for more advanced courses in international relations. Credit will be granted for only one of PSCI 251 or PSCI 250. Prerequisites: PSCI 101, 102. Three credits.

PSCI 252 Contemporary Global Politics
This course examines a set of contemporary problems and issues in global politics, focusing primarily on security-related questions, the politics of international economic relations, and transnationalism. Among the topics examined are: international security, nuclear deterrence and proliferation, humanitarian intervention, terrorism, economic globalization and its consequences, and transnational environmental challenges. Credit will be granted for only one of PSCI 252 or PSCI 250. Prerequisites: PSCI 101, 102. Three credits.

PSCI 291 Violence, Conflict, and Politics
An introduction to the comparative study of types of collective political violence: war, terrorism, ethnic or identity-based conflicts, coup d'état, revolution, civil war, and genocide. Specific case studies are examined along with the main theoretical approaches in the field. Prerequisites: PSCI 101, 102. Three credits.

PSCI 301 Liberalism and Its Critics
A critical study of liberal political theory, its basic concepts and its limitations in a multi-cultural age. Theorists considered include John Stuart Mill, John Rawls, Joseph Raz, Charles Taylor, John Gray and Wendy Brown. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (202 recommended). Three credits.

PSCI 302 Marxism and Its Critics
A study of Marxism as a critical theory and a critique of political economy. The course will discuss Marx, Engels, Kautsky, Bernstein, Luxemburg, Lenin, Trotsky, Gramsci, Lukacs, Pashukanis, Bloch, Habermas, Arendt, Popper, Hayek, Kolakowski, Cohen, and Mills, among other Marxist thinkers and critics. Themes will include the interplay between social science, philosophy, politics, economics, ethics, law, revolution, and social transformation. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (202 recommended). Three credits.

PSCI 303 Controversies in Contemporary Political Thought
Critical study of the major ideas and issues in contemporary political theory, focused on assessing and engaging central moral debates in domestic and global politics. Emphasis will be placed on applying political theories and concepts to examine real-world cases. Main themes: political authority and obligation, democracy, multiculturalism, human rights, global justice, war and intervention, environment, gender and power. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (202 recommended). Three credits.

PSCI 306 Theory and Politics of Human Rights
This course critically examines the theory and politics of human rights, including conceptual, historical, legal, and practical controversies surrounding human rights and the institutions that have been designed to protect them. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (202 recommended). Three credits.

PSCI 308 Global Justice
This course critically explores political theories of global justice. Topics may include nationalism and transnationalism, climate justice, gender justice, world poverty, democracy, human rights, global governance, the ethics and politics of global migration, animal rights, intergenerational justice, and Indigenous rights struggles. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (201 or 202 recommended). Three credits.

PSCI 311 The European Union
This course examines European integration since World War II, with emphasis on the European Community (EC) and European Union (EU), their institutions and policy processes, and the consequences of European unity for the political process in European societies. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 312 Art and Politics
This course introduces students to what modern artists have to say about politics and what governments do and say about art. It provides some of the historical and theoretical tools needed to analyze the political role of art in our time. Students will examine literary works, painting, music, and architecture, and discuss specific policies on art. Cross-listed as ART 312. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 314 Topics in European Politics
This course examines themes and issues relevant to European politics and societies, ranging from political institutional arrangements, state-society relations, public policy, immigration, church-state relations, security, and the EU Neighbourhood Policy. By examining different European countries, Europe as a whole and the European Union, students will understand politics on that continent. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 315 Democratization around the World
This course investigates democracy. Students will learn the social, cultural and economic conditions associated with democratization; analyze the institutional structures and constitutional designs most conducive to the transition from authoritarianism to democracy; and consider the consequences of democratization for development. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 316 Dictatorships
This course introduces students to the nature and varieties of dictatorships by examining their causes of emergence, what sustains them, and why they (sometimes) fall. Students will examine political institutions and public policies (e.g. economic, cultural, human rights) of dictatorships. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 318 Power and the State
The state is a central concept within the social sciences and one of the most significant sources of power in the modern world. Despite this, states today appear increasingly in crisis, with their very legitimacy questioned. In this course, we will explore the development of the modern state to better understand our present. Cross-listed as SOCI 309. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 319 Political Communications and Media
This course examines political communications and their impact on public opinion and political behaviour, with a particular focus on Canadian media. The course will explore key themes, including: news construction and the media landscape, media effects and public opinion; mass media, social media, and political entertainment; and political communications on campaigns. Cross-listed as PGOV 319. Prerequisite: PGOV 101 or PSCI 101; or permission of the instructor. Three credits.

PSCI 321 Federalism and Intergovernmental Relations
This course examines the theory and practice of federalism, with a focus on Canadian federalism. Topics include theories of federalism, comparative federal systems, inter-governmental relations, fiscal arrangements, federal-provincial diplomacy, and constitutional reform. Cross-listed as PGOV 321. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 322 Atlantic Canada
A course on modern government and politics in the four Atlantic provinces. Regional development and dependence are the themes within which students will explore federal-provincial relations, fiscal and administrative changes, development policies, political culture, and party systems. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 323 Parties and Elections
This course is concerned with parties and elections in Canada. Topics include comparative party and electoral systems; the evolution of the Canadian party system; party leadership and financing; the electoral system; brokerage politics and political marketing election campaigns and voting behaviour. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 324 Provincial Politics
A comparative study of the differing political cultures, institutions, behaviour, and public policies of the Canadian provinces. Students will seek explanations for the similarities and differences in the social and economic structures and political histories of the provinces. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 325 Indigenous Politics in Canada
This course will cover the history of Indigenous-Crown relations, the political mobilization of Indigenous peoples, the constitutional entrenchment of their rights, key court decisions and political struggles, and contemporary governance challenges. Topics include the historical treaty process, the Indian Act, citizenship and sovereignty, land claims and modern treaties, and various forms of self-government. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 326 Politics of Resentment in Canada
This course examines the politics of resentment in Canada, focusing on intergroup conflict and divisions within the Canadian federation. The course will explore the major “fault lines” that shape Canadian politics, including tensions regarding language,

regionalism, race and immigration, Indigenous relations, and gender equality. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 327 The Gendered Campaign: Women and Political Officeholding
This course examines women as candidates and leaders in contemporary elections. Focusing on women's pathways to politics in Canada and abroad, we will reflect on the unique opportunities and barriers that women face throughout their political careers and in their ascent to leadership positions in the political system. Cross-listed as WMGS 331. Prerequisite: PSCI 101, 102 or WMGS 100; 3 credits at the 200 level. Three credits.

PSCI 331 Comparative Nationalism
An analysis of the historical origins of nationalism and of its central concepts and justifications. Both Western and non-Western nationalism (focusing on four or more cases) will be examined in a comparative context. Evidence for the recent decline of the nation state will be explored. Credit will be granted for only one of PSCI 331 or PSCI 330. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 335 Human Rights and International Justice
Human rights and international justice are important components of politics. This course examines the theoretical and practical concerns shaping the study and promotion of human rights today, including whether rights are universal; the institutions and organizations enforcing human rights; the role states play in protecting human rights; and state responses to massive rights violations. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 336 Religion and Politics
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, Europe, Africa, Asia and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, Judaism, and other religions. Cross-listed as RELS 336. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits. Offered 2026-2027 (online).

PSCI 343 Law and Politics
This course explores the role of the courts in politics, particularly in Canada. Possible Topics include recent constitutional developments; the impact of the Charter of Rights and Freedoms; the judicialization of politics; philosophy of law; and strategic litigation. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 344 Citizenship, Identity and Diversity
This course examines various aspects of Canadian citizenship, with a particular focus on the accommodation of diversity. Topics include citizenship theory, the evolution of the Canadian citizenship regime, majority and minority nationalisms, Indigenous citizenship, gender and sexual minorities, and multiculturalism. Prerequisites: PSCI 101, 102(100) and 3 credits of PSCI at the 200 level (221 or 222 recommended). Three credits.

PSCI 345 Women and Politics
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; the evolution and politics of the women's movement; political parties and legislatures; women and work; women and the welfare state. Cross-listed as WMGS 345. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 351 Canadian Foreign Policy
This course is designed as a general historical survey of Canadian external interests, external policy-making processes, and contemporary themes and issues. Cross-listed as PGOV 351. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 352 American Foreign Policy
This course introduces students to the study of US foreign policy, examining major political, economic, and social forces that shape and constrain its making. Among the issues examined are conceptual models of foreign policymaking, actors and institutions in the American foreign policymaking process, and contemporary security and foreign economic policies of the US. Cross-listed as PGOV 352. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 353 International Organizations
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. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 354 Global Political Economy
This course examines the politics of international economic relations. Topics include transnational corporations and the globalization of production, the multilateral trade system and regionalism, the global monetary and financial system, and economic development in the global South. Cross-listed as DEVS 354. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251/252 recommended). Three credits.

PSCI 355 Global Issues
This course examines the state's supremacy and its capacity to manage such global issues as transnational flows of goods, services, money, and ideas; the phenomenon of failed states in the post-Cold War period; global environmental issues; weapons

proliferation; terrorism and other forms of transnational crime; and the rise of transnational social activist groups. Cross-listed as DEVS 355. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 356 Arab-Israeli Conflict
This course examines the multifaceted dimensions of the Arab-Israeli conflict. In addition to exploring various historical, political, societal, economic, and religious cleavages behind the conflict, the course also examines peace initiatives and the prospects for their success in the region. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251/252 recommended). This course is required for the study abroad course PSCI 364 Fault Lines in Israel/Palestine. Three credits.

PSCI 357 Model United Nations
Introduction to the UN and contemporary international issues and agendas faced its member states. The course is based on mandatory student participation in simulated UN deliberations at the annual NMUN Conference in New York City. There are additional travel-related costs. Credit will be granted for only one of PSCI 357 or PSCI 392 (2014-2015, 2016-2017). Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 358 International Security
This course examines the causes of war and the strategies of how war has and is conducted, as well exploring conflict mitigation and peacemaking strategies. Taking a pluralistic view of security studies, the course uses various frameworks of analysis drawing from classical works, rationalist approaches, structuralist accounts, normative works, and constructivist explanations for war and peace. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 359 Unconventional Warfare & New Security Threats
Since the end of the Cold War, and especially since September 11, 2001, new security issues have proliferated in the international arena, including espionage, transnational terrorism, guerrilla warfare, insurgency, and electronic warfare. The course begins by defining these phenomena conceptually and explores how they have been used strategically as means to an end. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 363 International Relations of East Asia
An examination of contemporary international relations and foreign policies of major regional actors in East Asia including China, Japan, North and South Koreas, and the US. Topics include the political economy of East Asian industrialism, institution-building, the regional security complex, the rise of China, and the ongoing nuclear crisis in the Korean Peninsula. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PSCI 364 Fault Lines in Israel/Palestine
This is the companion course to PSCI356. It will be held in Israel and Palestine in the ten days following exams (returning before convocation). The course explores Israeli and Palestinian politics and culture through lectures, guided tours, and meetings with policy makers, activists. A scholarship offsets the costs of travel. Places are limited. An application process will be announced. Prerequisites: PSCI 101, 102, 3 credits of PSCI at the 200 level, and 356. Three credits.

PSCI 365 Russian Politics
This course explores the Russian Federation as a hybrid regime routinely disregarding basic human rights. Students are encouraged to examine the manner in which forms of ownership, constitutional developments, party formation, political personalities, and domestic and international pressure influence events in post-communist Russia. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211/212 recommended). Three credits.

PSCI 367 Local Government
The policies, programs, and services developed and delivered by local governments have a profound impact on our daily lives. This course examines the form, function, and financing of local governments and governance systems in Canada, the challenges they face, and how they develop local solutions to address challenges that are regional, national, and global in scale. Cross-listed as PGOV 360. Prerequisite: PGOV 101, or PSCI 101, or permission of the instructor. Three credits.

PSCI 371 Political Economy of Development
Countries in the developing world face political challenges, particularly maintaining political order, fostering economic growth, and providing public services. This course will explore state weakness, political institutions and economic growth, corruption, and the politics of diversity. Credit will be granted for only one of PSCI 371 or PSCI 370. Cross-listed as DEVS 371. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 372 Politics in the Muslim World
A comparative examination of politics in Muslim-majority countries. This course will focus on religion, political order and development. We will consider democracy, religious political parties, religious and national identities, and constitutional status of religion. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 389 Selected Topics
The topic for 2026-2027 is Reckoning with Memory: The Causes and Consequences of the Holocaust. The Holocaust has been described as the largest crime in history; it has left an indelible mark on its perpetrators and victims alike; it has shaped the Jewish community and global politics. This course explores its causes and consequences. In addition to lectures, participants will travel to Poland and Germany (funded) for 10 days between exams and convocation. Funding is limited. A secondary application will be announced. Prerequisites: 6 credits in any arts subject and third or fourth year standing. Three credits.

PSCI 391 Latin American Politics and Government
This course offers a comparative analysis of governments, political processes, and policies in Latin America. It focuses on countries such as Argentina, Brazil, Chile, Costa Rica, Cuba, El Salvador, Mexico, Peru, and Venezuela. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 395 Mexican Politics
This course looks at Mexico's distinct political tradition. It presents and discusses Mexico's main political actors (political parties, groups, social movements) and institutions (democratic, republican, federal, presidential), and examines the political challenges of democratization and liberalization. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211 or 212 recommended). Three credits.

PSCI 397 Research Design in Political Science
This course introduces variance and causality, units of analysis, and strategies for case selection. Students will formulate research questions, generate research designs, discuss methodological approaches, and learn about research ethics. Cross-listed as PGOV 304. Credit will be granted for only one of PSCI 397 or PSCI 399 offered up until 2019-2020. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level. Three credits.

PSCI 399 Quantitative Research Methods
This course introduces students to the use of quantitative analysis in political science. While studying the logic of statistical inference, students will learn practical skills, including survey questionnaire design, dataset management, and data presentation. By the end of the course students will be able to critically assess quantitative research and apply quantitative tools to pursue their own research questions. Cross-listed as PGOV 303 and SOCI 316. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level. Three credits.

PSCI 401 Political Theory (Seminar)
This seminar will critically analyze selected political thinkers, themes, issues and/or controversies in political theory, and their current relevance to the discipline of political science and politics. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (201 or 202 recommended). Three credits.

PSCI 421 Canadian Politics (Seminar)
This seminar deals with the analysis of power in Canadian politics, through the study of selected institutions, policy fields, and governance challenges. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (221/222 recommended). Three credits.

PSCI 451 International Relations (Seminar)
This seminar examines advanced theories of International Relations and contemporary issues in global politics. Prerequisites: PSCI 101, 102, 251, 252. Three credits.

PSCI 452 Comparative Politics (Seminar)
This seminar discusses major issues in comparative politics and examines the advanced theories, methods, and concepts in the field. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (211/212 recommended). Three credits.

PSCI 490 Thesis
Restricted to students in the BA Honours program. Six credits.

PSCI 499 Directed Study
See section 3.5. Six credits.

9.33 Psychology

E. Austen, Ph.D.
L. Berrigan, Ph.D.
K. Brebner, Ph.D.
T. Callaghan, Ph.D.
J. Corbit, Ph.D.
E. Koch, Ph.D.
L. Lambe, Ph.D.
C. Lively, Ph.D.
C. Lomore, Ph.D.
E. Mazerolle, Ph.D.
P. McCormick, Ph.D.
E. Prusaczyk, Ph.D.
R. Redden, Ph.D.
K. Thompson, Ph.D.
A. Weaver, Ph.D.

Professor Emeriti
A. Bigelow, Ph.D.
G.P. Brooks, Ph.D.
K.C. den Heyer, Ph.D.
J. Edwards, Ph.D.
R.W. Johnson, Ph.D.
M. Watt, Ph.D.

Minor or Subsidiary
24 credits of PSYC

BA Major Psychology
Major: 36 credits - PSYC 101, 102, 291, 292; 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 12 credits PSYC at the 300/400 level*; 6 credits PSYC electives
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
*400 level courses are normally restricted to students with a minimum average of 70.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Joint Major with Psychology
PSYC major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours Psychology
Honours: 60 credits - PSYC 101, 102, 291, 292, 391 (non-credit), 394, 490, 491 (non-credit); 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from PSYC 301, 302; 6 additional PSYC credits at the 400 level; 24 credits PSYC electives
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours Psychology with Subsidiary
Honours: 48 credits - PSYC 101, 102, 291, 292, 391 (non-credit), 394, 490, 491 (non-credit); 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from PSYC 301, 302; 6 additional PSYC credits at the 400 level; 12 credits PSYC electives
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Major in Applied Forensic Psychology
Major: 45 credits - PSYC 101, 102, 110, 257, 291, 292, 356, 376, 379, 381, 382, 457; 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from PSYC 333, 364, 365, 367, 368, 372, 373, 378, 387(2024-2026)
Minor: 24 credits
Open electives: 51 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
9 credits of PSYC replace 9 credits of open electives in the standard degree pattern, which is normally 36 credits in the major and 60 credits of open electives.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Joint Major with Applied Forensic Psychology
PSYC major courses as outlined above
Major 1: 45 credits
Major 2: 36 credits
Open electives: 39 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
9 credits of PSYC replace 6 credits of open electives in the standard degree pattern, which is normally 36 credits in each major and 48 credits of open electives.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours in Applied Forensic Psychology
Honours: 60 credits - PSYC 101, 102, 110, 257, 291, 292, 356, 376, 379, 381, 382, 391 (non-credit), 394, 457, 490, 491 (non-credit); 6 credits from 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from 301, 302; 3 credits from 333, 364, 365, 367, 368, 372, 373, 378, 387(2024-2026); 3 additional PSYC credits at the 400 level
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BA Honours in Applied Forensic Psychology with Subsidiary
Honours: 60 credits - PSYC 101, 102, 110, 257, 291, 292, 356, 376, 379, 381, 382, 391 (non-credit), 394, 457, 490, 491 (non-credit); 6 credits from 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from 301, 302; 3 credits from 333, 364, 365, 367, 368, 372, 373, 378, 387(2024-2026); 3 additional PSYC credits at the 400 level
Subsidiary: 24 credits
Open electives: 36 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

BSc Major Psychology
Science A: 42 credits - PSYC 101, 102, 291, 292; 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits PSYC at the 400 level; 15 additional PSYC credits at the 300/400 level; 6 credits PSYC electives. PSYC 231 and 232 are recommended.
Other required courses to be included as science B or science C: MATH 106 or 126, 107 or 127
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits (non-PSYC)
Open electives: 36 credits
Total: 120 credits
Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major Psychology with Business Administration
Science A: 42 credits - PSYC courses as outlined in the major program
Other required courses, as outlined in the major program, to be included in the degree pattern; science B must be MATH
Business Administration: 30 credits - BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits - MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits (non-PSYC), to include ECON 101, 102

Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Honours Psychology
Science A: 60 credits - PSYC 101, 102, 291, 292, 394, 391 (non-credit), 490, 491 (non-credit); 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from PSYC 301, 302; 6 additional PSYC credits at the 400 level; 12 additional PSYC credits at the 300/400 level; 12 credits PSYC electives. PSYC 231 and 232 are recommended.
Other required courses to be included as science B or science C: MATH 106 or 126, 107 or 127
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives: 12 credits (non-PSYC)
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Joint Major and Joint Honours
Joint major and joint honours degrees are available with other science disciplines. See section 7.1.3 for degree patterns and sections 7.1.6 and 7.1.7 for eligible disciplines. In most cases, these degrees can be completed within the standard 120-credit patterns. However, some combinations of disciplines may require additional credits. PSYC 231 and 232 are recommended for all BSc psychology programs. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in one of these joint programs should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

BSc Major in Applied Forensic Psychology
Science A: 42 credits - PSYC 101, 102, 110, 257, 291, 292, 356, 376, 379, 381, 382, 457; 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262. PSYC 231 and 232 are recommended.
Other required courses to be included as science B, science C, or electives: MATH 106 or 126, 107 or 127 (must be science B or C); 3 credits from 333, 364, 365, 367, 368, 372, 373, 378, 387(2024-2026)
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives:12 credits (non-PSYC)
Open electives: 36 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Major in Applied Forensic Psychology with Business Administration
Science A: 42 credits - PSYC courses as outlined in the major program
Other required courses, as outlined in the major program, to be included in the degree pattern; science B must be MATH
Business Administration: 30 credits - BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 credits BSAD electives
Science B: 12 credits - MATH 106 or 126, 107 or 127; 6 credits MATH/STAT above the 100 level
Science C: 6 credits
Science (required/electives): 12 credits, to include CSCI 135
Arts electives: 12 credits (non-PSYC), to include ECON 101, 102
Open electives: 6 credits
Total: 120 credits
The degree awarded is Bachelor of Science with Major.

BSc Honours in Applied Forensic Psychology
Science A: 60 credits - PSYC 101, 102, 110, 257, 291, 292, 356, 376, 379, 381, 382, 391 (non-credit), 394, 457, 490, 491 (non-credit); 6 credits from PSYC 211, 221, 222, 225 or 298(2024-2025, 2025-2026), 231, 232, 261, 262; 3 credits from PSYC 301, 302; 3 credits from 333, 364, 365, 367, 368, 372, 373, 378, 387(2024-2026); 3 additional PSYC credits at the 400 level. PSYC 231 and 232 are recommended.
Other required courses to be included as science B or science C: MATH 106 or 126, 107 or 127
Science B: 12 credits
Science C: 6 credits
Science (required/electives): 12 credits
Arts electives:12 credits (non-PSYC)
Open electives: 18 credits
Total: 120 credits

Optional Minor
Students have the option to complete a minor in another science or an arts subject by completing 24 credits in the minor subject. Some elective credits will be used to meet the minor requirements. See the department section for details.

BSc Joint Major
A joint major degree is available with other science disciplines. See section 7.1.3 for degree pattern and section 7.1.6 for eligible disciplines. PSYC 231 and 232 are recommended for all BSc psychology programs. Note that non-credit 391 and/or 491 seminars are required only in the Science A discipline in a joint program. Students interested in this joint program should meet with the relevant department chairs for guidance on course requirements and recommended yearly course selection.

Note: PSYC 101 and 102 are prerequisites for all other psychology courses except PSYC 394.

PSYC 101 Introduction to Psychology as a Natural Science
Topics include research methodology, neuroscience, consciousness, sensation and perception, learning, memory, and cognition. Students have an opportunity to be involved with ongoing research in the department by participating in experiments during the course of the academic term. Credit will be granted for only one of PSYC 101 or PSYC 100. Three credits.

PSYC 102 Introduction to Psychology as a Social Science and Profession
Topics include intelligence, lifespan development, motivation and emotion, health, social psychology, personality, psychological disorders and their treatment. Students have an opportunity to be involved with ongoing research in the department by participating in experiments during the course of the academic term. Credit will be granted for only one of PSYC 102, PSYC 100 or PSYC 155. Prerequisite: PSYC 101. Three credits.

PSYC 110 Introduction to Forensic Psychology
Forensic Psychology refers broadly to all matters at the interface of psychology and law. This includes the production and application of psychological science and knowledge to legal issues. Possible topics include eyewitness testimony, jury selection, deception detection, criminal law, police stress, forensic risk assessment, criminal behaviour, and types of offenders (e.g., sexual offenders, psychopaths, murderers). Restricted to students in Applied Forensic Psychology programs. Prerequisite: PSYC 101, concurrent or completed. Three credits.

PSYC 155 Introduction to Psychology for Nurses
A survey of the major topics of psychology applicable to the health professions, with a focus on age-related changes from conception to adolescence. Special emphasis will be placed on using critical thinking to evaluate scientific research, biological psychology, physical, cognitive and social development, health, stress, and coping, and the diagnosis and treatment of psychological disorders. Credit will be granted for only one of PSYC 155, PSYC 100, PSYC 102 or PSYC 354. Restricted to students in the BSc Nursing program. Three credits.

PSYC 211 Psychology of Behaviour
The course provides a detailed description of the psychology of behaviour with consideration given to behaviours of both animals and humans. Topics will include major theories of learned behaviours, traditional and contemporary research methods and findings, and applications to everyday problems. There will be an emphasis on classical conditioning, operant conditioning, and observational learning approaches. Credit will be granted for only one of PSYC 211 or PSYC 210. Prerequisite: PSYC 101 and 102, or 100. Three credits and lab.

PSYC 221 Cognitive Psychology I
Cognitive psychology involves the scientific study of the mind and mental processes. Cognition refers to the mental processes of perception, attention, memory, language, problem solving, reasoning, and decision making. It is part of cognitive science, an interdisciplinary approach to understanding the human mind. In this course, we start with the processes of perception and attention. We consider the role these mechanisms play in our conscious experience. We will then cover human memory in depth. Credit will be granted for only one of PSYC 221 or PSYC 220. Prerequisite: PSYC 101 and 102, or 100. Three credits and lab.

PSYC 222 Cognitive Psychology II
Cognitive psychology involves the scientific study of the mind and mental processes (perception, attention, memory, language, problem solving, reasoning, and decision making). It is part of cognitive science, an interdisciplinary approach to understanding the human mind. In PSYC 222, we will look at applied memory (flashbulb memory, eyewitness memory, false memory), language, problem-solving, judgment, reasoning, and decision-making. Credit will be granted for only one of PSYC 222 or PSYC 220. Prerequisite: PSYC 221. Three credits and lab.

PSYC 231 Brain and Behaviour I
An introduction to the brain cells and chemicals that underlie behaviour, as well as how drugs impact the brain and a brief introduction to brain disorders. Recommended for students considering graduate work in clinical psychology. Credit will be granted for only one of PSYC 231 or PSYC 230. Prerequisite: PSYC 100 or 101, 102. Three credits and lab.

PSYC 232 Brain and Behaviour II
An introduction to systems neuroscience and how perceptions, cognition, and action are represented in the brain. Recommended for students considering graduate work in clinical psychology. Credit will be granted for only one of PSYC 232 or PSYC 230. Prerequisite: PSYC 231. Three credits and lab.

PSYC 255 Social Psychology
This course covers how real, imagined, or implied others affect thoughts, feelings, and behaviour. Topics could include the self, aggression, altruism, conformity, social cognition, prejudice & stereotyping, interpersonal relationships, and attitudes & persuasion. Credit will be granted for only one of PSYC 255 or PSYC 250. Prerequisite: PSYC 101 and 102, or 100. Three credits.

PSYC 257 Professional Skills Training & Practicum I
This course will introduce students to the professional skills that are essential for success in practicum placements, work settings; undergraduate, graduate and professional studies. These skills include effective communication (oral, written, listening); critical, analytical, and creative thinking; intercultural competency; inclusivity and diversity; problem solving and conflict resolution; leadership and teamwork; professional ethics and integrity; personal wellness; and career development. Students will have the opportunity to practice these skills in a 20- hour practicum placement*. Restricted to students in Applied Forensic Psychology programs. Prerequisites: PSYC 101, 102, 110. Three credits.

*Students in the Applied Forensic Psychology program complete practicum placements in each of the last three years of their program: 2nd (≥20 hours), 3rd year (≥40 hours) and 4th year (≥40 hours). Placements must be approved and are coordinated with the Practicum Coordinator. Placements typically are done in applied /clinical forensic settings (e.g., mental health clinics, community-based organizations, police agencies, correctional facilities, prisons, law offices) and under the supervision of professionals (e.g., registered clinical psychologists, social workers, community organization workers, police and parole officers). Preparing (training) to do a practicum placement is an essential first step. Practicum hours can be spread throughout the regular school year, completed during reading week, or in the summer. Students are encouraged to consider options and opportunities for doing a placement in their home communities.

PSYC 261 Developmental Psychology I
The origins of human nature will be examined from a developmental perspective with a focus on perceptual, cognitive and social foundations of mind and behaviour that emerge in infancy and early childhood. Includes a lab component where students will obtain hands on experience with empirical studies that examine basic psychological processes and their development. Credit will be granted for only one of PSYC 261 or PSYC 260. Prerequisite: PSYC 101 and 102, or 100. Three credits and lab.

PSYC 262 Developmental Psychology II
The major developmental milestones of cognitive, social and emotional development in childhood will be examined, focusing on developmental contexts (family, peers, school, culture). Includes a lab component where students will obtain experience with empirical studies of cognitive, social, and emotional development in childhood. Credit will be granted for only one of PSYC 262 or PSYC 260. Prerequisite: PSYC 101 and 102, or 100. Three credits and lab.

PSYC 291 Research Methods in Psychology
An introduction to methods used to conduct psychological research. Topics include identifying research questions, theory development, experimental, correlational, and observational research designs, ethics, measurement, sampling, survey development, and APA style research proposals. Quantitative methods will be emphasized. Lab component. Credit will be granted for only one of PSYC 291 or PSYC 290. Prerequisite: PSYC 101 and 102, or 100. Three credits.

PSYC 292 Introductory Statistics for Psychological Research
An introduction to the statistical methods used to conduct psychological research. Topics include descriptive statistics, hypothesis testing, effect size, power, and inferential statistics including Z-test, t-tests, correlation and regression, basic analysis of variance, and non-parametric procedures such as chi-square. Students will learn to use statistical software. Lab component. It is highly recommended that students have a laptop that meets the standards set by StFX IT Services. Credit will be granted for only one of PSYC 292, PSYC 290, STAT 101, STAT 224 or STAT 231. Prerequisite: PSYC 291. Three credits.

PSYC 297 Selected Topics
The topic for 2026-2027 is Introduction to Psychology Law. As a continuation of PSYC 110, this course will delve deeper into fundamental topics in the field of forensic psychology and consider the importance and relevance of clinical psychology and practice within this domain. Topics covered will include the fitness to stand trial, risk assessment and treatment, psychopathy, young offenders, sexual offenders, homicide offenders, aggressive behaviour and the law, law and legislation. Case studies and case law will be used throughout to supplement curriculum content. Credit will be granted for only one of PSYC 297(2025-2026) and PSYC 382. Restricted to students in Applied Forensic Psychology programs. Prerequisites: PSYC 101, 102, 110. Three credits.

PSYC 301 History & Theory of Psychology I: From Ancient Times to the Rise of Experimental Psychology
An examination of psychology's evolution, including the theoretical issues that underlie past and present debates about the discipline's subject matter and methodology. Approaches to historiography within the history of the sciences will also be discussed. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 302 History & Theory of Psychology II: From the Beginnings of Experimental Psychology to Current Psychological Science
An examination of psychology's evolution, including the theoretical issues that underlie past and present debates about the discipline's subject matter and methodology. Approaches to historiography within the history of the sciences will also be discussed. Prerequisite: PSYC 301. Three credits. Not offered 2026-2027.

PSYC 313 Health Psychology
This Health Psychology course focuses primarily on health behavior change. Within the context of relevant theories and models, we will discuss various factors that influence what health behaviors we engage in. Both health-promoting and health risk behaviors will

be discussed, and health promotion efforts will be reviewed. Healthy campus initiatives will also be considered. Prerequisites: 6 credits of PSYC at the 200 level. Three credits. Not offered 2026-2027.

PSYC 315 Positive Psychology
Positive psychology is the scientific study of human strengths and optimal human functioning. The history of, and precursors to, positive psychology will be reviewed. Research and theory related to topics including character strengths, resilience, flow, mindfulness, optimism, gratitude, positive psychology in the workplace, and altruism will be discussed. Techniques and exercises designed to enhance each aspect of optimal functioning will be explored. The format of the course will be both experiential and research-based. Credit will be granted for only one of PSYC 315 or PSYC 386 offered in 2016-2017. Prerequisites: 6 credit PSYC at the 200-level. Three credits. Not offered 2026-2027.

PSYC 317 LGBTQ and Psychology
This course 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. Offered online only. Prerequisites: 6 credits of PSYC at the 200 level or permission of the instructor. Three credits.

PSYC 321 Attention
Attention is the gateway to awareness and action. In this course, students will review core concepts in human attention and will be introduced to applied aspects of attention (e.g., magic and attention, improving detection in applied visual searches such as medical scans or airport security). Behavioral and neuroscientific methods that have been used to isolate and reveal the components of attention will be reviewed. Credit will be granted for only one of PSYC 321 or PSYC 387(2024-2026). Prerequisites: PSYC 291, 292. Three credits.

PSYC 327 The Psychology of Pain
Contrary to popular belief, the experience of pain is not necessarily linked to bodily injury or detection of intense energy. Pain can be caused by various factors, including tissue injury, visibility of wound or noxious stimulus, attentional state, expectation, mood, previous pain experience, conditioned responses, etc. This course provides a basic understanding of pain perception and of the physical and psychological means of modulating pain. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 328 Neural Mechanisms of Pain and Analgesia
This course examines the neurophysiological mechanisms of pain perception and related analgesic treatments. It provides a basic understanding of the neural activities underlying pain perception and the mechanisms that underlie pain-related neuroplasticity and various means of modulating pain. Prerequisites: 6 credits of PSYC at the 200 level. Three credits. Not offered 2026-2027.

PSYC 333 Cognitive Neuroscience
Cognitive neuroscience is the study of the brain-based mechanisms of mental processes. In this course, students will consider the types of problems that can and cannot be solved with cognitive neuroscience; find and use open science tools relevant to cognitive neuroscience; read, understand, and communicate about cognitive neuroscience research articles; and describe what is known about the brain mechanisms of at least one cognitive domain (e.g., memory, attention). Cross-listed as BIOL 333. Prerequisites: PSYC 221/222 (220) or 231/232 (230) or permission of instructor. Three credits. Not offered 2026-2027.

PSYC 341 The Self
This course explores contemporary perspectives and research on the self as it relates to social behaviour. The course takes a social-psychological perspective to examine the nature and function of the self and the ways in which the self is both influenced by and influences other people. Topics may include self-knowledge, self-motivation, self-esteem, and self-regulation, as well as the self in the context of relationships, and the cultural differences in self-views. Prerequisites: PSYC 240, 250 or 255. Three credits. Not offered 2026-2027.

PSYC 353 Psychology of Personality
The purpose of this course is to explore the diverse body of contemporary research and theory on personality psychology. Although the course will also present some sense of history of personality psychology, the focus will be on the most recent empirical research. The course may involve designing an original scale to measure a personality variable. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 356 Professional Skills Training & Practicum II
A continuation of PSYC 257, this course will allow students to continue to develop their professional skillset. These skills include effective communication (oral, written, listening); critical, analytical, and creative thinking; intercultural competency; inclusivity and diversity; problem solving and conflict resolution; leadership and teamwork; professional ethics and integrity; personal wellness; and career development. Students will have the opportunity to practice these skills in a 40- hour practicum placement*. Credit will be granted for only one of PSYC 357 or PSYC 356. Restricted to students in applied forensic psychology programs. Prerequisite: PSYC 257. Three credits.

PSYC 362 Applications of Psychology to the Health Sciences
This is a lecture and seminar course in which contemporary applications of psychology to the health sciences will be considered.

The psychological issues related to the design and implementation of technologies to improve the well-being and functioning of individuals with disabilities will be covered. Prerequisites: 6 credits of PSYC at the 200 level. Three credits. Not offered 2026-2027.

PSYC 363 Applications of Psychology to Society
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. Offered online only. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 364 Psychology of Gender
This course introduces students to the psychological literature on sex and gender. Course topics include sex differences and similarities, relationships in traditional and nontraditional families, portrayals of gender in the media, gender experiences within and outside the gender binary, intersectionality, and applied topics such as sexual harassment, violence, and the wage gap, among others. Psychological outcomes will be analyzed according to gender-role socialization and biological, sociobiological, social-psychological, and feminist theories of sex and gender. Cross-listed as WMGS 343. Prerequisite: 6 credits of PSYC at the 200 level. Three credits.

PSYC 365 Developmental Social Psychology of Gender
This course will review theories and research that integrate developmental and social perspectives on gender. Topics will focus on gender as a social construct and include gender role development, gender role socialization in the family and gender development in cross-cultural perspective. Cross-listed as WMGS 344. Prerequisites: 6 credits of PSYC at the 200 level. Three credits. Not offered 2026-2027.

PSYC 367 Basics of Psychopharmacology
This course surveys basic neuropharmacology and the actions of psychoactive drugs used to treat psychological disorders. It covers basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions, neuroanatomy, neurochemistry and neurophysiology. This course is designed to provide an introduction to the pharmacological treatment of psychological disorders and to provide a foundation for advanced study in behavioural neuroscience, neuropsychopharmacology and related areas. Prerequisites: 6 credits of PSYC at the 200 level; PSYC 231/232 (230) recommended but not required. Three credits.

PSYC 368 Pharmacology of Drugs of Abuse
This course covers various topics in the study of drug addiction, including pharmacological and pathophysiological effects of recreational drug use. Topics such as mechanisms of action, tolerance, long-term effects, side effects, and toxicity will also be included. The primary emphasis is on biological aspects of addiction, with only minor attention given to social aspects. The pharmacological properties of both legal and illegal addictive drugs will be examined. Prerequisites: 6 credits of PSYC at the 200 level. PSYC 231/232 (230) recommended but not required. Three credits. Not offered 2026-2027.

PSYC 372 Cultural Psychology
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. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 373 Human Neuropsychology
Neuropsychology is the study of how damage to the brain causes changes in thoughts and behaviours. Cognitive changes associated with specific diseases/conditions will be the focus of the course (e.g., Alzheimer's disease, multiple sclerosis, Parkinson's disease, stroke, etc.). Examples of cognitive and behavioural symptoms will be presented via videos, audio recordings, and performance on neuropsychological tests. The assessment of cognitive processes will be introduced and relevant structural and functional neuroanatomy will be reviewed. Cross-listed as BIOL 374. Prerequisites: 6 credits PSYC at the 200 level; PSYC 231/232 (230) recommended but not required. Three credits.

PSYC 374 Human Development Across Cultures
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. Prerequisites: 6 credits of PSYC at the 200 level, PSYC 261/262 (260) recommended. Three credits.

PSYC 376 Introduction to Psychopathology
This course deals with current perspectives and research on the various psychological disorders (e.g., classification, assessment, etiology, and treatment). Emphasis is placed on understanding the biological, psychological, and sociocultural factors contributing to psychopathology across the lifespan. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 378 Human Sexuality
This course provides a broad introduction to research and theory in human sexuality. It includes examination of fundamental topics

such as the nature of human sexuality and contemporary issues. Specific topics include historical perspective, theories of sexuality, sex research, sexual anatomy, sexual variation, sexual response, gender, sexual dysfunction and sex therapy. Cross-listed as WMGS 378. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 379 Introduction to Clinical Psychology
This course provides an introduction to the theory, research and practice of clinical psychology. It assumes an evidence-based approach to assessment and treatment of psychological disorders, and examination of relevant ethical, professional, and theoretical issues. This course will be of interest to students intending to pursue graduate or professional studies in mental health or human services (e.g., clinical psychology, social work, counselling, nursing, law, medicine, corrections). Prerequisites: 6 credits of PSYC at the 200 level and PSYC 370 or 376. Three credits.

PSYC 381 Correctional Psychology
This course refers broadly to the production and application of psychological knowledge to legal issues. This course covers the history and mandate of corrections; nature of offending, behaviour assessment, treatment, and rehabilitation of different types of offenders. Field work and projects involving trips to prisons and other correctional facilities are a required component of this course and involve significant commitment of time beyond scheduled class time. At times, trips may conflict with other classes. Students are responsible for managing their schedule and workload to facilitate participation in this course without needing accommodations in other courses. Restricted to students in the applied forensic psychology programs. Prerequisites: PSYC 101, 102, 257, 357, 376, 379. Three credits.

PSYC 382 Psychology and Law
Law A continuation of PSYC 381, this course covers the history of the relations between psychology and law; Canadian criminal law; basic concepts in criminal justice and the study of crime. The course may include attendance at provincial and Supreme Court sessions, organization of special events as well as hosting guest speakers from the criminal justice system. Students are responsible for managing their schedule and workload to facilitate participation in this course without needing accommodations in other courses. Restricted to students in the applied forensic psychology programs. Credit will be granted for only one of PSYC 382 and PSYC 297(2025-2026). Prerequisites: PSYC 101, 102, 257, 357, 376, 379. Three credits.

PSYC 383 Adolescence and Emerging Adulthood
This course will provide an in-depth, scientifically based understanding of development in adolescence and emerging adulthood. Important changes in physical, cognitive, social/emotional development will be discussed, as well as psychosocial issues experienced by adolescents and young adults (e.g., identity, intimacy, risk behaviours) and the contexts in which these developmental tasks occur, including family, relationships, and culture. Offered online only. Credit will be granted for only one of PSYC 383 or PSYC 385 (2022-2023). Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

PSYC 391 Junior Seminar
The purpose of this non-credit course is to assist students in carrying out their thesis or senior paper research, choosing a career, and gaining admission to graduate or professional school. Attendance at colloquia and guest lectures relevant to psychology is mandatory. Prerequisite: junior standing in the honours program in psychology.

PSYC 394 Advanced Statistics for Psychological Research
An examination of intermediate and advanced statistical procedures for the psychology researcher, with emphasis on the use of statistical software packages. Lectures and lab sessions cover topics such as factorial analysis of variance; mixed designs; contrasts and comparisons; power; multiple regression and correlation; the MRC approach to factorial and mixed designs; and multivariate analysis. It is highly recommended that students have a laptop that meets the standards set by StFX IT Services. Credit will be granted for only one of PSYC 394 or STAT 331. Prerequisite: grade of 70 in PSYC 291/292 (290), STAT 101 or STAT 231. Three credits and lab.

PSYC 421 Advanced Topics in Cognition
This seminar will examine current topics in cognition. The precise topics covered will change from year to year, and may include attention, memory, decision-making, consciousness, pattern recognition and artificial intelligence. Prerequisites: Honours standing or a minimum average of 70 (space permitting) and one of PSYC 220, 221, 222, 225, or 298(2025-26). If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 422 Advanced Topics in Perception
This seminar will examine current topics in perception. The precise topics covered will change from year to year, and may include multisensory integration, attention and action, sensory impairments, brain plasticity, visual perception, and haptic perception. Prerequisites: Honours standing or a minimum average of 70 (space permitting) and one of PSYC 220, 221, 222, 225, or 298 (in 2025-26). If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 431 Advanced Topics in Behavioural Neuroscience I: Neurobiology of Psychological Disorders
Topics in the field of behavioural neuroscience will be considered. The precise topics covered will change from year to year, and may include the etiology, diagnosis, and treatment of neurological disorders, broadly defined. Cross-listed as BIOL 453. Prerequisites: Honours standing or a minimum average of 70 (space permitting) and one of PSYC 230, 231, or 232. If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 432 Advanced Topics in Behavioural Neuroscience II: Contemporary Issues
Contemporary issues in the field of behavioural neuroscience will be considered in this seminar course. The precise topics covered will change from year to year. Cross-listed as BIOL 454. Prerequisites: Honours standing or a minimum average of 70 (space permitting) and one of PSYC 230, 231, or 232. If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 441 Advanced Social Psychology
Topics in experimental social psychology will be examined in this seminar course. The precise topics covered will change from year to year and may include the need to belong, sexuality, and relationships. Prerequisites: Honours standing or a minimum average of 70 (space permitting). PSYC 240, 250, 255, 350, or 353 is recommended. If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 442 Advanced Social and Personality Psychology
Topics in experimental social psychology and the overlap between social psychology and personality psychology will be examined in this seminar course. The precise topics covered will change from year to year and may include "quiet ego" variables such as self-compassion or prejudice and stereotyping. Prerequisites: Honours standing or a minimum average of 70 (space permitting). PSYC 240, 250, 255, or 353 is recommended. If you would like to take this course, but do not have the prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 457 Professional Skills Training & Practicum III
A continuation of PSYC 257 and 357, this course continues to build upon clinical skills and professional development undertaken in the first 3 years of the AFP program. This senior practicum course is a culmination and application of 4 years of practical training and experience. AFP students are provided classroom-based skills training in evidence-based interviewing (clinical, investigative, forensic); risk assessment; introduction to psychometrics and intervention strategies, as well as mini-workshops (e.g., professional skills, mental health literacy, cognitive behavioural therapy) offered by practicing mental health and other professionals. Students will have the opportunity to practice these skills in a 40- hour practicum placement*. Restricted to students in applied forensic psychology programs. Prerequisites: PSYC 101, 102, 110, 257, 357. Three credits.

PSYC 461 Advanced Developmental Psychology: Social & Emotional Development
This seminar course will examine from an empirical standpoint specialized topics in developmental psychology with a focus on social/emotional development. Topics may include the development of emotional understanding, the development of typical and atypical attachment relationships, attachment across the life span, parent child interaction, and peer relationships. Prerequisites: Honours standing or a minimum average of 70 (space permitting) and one of PSYC 260, 261, 262, 383, or 374. If you would like to take this course, but do not have the recommended prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 462 Advanced Developmental Psychology: Perceptual & Cognitive Development
This seminar course will examine from an empirical standpoint specialized topics in developmental psychology with a focus on perceptual and cognitive development. Topics may include the development of intentionality, understanding self and others, language, and memory. Prerequisites: Honours standing or a minimum average of 70 (space permitting) and one of PSYC 260, 261, 262, or 374. If you would like to take this course, but do not have the recommended prerequisites, please consult with the instructor and/or department chair. Three credits.

PSYC 490 Honours Thesis
Prerequisites: PSYC 394, completed or concurrent; honours standing in psychology. Six credits.

PSYC 491 Senior Seminar
The purpose of this non-credit course is to assist students in carrying out thesis or senior paper research, choosing a career, and gaining admission to graduate or professional school. Students will present their thesis proposal orally in the fall term and their completed research in the spring. Attendance at colloquia and guest lectures relevant to psychology is mandatory. Prerequisite: senior standing in an honours program in psychology. No credit.

PSYC 497 Selected Topics
The topic for 2026-2027 is The Psychology of Prejudice and Discrimination. This advanced seminar-style course examines foundational and contemporary psychological research on prejudice, stereotyping, and discrimination. Students will explore theoretical models, empirical findings, and methodological approaches across cognitive, social, and applied domains. The course emphasizes real-world applications of psychological science in addressing intergroup bias and promoting equity. Topics include implicit bias, stereotype formation, intergroup contact, and prejudice reduction strategies across diverse contexts. Prerequisites: 6 credits of PSYC at the 200 level. Recommended: Social Psychology (PSYC 255, PSYC 240, or PSYC 250); Psychology of Gender (PSYC 364). Three credits.

PSYC 499 Directed Study I and II
These are reading or laboratory courses in which the student pursues an individual program of study under the direction of a faculty member. See section 3.5. Three credits each.

9.34 Public Policy and Governance

P. Kikkert, Ph.D. Coordinator
A. Lajeunesse, Ph.D.
B. Gerrits, Ph.D.
R. Wallace, Ph.D.
A. McKercher, Ph.D.

Advising Faculty	Department
N. Allen, Ph.D.	Political Science
P. Clancy, Ph.D.	Political Science
J. Garrod, Ph.D.	Sociology
L.J. McMillan, Ph.D.	Anthropology

The program will introduce students to the broad spectrum of public affairs and leadership in Canada and abroad. Students will develop the ability to critically assess the institutions and processes associated with government and governance, as well as to analyze the design, implementation, and assessment of public policy at all levels of social organization. Students will engage with historical and contemporary issues and topics in public policy and develop a critical account of their development, implementation, and implications. They will also consider alternative policies and their potential impact, as well as the broader implications of policies as part of governance models and their structural logic. Students will become proficient in a core set of skills and interdisciplinary knowledge with immediate application to the broad public sector as well as private organizations dealing ith government and policy matters.

Pair
12 credits: PGOV 101; 3 credits from PGOV 201, 202; 6 credits PGOV core, cross-listed or designated courses

Minor or Subsidiary
24 credits: PGOV 101, 201, 202; 15 credits PGOV core, cross-listed or designated courses.
No more than 6 credits of cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared major or honours subject.

Major
Major: 36 credits – PGOV 101, 201, 202, 301, 302, 401; 3 credits from PGOV 303, 304; 15 credits from PGOV core, cross-listed or designated courses.
Other required courses to be included in the minor and/or open electives: ECON 101, 102, 241, 242; PSCI 101, 102, 221, 222; STAT 101
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
No more than 12 credits of cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared minor subject.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
PGOV major courses as outlined above
Other required courses to be included in the second major and/or open electives: ECON 101, 102, 241, 242; PSCI 101, 102, 221, 222; STAT 101
Major 1: 36 credits
Major 2: 36 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
No more than 12 credits of PGOV cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's other declared major subject.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits – PGOV 101, 201, 202, 301, 302, 303, 304, 401, 402, 451, 490; 12 credits PGOV cross-listed or designated courses.
Other required courses to be included in the subsidiary and/or open electives: ECON 101, 102, 241, 242; PSCI 101, 102, 221, 222; STAT 101
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
No more than 12 credits of cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared subsidiary subject.

Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

PGOV 101 Introduction to Public Policy and Governance
Complex societal problems require good governance and the development of effective public policies - which often entails close collaboration between a wide array of government and non-governmental actors. But how do these actors work together? How do they define problems, develop solutions, implement, and evaluate policies? How are decisions made? This course answers these key questions and introduces students to the major concepts, theories, and skills involved in the study of public policy and governance. Three credits.

PGOV 201 Public Policy Analysis
At the core of public policy analysis is problem solving. It involves the development, assessment, and communication of policy advice, options, and recommendations. This course assesses the approaches, methods, ethics, and politics of public policy analysis. It is a practical course, focused on providing students with the analytical frameworks, tools, and skills required by professional policy analysists, including critical thinking, collaboration, research, and effective communication. Credit will be granted for one of PGOV 201 or PSCI 342. Prerequisite: PGOV 101. Three credits.

PGOV 202 Governance
Governance is now recognized as an integral part of modern politics, operating at all scales and in a variety of institutions. Settings include the state, corporations, universities, sports leagues and religious organizations among others. Key governance concepts will be explored and applied. Deep case studies may include topics such as pandemic governance, police governance and the governance of the internet. Prerequisite: PGOV 101. Three credits.

PGOV 250 Canadian Defence Policy and Geopolitics
This course is an examination of Canadian defence policy and Canada's place in the rapidly changing global security environment. It is a study of war and conflict but also of how Canada and its allies seek – and have sought – to deter and prevent conflict. Students will study the defence challenges arising from Russia's invasion(s) of Ukraine, China's military modernization, and the emergence of non-state hybrid threats and information warfare. We will also look at the policy shifts that have seen the United States abdicate its leadership of security structures underpinning the 'Free World.' From this, the class will study Canada's defence requirements, how the country funds and procures equipment, and the continuing political and economic challenges of meeting these threats. Three credits.

PGOV 297 Selected Topics
The topic for 2026-2027 is Foundations of Social Policy. This course examines the foundations, evolution, and contemporary challenges of social policy. Students explore how governments define social problems, allocate resources, and design interventions aimed at promoting well-being, equality, and social justice. Cross-listed as SOCI 297. Prerequisites: PGOV 101, 102 or SOCI 101, 102. Three credits.

PGOV 301 Comparative Public Policy
The course provides an intermediate examination of public policy formulation and implementation across systems and levels of government. Policies and governance in Canada and other democratic systems will be compared to give students the tools to understand the evolution and diversity of policy formulation and implementation. Credit will be granted for one of PGOV 301 or PSCI 342. Prerequisites: 6 credits PGOV. Three credits.

PGOV 302 Public Administration
This course provides an examination of the contemporary practice of public administration, whether it be local, provincial, national or international entities. It explains and investigates how government departments and agencies are best managed, how political leaders and public sector managers deal with issues such as political power and bureaucracy, accountability, participation and citizen rights, and the management of financial and other resources. Credit will be granted for only one of PGOV 302 or PSCI 341. Prerequisites: 6 credits PGOV. Three credits.

PGOV 303 Quantitative Research Methods
This course introduces students to the use of quantitative analysis in political science. While studying the logic of statistical inference, students will learn practical skills, including survey questionnaire design, dataset management, and data presentation. By the end of the course students will be able to critically assess quantitative research and apply quantitative tools to pursue their own research questions. Cross-listed as PSCI 399 and SOCI 316. Prerequisites: 6 credits PGOV. Three credits.

PGOV 304 Research Design
This course is all about asking interesting questions in political science and public policy and then coming up with ways to answer these questions. We will introduce the concept of variance and causality, units of analysis, and strategies for case selection. At the end of the course, students will be able to formulate research questions, generate a research design, and discuss a range of methodological approaches that can be used to explore the world of politics and policy. Cross-listed as PSCI 397. Credit will be granted for only one of PGOV 304 or PSCI 399 offered up until 2019-2020. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level. Three credits.

PGOV 305 Gender and Public Policy
How can we make the world a more gender equal and socially just place? This course examines the relationships between gender, systems of inequality, and public policy. The course focuses on understanding contemporary approaches to creating gender-

responsive public policy and theoretical tools for analyzing public policy. The course also explores how to apply this knowledge to contemporary social issues. Credit will be granted for only one of PGOV 305 or PSCI 398/WMGS 399 (2021-2022). Cross-listed as WMGS 304. Prerequisite: PGOV 101 or permission of the instructor. Three credits.

PGOV 319 Political Communications and Media
This course examines political communications and their impact on public opinion and political behaviour, with a particular focus on Canadian media. The course will explore key themes, including: news construction and the media landscape, media effects and public opinion; mass media, social media, and political entertainment; and political communications on campaigns. Cross-listed as PSCI 319. Prerequisite: PGOV 101 or PSCI 101; or permission of the instructor. Three credits.

PGOV 321 Federalism and Intergovernmental Relations
This course examines the theory and practice of federalism, with a focus on Canadian federalism. Topics include theories of federalism, comparative federal systems, inter-governmental relations, fiscal arrangements, federal-provincial diplomacy, and constitutional reform. Cross-listed as PSCI 321. Prerequisites: PSCI 101, 102(100) and 3 credits of PSCI at the 200-level (221 or 222 recommended). Three credits.

PGOV 341 A History of Canadian-American Relations
A study of Canadian-American relations from the American Revolution to the modern era. Topics include the founding of separate American and provincial societies; the tensions of continental and nationalist identities; the evolution of a North American economy and culture; policy making and bilateral relations in NATO and the UN; post-9/11 security arrangements; complementary and conflicting national interests in political, military, economic, social, and cultural issues. Cross-listed as HIST 341. Three credits. Offered 2026-2027.

PGOV 351 Canadian Foreign Policy
This course is designed as a general historical survey of Canadian external interests, external policy-making processes, and contemporary themes and issues. Cross-listed as PSCI 351. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PGOV 352 American Foreign Policy
This course introduces students to the study of US foreign policy, examining major political, economic, and social forces that shape and constrain its making. Among the issues examined are conceptual models of foreign policymaking, actors and institutions in the American foreign policymaking process, and contemporary security and foreign economic policies of the US. Cross-listed as PSCI 352. Prerequisites: PSCI 101, 102 and 3 credits of PSCI at the 200 level (251 or 252 recommended). Three credits.

PGOV 355 Learning from Disaster
This course explains how failures of policy, planning, and preparation have resulted in the worst disasters in modern history – and how societies and governments have learned or failed to learn from these disasters. Using applied research and simulation-based learning, this course will also examine the policies, programs, and tools that can help societies prevent/mitigate, prepare for, respond to, and recover from hazards as they increase in frequency and severity. Cross-listed as CLEN 355. Prerequisite: PGOV 101 or CLEN 101 or permission of the instructor. Three credits.

PGOV 360 Local Government
The policies, programs, and services developed and delivered by local governments have a profound impact on our daily lives. This course examines the form, function, and financing of local governments and governance systems in Canada, the challenges they face, and how they develop local solutions to address challenges that are regional, national, and global in scale. Credit will be granted for only one of PGOV 360 and PGOV 399 (offered in 2023). Cross-listed as PSCI 367. Prerequisite: PGOV 101, or PSCI 101, or permission of the instructor. Three credits.

PGOV 401 Strategic Governance
In this required capstone course for PGOV majors, students will be engaged on topics pertaining to public sector management with an emphasis on problem-solving, policy implementation, and strategic governance. Course methods include lectures, cases, presentations, as well as guest speakers. Prerequisites: 3 credits at the 300 level in PGOV core courses. Three credits.

PGOV 402 Senior Seminar
This course is required for honours with subsidiary students and recommended for majors in PGOV who wish to engage with the academic literature on contemporary public policy and governance issues. Students will review and discuss literature in the field and complete several assignments, both oral and written, in relation to these readings. Prerequisite: 6 credits at the 300 level in PGOV core courses. Three credits.

PGOV 451 Internship
This experiential course provides students with the opportunity to practice the concepts and ideas explored in the classroom in a real-world setting. Students will spend the equivalent of one term, usually the summer between the junior and senior year, gaining hands-on experience in a government or governance setting. Students will reflect and report on their internship experience and its relevance to the evolving knowledge of a policy sector, and share these learnings in a post-internship seminar. Restricted to students completing an honours, major or minor in PGOV. Prerequisites: PGOV 301 or 302, and 303 or 304 (or a substitute research methods course approved by the PGOV Coordinator). Three credits.

PGOV 490 Honours Thesis
Under the supervision of a professor each student completes a research project, from conception to completion, over the course of the year. Students are responsible for choosing a topic in consultation with their supervisor, the theoretical and methodological soundness of the thesis, and the literary quality of the final project. Restricted to honours students. Six credits.

PGOV 499 Directed Study
Students will work with a course instructor on a topic which is not available through other course offerings. Prerequisites: PGOV 201, 202 and six additional credits in core PGOV courses. See section 3.5. Three credits.

PUBLIC POLICY and GOVERNANCE DESIGNATED COURSES
Courses are three credits unless otherwise indicated.
Department prerequisites will apply.

Anthropology	
ANTH 234	Introduction to Indigenous Studies
ANTH 320	Peoples and Development
ANTH 332	L'nu (Mi'kmaq) Studies: Advanced Critical Issues in Indigenous Anthropology
ANTH 425	Power and Change
ANTH 435	Advanced Indigenous Issues
Aquatic Resources	
AQUA 202	The Oceans' Commons and Society
Biology	
BIOL 221	Issues in Resource Management
Business Administration	
BSAD 221	Introductory Financial Accounting
BSAD 223	Introductory Managerial Accounting
BSAD 231	Foundations of Marketing
BSAD 241	Introductory Financial Management
BSAD 261	Organizational Behaviour
BSAD 281	Foundations of Business Information Technology
BSAD 332	Marketing Research
BSAD 352	Social Entrepreneurship
BSAD 358	Business Ethics
BSAD 363	Human Resource Management
BSAD 367	Gender and Management
BSAD 384	Data Management and Analytics
BSAD 461	Leadership
BSAD 462	Employee and Labour Relations
BSAD 467	Leading Change: The Challenge of Creating and Sustaining Organization Change
BSAD 482	Business Intelligence & Analytics
Climate and Environment	
CLEN 201	Climate Change and People
CLEN 301	Science and Public Policy
Development Studies	
DEVS 201	International Development: The Global South
DEVS 202	International Development: Canada
DEVS 302	Globalization and Development
Earth and Environmental Sciences	
EESC 272	Understanding Climate Change
EESC 273	Health and the Environment
Economics	
ECON 201	Intermediate Microeconomics Theory I
ECON 202	Intermediate Macroeconomics I
ECON 241	Canadian Economic Prospects and Challenges
ECON 242	International Economics Prospects and Challenges
ECON 305	Economic Development I
ECON 306	Economic Development II
ECON 335	Money, Banking and Financial Markets I
ECON 364	Health Economics
ECON 365	International Trade
ECON 366	International Payments and Finance
ECON 381	Natural Resource Economics
ECON 391	Public Finance I: Expenditures
ECON 392	Public Finance II: Taxation
History	
HIST 213	Life and Times: Pre-Confederation Canada
HIST 215	A History of Canada: Post-Confederation
HIST 227	Canadian Business History
HIST 216	Modern France, 1789 to Present
HIST 256	Modern Latin America
HIST 262	Europe in the 20th-Century
HIST 282	United Kingdom: Four Nations and One State
HIST 304	Capitalism and Social Justice in Modern Canada
HIST 314	Canada and the Cold War Era
HIST 318	Canadian Women's & Gender History: Modernity
HIST 341	A History of Canadian-American Relations
HIST 347	American Social Movements, 1945-Present
HIST 355	The Sixties: A Social History
HIST 360	Gender & Sexuality in Modern European Empires
HIST 374	The People's Republic of China
Human Nutrition	
HNU 405	Food Availability
Nursing	
NURS 364	Social Justice and Health
NURS 433	Introduction to Policy for Health Interdisciplinary Strategies
Philosophy	
PHIL 201	Ancient and Medieval Political Thought
PHIL 202	Modern Political Thought
PHIL 251	Critical Thinking
PHIL 331	Introduction to Ethics
PHIL 332	Contemporary Moral and Social Issues
PHIL 333	Environmental Ethics
PHIL 371	Social and Political Philosophy
PHIL 372	Philosophy of Law
PHIL 451	Seminar in Ethics, Political Philosophy, and the Philosophy of Law I
PHIL 452	Seminar in Ethics, Political Philosophy, and the Philosophy of Law II
Political Science	
PSCI 201	Ancient and Medieval Political Thought
PSCI 202	Modern Political Thought
PSCI 211	Comparative Politics of Western Democracies
PSCI 212	Comparative Politics of Non-Western and Developing Countries
PSCI 221	Canadian Political Institutions
PSCI 222	Canadian Politics and Society
PSCI 231	United States Politics
PSCI 241	Business and Government
PSCI 251	Foundations of Global Politics
PSCI 252	Contemporary Global Politics
PSCI 311	The European Union
PSCI 314	Topics in European Politics
PSCI 321	Federalism and Intergovernmental Relations
PSCI 322	Atlantic Canada
PSCI 324	Provincial Politics
PSCI 325	Indigenous Politics in Canada
PSCI 335	Human Rights and International Justice
PSCI 336	Religion and Politics
PSCI 343	Law and Politics
PSCI 344	Citizenship, Identity and Diversity
PSCI 345	Women and Politics
PSCI 351	Canadian Foreign Policy
PSCI 352	American Foreign Policy
PSCI 353	International Organizations
PSCI 354	Global Political Economy
PSCI 355	Global Issues

PSCI 357	Model United Nations
PSCI 371	Political Economy of Development
PSCI 397	Research Design in Political Science
PSCI 399	Quantitative Methods in Political Science
PSCI 421	Canadian Politics Seminar

Religious Studies

RELS 336	Religion and Politics
RELS 375	Islam in Canada

Sociology

SOCI 202	Research Principles and Practices
SOCI 207	Health Justice
SOCI 212	Social Dissent
SOCI 217	Race and Identities
SOCI 218	Social Inequality in Canada
SOCI 247	Environmental Social Science I: Problems and Paradigms
SOCI 248	Environmental Social Science II: Power and Change
SOCI 254	Experiencing Social Class
SOCI 309	Power and the State
SOCI 312	Social Movements
SOCI 319	Family Life Policy in Canada
SOCI 364	Food and Society
SOCI 374	Islam in Canada

Women's and Gender Studies

WMGS 303	Feminist Theory
WMGS 304	Gender and Public Policy
WMGS 345	Women and Politics
WMGS 346	Critical Race & Sexuality Studies in Canada
WMGS 364	Social Justice and Health

9.35 Religious Studies

G. Altenburg, Ph.D.
R. King, Ph. D.
S. Parks, Ph.D.
K. Penner, Ph.D.

Religious studies teaches the cultural literacy that is critical in a globalized world. Students are introduced to historic and contemporary expressions of world culture through the study of our world's religions, the historic basis of human society. Religious studies examines relationships among religion, the individual, and society. The department offers a broad spectrum of courses relating to all major religious traditions. Contemporary life issues are also examined as they relate to world religions. Students can take religious studies courses as electives or to complete a minor, major, joint major, or honours program. The courses are also designed for a broad range of undergraduate students who wish to examine the religious answers to the major questions about human existence. See chapter 4 for regulations.

Minor or Subsidiary
24 credits of RELS
In a BA Honours with Subsidiary, with PHIL honours and RELS subsidiary, PHIL/RELS 245 is normally required.

Major
Major: 36 credits of RELS
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
RELS major requirements as above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits - RELS 490; 54 additional RELS credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits – RELS 490; 42 additional RELS credits
When PHIL is the subsidiary, PHIL/RELS 245 is normally required.
Subsidiary: 24 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

The following streams are available in the department of Religious Studies:

Buddhist Studies
RELS 103 World Religions
RELS 104 Introduction to Religious Studies
RELS 218 Ethics in World Religions
RELS 222 Fantastic Beasts and Where to Find Them in World Religions
RELS 235 Hinduism and Buddhism
RELS 315 Authentic Power and Gender
RELS 327 Buddhist Thought: The Way of the Bodhisattva
RELS 414 Ancient Indian Myth and Ritual

Celtic Religions
RELS 219 Elves, Gods, and Otherworlds: Celtic Paganism
RELS 222 Fantastic Beasts and Where to Find Them in World Religions
RELS 229 Saints, Sinners, and Sea-monsters: Celtic Christianity

Christian Studies
RELS 103 World Religions
RELS 104 Introduction to Religious Studies
RELS 113 Introductory Greek I
RELS 114 Introductory Greek II
RELS 117 Ethical Principles for Health Care Providers
RELS 210 The Bible and Film
RELS 212 Christianity
RELS 216 Superheroes and the Supernatural
RELS 218 Ethics in World Religions
RELS 221 Religion and the Environmental Crisis

RELS 222	Fantastic Beasts and Where to Find Them in World Religions
RELS 225	Cults and Alternative Religions
RELS 229	Saints, Sinners, and Sea-monsters: Celtic Christianity
RELS 230	Death and Dying in World Religions
RELS 246	Philosophy of Religion
RELS 265	Introduction to the Gospels
RELS 283	Apocalypses
RELS 311	New Testament
RELS 312	Old Testament/Hebrew Bible
RELS 317	Paul and His Interpreters
RELS 325	Early Christian Women
RELS 331	Social Activists Inspired by the Bible
RELS 333	Religion, Violence and Peace
RELS 336	Religion and Politics
RELS 342	Prophets and Prophecy
RELS 353	Iconography of Christian Art: The Life of Christ
RELS 354	Iconography of Christian Art: The Saints
RELS 363	Roman Christianity
RELS 365	Spirituality in Medieval Christianity
RELS 383	Reformation Europe
RELS 404	The Dead Sea Scrolls
RELS 416	History and Archaeology of Ancient Israel
RELS 426	The Jewish World of Jesus
RELS 427	Jesus the Christ

Hindu Studies

RELS 103	World Religions
RELS 104	Introduction to Religious Studies
RELS 205	The History and Philosophy of Yoga
RELS 221	Religion and the Environmental Crisis
RELS 222	Fantastic Beasts and Where to Find Them in World Religions
RELS 235	Hinduism and Buddhism
RELS 315	Authentic Power and Gender
RELS 326	Hindu Deities
RELS 336	Religion and Politics
RELS 414	Ancient Indian Myth and Ritual

Islamic Studies

RELS 103	World Religions
RELS 104	Introduction to Religious Studies
RELS 209	Beginning Arabic
RELS 218	Ethics in World Religions
RELS 222	Fantastic Beasts and Where to Find Them in World Religions
RELS 254	Islam
RELS 261	Islam and Film
RELS 333	Religion, Violence and Peace
RELS 336	Religion and Politics
RELS 374	Modern and Contemporary Islam
RELS 375	Islam in Canada

Jewish Studies

RELS 103	World Religions
RELS 104	Introduction to Religious Studies
RELS 210	The Bible and Film
RELS 214	Judaism
RELS 222	Fantastic Beasts and Where to Find Them in World Religions
RELS 246	Philosophy of Religion
RELS 283	Apocalypses
RELS 312	Old Testament/Hebrew Bible
RELS 316	Women in Early Judaism
RELS 333	Religion, Violence and Peace
RELS 336	Religion and Politics
RELS 342	Prophets and Prophecy
RELS 352	History of Early Judaism
RELS 404	The Dead Sea Scrolls
RELS 416	History of Archaeology of Ancient Israel
RELS 426	The Jewish World of Jesus

Religions in Modern Culture

RELS 103	World Religions
RELS 104	Introduction to Religious Studies
RELS 117	Ethical Principles for Health Care Providers
RELS 215	Sociology of Religion
RELS 216	Superheroes and the Supernatural
RELS 210	The Bible and Film
RELS 221	Religion and the Environmental Crisis
RELS 222	Fantastic Beasts and Where to Find Them in World Religions
RELS 225	Cults and Alternative Religions
RELS 241	Greek and Roman Mythology
RELS 246	Philosophy of Religion
RELS 261	Islam and Film
RELS 283	Apocalypses
RELS 331	Social Activists Inspired by the Bible
RELS 333	Religion, Violence and Peace
RELS 336	Religion and Politics
RELS 375	Islam in Canada
RELS 401	Religious Approaches to Sexuality
RELS 402	Religious Approaches to Sexual Diversity

RELS 103 World Religions: What You Need to Know
This course develops four competencies of a successful global citizen: what you need to know to interact with a client/customer/patient/neighbour who is of a different religion; what you need to know when travelling; what you need to know to do graduate studies; and what followers of this religion need to know. We study Indigenous religions, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, Sikhism, and alternative religions. Credit will be granted for only one of RELS 103, RELS 110, RELS 111, or RELS 112. Three credits. Offered every year.

RELS 104 Introduction to Religious Studies
A basic introduction to the concepts, thinkers, theories, and methods essential for understanding religion. Offers a broad toolkit of terms and approaches that will come in handy for anyone interested in the relationships both historical and contemporary between religion and society, religion and culture, religion and art, religion and power, religion and philosophy, religion and science, religion and violence, religion and language, and religion and human flourishing. Three credits. Offered every year.

RELS 113 Introductory Greek I
The aim of this course is to familiarize student with the basic structural features of classical Greek. In addition to grammar and vocabulary, the class will read simple texts from classical Greek philosophy and literature as well as from the New Testament. Credit will be granted for only one of RELS 113, CLAS 120 or CLAS198 (2023-2024). Cross-listed as CLAS 121. Three credits. Offered 2026-2027.

RELS 114 Introductory Greek II
The aim of this course is to familiarize student with the basic structural features of classical Greek. In addition to grammar and vocabulary, the class will read simple texts from classical Greek philosophy and literature as well as from the New Testament. Credit will be granted for only one of RELS 114, CLAS 120 or CLAS 199 (2022-2023). Cross-listed as CLAS 122. Prerequisite: RELS 113 or CLAS 121. Three credits. Offered 2026-2027.

RELS 117 Ethical Principles for Health Care Providers
This course is designed to provide the foundations for promoting ethical competence among health care professionals as informed by diverse religious and cultural traditions. Students will be introduced to the ethical principles and values underlying debates brought about by advancements in medical technologies. Special emphasis will be placed on the whole person care demonstrated by exemplary health care providers in health care settings. Three credits. Offered every year.

RELS 205 History and Philosophy of Yoga
This class focuses on yoga, a pan-Indic and now global phenomenon. Using yoga as a case study, we will explore theoretical and methodological issues in the study of religion and themes such as the relationship between philosophy and religion, the functions of doctrine, and the nature of scripture. Students will also be introduced to key moments in the history of yoga's philosophical development on the Indian subcontinent. Credit will be granted for only one of RELS 205 or RELS 297 (2024-2025). Three credits. Not offered 2026-2027.

RELS 209 Beginning Arabic
Arabic is written and understood as an official language in more than 35 countries, including at least 400 million people living in majority Arabic-speaking countries. This course introduces students to formal written Arabic and the spoken dialects of Syria and Egypt. Students will become proficient at reading, writing, and understanding basic Arabic and will be able to carry on simple conversation. In addition to language, the course includes expressions of culture, both religious and non-religious. Credit will be granted for only one of RELS 209 or RELS 291(2018-2019) or RELS 298(2017-2018). Cross-listed as MLAN 209. Three credits. Offered 2026-2027.

RELS 210 The Bible and Film
This course examines the impact of the Bible on film, and introduces major biblical themes in films with, and films without, explicit religious content. Students will learn how biblical knowledge can enrich our understanding of modern culture and important human issues, such as creation, redemption, election, messiah-ship, charisma, and tradition. Three credits. Offered 2026-2027.

RELS 212 Christianity
This course is a comprehensive investigation of the history, teachings, and cultural influence of Christianity from its beginnings as an attempted renewal of Judaism in the first century of the common era to its current role as an international influence on world affairs. We will examine representative texts and thinkers, comparing the differences among the various denominations of Christianity (Eastern Orthodox, Roman Catholic, Protestant). Students will also learn about the past and contemporary relationships between Christianity and other religions, especially Judaism and Islam. Credit will be granted for only one of RELS 212 or RELS 100. Three credits. Not offered 2026-2027.

RELS 214 Judaism
This course introduces the historical development of Judaism from its origin to the 21st century. Special attention is given to factors that shaped this development: geographical, political, economic, social, and theological. Three credits. Not offered 2026-2027.

RELS 215 Sociology of Religion
An introduction to the sociological study of religion. Topics include social factors that influence religion at individual and communal levels; religion as agent of social cohesion and social conflict; religion and power structures; the impact of pluralism and globalization on religion today. Cross-listed as SOCI 227. Three credits. Offered 2026-2027.

RELS 216 Superheroes and the Supernatural
This course is an introduction to the use of supernatural imagery and themes in current tales of superheroes. How are supernatural beings and forces incorporated into the stories? How do superheroes function as divine beings? In which ways are the messages presented by DC and Marvel derived from those of world religions? In which ways do they serve as substitutes for religion? Credit will be granted for only one of RELS 216 or RELS 298 (2020-2022). Three credits. Offered every year.

RELS 218 Ethics in World Religions
An introduction to religious ethics, this course examines ethical approaches from various religious traditions, including Indigenous, Buddhist, Christian, and Muslim, to such issues as social justice, ecology, pluralism, healthcare, and non-violence. Credit will be granted for only one of RELS 218 or RELS 294 (2024-2025). Three credits. Not offered 2026-2027.

RELS 219 Elves, Gods, and Otherworlds: Celtic Paganism
This course examines the religious practices and beliefs of the ancient Celtic peoples that we can glean from archaeology, classical sources, place-name evidence, and the mythology in medieval Irish and Welsh narrative tradition. Other topics include syncretism, adaptation of pagan festivals into Christian holidays, the persistence of elements of paganism into the Christian era, and neo-paganism today. Cross-listed as CELT 220. Three credits. Offered 2026-2027.

RELS 221 Religion and the Environmental Crisis
Perhaps the greatest challenge of our time is the ecological crisis. This threat has provoked widespread reflection upon humanity's relationship to its environment. Such reflection however is not new. This relationship was already being explored millennia ago, in humanity's most ancient religious texts. This course investigates the historical interaction of religion and ecology, and considers how religion might yet constitute either a hindrance or an aid in navigating the present ecological crisis. Credit will be granted for only one of RELS 221 or RELS 356. Three credits. Offered 2026-2027.

RELS 222 Fantastic Beasts and Where to Find Them in World Religions
Much contemporary fantasy draws upon ancient and medieval myths about beasts and monsters of various sorts. In this course, we will consider the religious origins of the fantastic, and how it continues to resonate in our contemporary world. Credit will be granted for only one of RELS 222, RELS 292(2018-19) or RELS 298(2017-18). Three credits. Offered every year.

RELS 225 Cults and Alternative Religions
A study of cults in the context of 20th-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. Offered every year.

RELS 229 Saints, Sinners, and Sea-monsters: Celtic Christianity
This course is an exploration of the development of Christianity amongst the Celtic peoples, with a particular focus on medieval Irish and Welsh literature, including hagiography, voyage tales and visions of Heaven and Hell. Other topics include monasticism, peregrinatio, the Hiberno-Scottish mission to the continent, conflict with Roman Catholicism, material culture and the modern use of the term "Celtic Christianity". Cross-listed as CELT 230. Three credits. Not offered 2026-2027.

RELS 230 Death and Dying in World Religions
This course offers a comparative examination of social and ritual practices, religious beliefs, and emotional responses surrounding death in various cultural contexts. Students will explore diverse perspectives on death, addressing questions such as the meaning of death, the concept of a good death, rituals and practices related to death, and the afterlife. Through critical analysis and self-reflection, students will gain a deeper understanding of death's significance in different cultures and traditions. Credit will be granted for only one of RELS 230 or RELS 298 (2023-2024, 2024-2025). Three credits. Offered 2026-2027.

RELS 235 Hinduism and Buddhism
This course introduces the paths to enlightenment identified by members of the Hindu and Buddhist traditions of India and Tibet. We will introduce the philosophy, mythology and ritual traditions of both Hinduism and Buddhism. Three credits. Not offered 2026-2027.

RELS 241 Greek and Roman Mythology
This course covers narrative and artistic depictions of Greco-Roman Gods, demi-gods, and heroes, both in Hellenistic and early Roman periods, and in their contemporary reception in fiction and film. We will also cover how myths and grand narratives function in the service of and in tension with power, politics, gender, ritual, and culture. Cross-listed with CLAS 241.Three credits. Offered every year.

RELS 246 Philosophy of Religion: Faith and Atheism
Explores the philosophy of religion, including different concepts of God with emphasis on the Judeo-Christian tradition; arguments for the existence of God; classical and modern challenges to belief in God. Issues such as 'life after death', miracles, religious experience, and the concept of prayer may also be discussed. Cross-listed as PHIL 245. Prerequisite: RELS 111 and 112 or PHIL 100 or 101 and 102, or permission of the instructor. Three credits. Offered 2026-2027.

RELS 254 Islam
This course introduces students to the emergence of the Islamic tradition with the aim of understanding a) its place in the Near Eastern religious and geo-political context; b) its reception by contemporaries, especially Christians of the 7th-9th centuries; and c) the teachings of its seminal texts, especially the Qur'an. Particular attention is given to those sections of the Qur'an that reflect the Jewish and Christian theological environment within which the text emerged. Credit will be granted for only one of RELS 254 or RELS 370. Three credits. Not offered 2026-2027.

RELS 261 Islam and Film
Students will gain a critical understanding of film as an artifact of culture and a powerful medium of religious and cultural expression in Muslim contexts. Students encounter themes such as religion and politics, marriage and family, youth, society, sexuality, ritual and devotion, Islamic law, community, and ethics, and engage critically in their cinematic representations. The course is based primarily on foreign films with English subtitles and provides a foundation for further study of Islamic traditions. Three credits. Not offered 2026-2027.

RELS 265 Introduction to the Gospels
In this course, students explore the four earliest records of Jesus' life, the canonical gospels. They learn how academics approach the quest for the historical Jesus, and use methods of literary and historical analysis to interpret recurring themes of the gospels, such as the kingdom of God, parables about socio-economic inequity, attitudes towards the Roman empire, and the ubiquitous presence of angels and demons. Three credits. Not offered 2026-2027.

RELS 283 Apocalypses
This course focuses on a popular genre of texts called "apocalypse," produced in the early development of Judaism and Christianity. Apocalypses deal with the end of the world. We explore the development of the worldview called apocalypticism and the ancient literature associated with it, from both inside and outside the Bible. Students compare what they've learned about ancient apocalypses to contemporary apocalyptic and post-apocalyptic ideas, from zombies to climate change. Three credits. Offered every year.

RELS 291 Selected Topics
The topic for 2026-2027 is Indigenous Spiritualities. An exploration of some of the many spiritual traditions practiced by Indigenous peoples (First Nations, Inuit, and Métis) across Turtle Island. Special attention will be paid to the effects of colonization as well as to instances of resistance, resilience, cultural exchange, healing, and reconciliation. Three credits.

RELS 292 Selected Topics
The topic for 2026-2027 is Sport and/as Religion. An examination of relationships between sport and religion, including ritual aspects of sport, connections between social collectivities and sports teams, and sport as meaning-making activity. Three credits.

RELS 294 Selected Topics
The topic for 2026-2027 is Asian Meditation Traditions. An introduction to Hindu, Buddhist, Jaina, Sikh, Daoist, and Confucian meditation traditions. The course will examine the historical contexts which gave rise to these meditative practices, as well as their specific aims, therapeutic applications, and potential adverse effects. Theoretical frameworks for the academic study of meditation will also be explored. Three credits.

RELS 311 New Testament
This course provides an introduction to the academic study of the history and literature of the early Christian movement. The aim of this course is to provide a solid understanding of the New Testament through close study of texts, historical analysis, and evaluation of evidence and arguments. We will explore several early Christian groups, their multiple disputes, arguments, positions, theologies, and understandings, through close reading of texts and appreciation of historical contexts. Three credits. Offered 2026-2027.

RELS 312 Old Testament/Hebrew Bible
This course examines the foundational texts of both Judaism and Christianity, notably the prophetic, historical, and wisdom literature included in the Old Testament. Each biblical book will be placed in its historical, theological, and literary context, by situating it in the relevant archeological data, historical background, and contemporary scholarship. Credit will be granted for only one of RELS 312 or RELS 253. Three credits. Not offered 2026-2027.

RELS 315 Authentic Power and Gender
This course presents “authentic power” as understood in Hindu and Buddhist traditions. Here, “authentic power” is that which creates, supports, maintains and sustains life. It is understood as an expression of inter-dependent masculine and feminine “principles” both within and outside the individual self. That which seeks to manipulate, control, dominate, oppress or defend territory is here understood to be based in fear: it is an expression of cowardice and, as such, merits our compassion. Cross-listed as WMGS 397. Three credits. Offered 2026-2027.

RELS 316 Women in Early Judaism
The course investigates the depiction and experience of women from the earliest biblical narratives to the separation of Christianity from Judaism. Students analyze responses to women and ideas about women in Biblical and other early Jewish writings, in comparison to women in the rest of the Ancient Near East, in conversation with feminist interpreters of the Bible and early Judaism, we will note the relevance of this material for contemporary gender issues. Cross-listed as WMGS 316. Three credits. Offered 2026-2027.

RELS 317 Paul and His Interpreters
This course provides an introduction to the academic study of the history and literature of the early Christian movement. The aim of this course is to provide a solid understanding of the New Testament through close study of texts, historical analysis, and evaluation of evidence and arguments. We will explore several early Christian groups, their multiple disputes, arguments, positions, theologies, and understandings, through close reading of texts and appreciation of historical contexts. Credit will be granted for only one of RELS 317 or RELS 275. Three credits. Offered 2026-2027.

RELS 325 Early Christian Women
This course investigates women’s participation in early Christian groups from the time of Jesus to the 5th century. Ancient Jewish, Christian, and Roman Women’s experiences will be explored through texts, inscriptions, and material artefacts like mosaics. Students will learn to analyze New Testament and other ancient writings through an intersectional feminist lens and examine such issues as gendered violence, women’s leadership, and early Christian constructions of masculinity. Cross-listed as WMGS 325. Three credits. Offered 2026-2027.

RELS 326 Hindu Deities
This course presents the stories of goddesses and gods in the Hindu pantheon. It explores elements of ancient and classical Hindu thought associated with these stories of these deities. It identifies related elements in classical schools of Hindu philosophies such as Samkhya and Vedanta, and gives voice to the poets of the medieval Hindu devotional tradition. Together we will explore concepts of self, other, the world, devotion, the divine and freedom in Hindu religious thought. Three credits. Not offered 2026-2027.

RELS 327 Buddhist Thought: The Way of the Bodhisattva
This course presents the Buddhist ideal of the Way of the Bodhisattva, one who vows to continue to re-incarnate, lifetime after lifetime, in order to serve all beings until such time as all beings are freed from suffering. It examines early Buddhist teachings that anticipate the development of this ideal, including the Theravada Buddhist focus on the strength of discipline of the mind and body, before detailing the Mahayana Buddhist development of this ideal and its expansion in the narrative and practice of Vajrayana or Tibetan Buddhist tradition. It will include study of Buddhist philosophy regarding the gradual states of realisation of enlightenment. Three credits. Offered 2026-2027.

RELS 331 Social Activists Inspired by the Bible
In this course students trace the biblical origins of ideas that have inspired global leaders to engage issues of social justice in the world. The activists typically include Moses Coady, Martin Luther King Jr., Mother Teresa, Abraham Joshua Heschel, Oscar Romero, Charlotte Keys, SueZann Bosler, Helen Prejean, Jim Zwerg, Jim Corbett, John Dear, Shane Claiborne, Daniel Berrigan, Roy Bourgeois, Robin Harper, William Wilberforce, Desmond Tutu, Tommy Douglas, Dorothy Day, and Dietrich Bonhoeffer. Three credits. Not offered 2026-2027.

RELS 333 Religion, Violence and Peace
Contrary to an old belief, in our time religion is increasingly associated with violence rather than peace. This course explains why this is the case and whether there is an inherently violent element in religion that has passed unnoticed until now. The investigation takes us through Greek, Roman, Jewish, Christian and Islamic religions to find the religious underpinnings to concepts of sacrifice, scapegoating, lynching, and global violence. Credit will be granted for only one of RELS 333 or RELS 335. Three credits. Offered 2026-2027.

RELS 336 Religion and Politics
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, Europe, Africa, Asia and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, Judaism, and other religions. Credit will be granted for only one of RELS 336, RELS 295, or PSCI 295. Cross-listed as PSCI 336. Three credits. Offered 2026-2027 (online).

RELS 342 Prophets and Prophecy
This course surveys the role and teaching of the biblical prophets in their ancient setting, and their impact on modern life and thought. Credit will be granted for only one of RELS 342, RELS 253 or RELS 312. Three credits. Not offered 2026-2027.

RELS 352 History of Early Judaism
This course explores the history of ancient Judaism from the Babylonian captivity in 586 BCE to the fall of Jerusalem in 70 CE. Students will examine the geography, culture, and historical milieu of the Apocrypha, Dead Sea Scrolls, Jesus, and the earliest rabbinic writings, and discuss the major persons and events in ancient Judea. Three credits. Not offered 2026-2027.

RELS 353 Iconography of Christian Art: The Life of Christ
Iconography is the identification and interpretation of images. This course is an introduction to the iconography of Christian art, with an emphasis on images of the Life and Passion of Christ. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. Cross-listed as ART 356. Three credits. Not offered 2026-2027.

RELS 354 Iconography of Christian Art: The Saints
This course is an introduction to the iconography of Christian art, with an emphasis on images of Mary and the saints. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. Discussion will include how such images were used as objects of personal devotion but also for the conveying of important theological and social values. Cross-listed as ART 357. Three credits. Not offered 2026-2027.

RELS 363 Roman Christianity
Examines the development of Christianity from its beginnings in the 1st century to its acceptance as the official religion of the Roman Empire in the 4th century. Students will learn about early Christian beliefs and practices, and explore the challenges faced by the first Christians. Topics include community organization, persecution, martyrdom, Gnosticism, and women in the church. Three credits. Offered 2026-2027.

RELS 365 Spirituality in Medieval Christianity
This course will focus on the spirituality of the formative years in the development of Christian thought, beginning with the legalization of Christianity in 313 CE and ending with the Reformation. Students will see how some of the most searching and intelligent men and women in both the Western and Eastern churches have wrestled with the question of how it is possible to know God. Three credits. Not offered 2026-2027.

RELS 374 Modern and Contemporary Islam
This course examines issues and debates in modern and contemporary Islamic discourse from a broad spectrum of perspectives. The course introduces students to a plurality of voices, both Sunni and Shi'ite, on many controversial issues facing Muslims today, including, but not limited to the nature of the Qur'an, methods of interpretation, Muhammad, the role of women, Islam and the West, violence, terrorism, and human rights. The course uses secondary sources and primary sources in translation. Three credits. Not offered 2026-2027.

RELS 375 Islam in Canada
Students gain an understanding of the diversity of Islam and Muslims in Canada. The course examines how Muslims negotiate their religious identities in Canadian civic society. Students engage critically with different theoretical models shaping conceptions of identity and consider their relevance to public policy debates. The course uses Muslim and non-Muslim authors representing diverse points of view that have an impact on questions of immigration, multiculturalism, and religious pluralism. Cross-listed as SOCI 374. Three credits. Offered 2026-2027 (online format).

RELS 383 Reformation Europe
A history of Christianity during the Reformation period. The course pays close attention to the transformation during this time of new

Christian groups into the Anglican, Presbyterian, Mennonite, Baptists and Lutheran churches. Topics include Luther and Calvin, critical events, prominent Protestant women, and new creeds. Cross-listed as HIST 363. Three credits. Not offered 2026-2027.

RELS 397 Selected Topics
The topic for 2026-2027 is Pilgrimage. Study the history, theory, practice, and material culture of pilgrimage. Critically examine journey, "space versus place," and religious tourism, and survey transformational spiritual travel as it has operated throughout history and across major religions. An emphasis of the class is on the local: especially the interplay of identity and land within Canada's settler-colonial context. Three credits.

RELS 398 Selected Topics
The topic for 2026-2027 is Digital Methods for Ancient Manuscripts. A practical course on digital methods for processing historical documents. Skills covered include cataloguing, transcription, textual criticism, linguistic markup, translation, annotation, and presentation. Cross-listed as ENGL 398. Three credits.

RELS 401 Religious Approaches to Sexuality
Human sexuality is explored from two main perspectives: first, the teachings and practices of various religious traditions; and second, contemporary developments in sexual and reproductive health and rights. Among the issues to be considered are sexuality and gender roles, contraception and abortion, marriage and family. Cross-listed as WMGS 411. Prerequisite: any 100-level RELS or WMGS course. Three credits. Not offered 2026-2027; offered every three years.

RELS 402 Religious Approaches to Sexual Diversity
This course will focus on religious teachings and traditions on sexual diversity within the broader context of human rights associated with sexual orientation and sexual differences. In particular, we will look at the experiences of gay, lesbian, bisexual, intersexual and transgendered persons within religious communities. Cross-listed as WMGS 412. Prerequisite: any 100-level RELS or WMGS course. Three credits. Offered 2026-2027; offered every three years.

RELS 404 The Dead Sea Scrolls
This course surveys the Dead Sea Scrolls found in the Judean desert. The most important archaeological discovery of the 20th century, these scrolls have generated much controversy. We will examine the major texts from Qumran to assess their impact on our understanding of the Hebrew Bible and the New Testament, and the period of Judaism in which Christianity arose. We will place the scrolls in their various contexts: archaeological, historical, literary, religious, and social. Credit will be granted for only one of RELS 404 or RELS 318. Three credits. Not offered 2026-2027; offered every three years.

RELS 414 Ancient Indian Myth and Ritual
Ancient Indian thought assumes that there is a fundamental wholeness to our lives and to our world which only appears at times to be fragmented. The myth, ritual and philosophy of ancient India are, in many respects, a contemplation on this basic wholeness and its composite elements. Exploration of ancient Indian thought with its ideas of humans and demons, ancestors and gods, and our place in the natural world in light of this reflection on "the parts and the whole" will be discussed. Three credits. Not offered 2026-2027.

RELS 416 History and Archaeology of Ancient Israel
This course explores the history of ancient Israel and Judah from their origin to the fall of Jerusalem in 586 BCE. Students will examine the geography, culture, and historical milieu that gave rise to the Old Testament and Hebrew Scriptures, and discuss the major persons and events in ancient Israel and Judah. Credit will be granted for only one of RELS 416 or RELS 351. Three credits. Not offered 2026-2027; offered every three years.

RELS 426 The Jewish World of Jesus
This course examines the history and literature of the Jewish people from the period of the Maccabean Revolt in the 2nd century BCE to the Bar Kokhba Revolt in the 2nd century CE. The literary sources for the study of the Jewish world at the turn of the era include the Dead Sea Scrolls, the Bible, and the Mishnah. This course serves as an introduction to the religious and social environment of the historical Jesus. Credit will be granted for only one RELS 426 or RELS 440. Prerequisite: any 100-level RELS course. Three credits. Not offered 2026-2027; offered every three years.

RELS 427 Jesus the Christ
Building upon RELS 426, this course begins with an examination of aspects of the life of the historical Jesus, including his teaching, ministry, and the events leading to his crucifixion. The four canonical Gospels and Letters of Paul will be analyzed as students probe the question of why Jesus came to be understood as the Messiah by the first Christians. Credit will be granted for only one RELS 427 or RELS 440. Prerequisite: RELS 426 or permission of the instructor. Three credits. Not offered 2026-2027; offered every three years.

RELS 490 Honours Thesis
Each student works under the supervision of a chosen professor who guides the selection of a thesis topic, use of resources, methodological component, quality of analysis and execution, and literary calibre of the student's work. Required for all honours students. Six credits.

RELS 499 Directed Study
Under the direction of a faculty member, students may pursue an individual program of study in an area of religious studies not available in the course offerings. For eligibility, see section 3.5. Three or six credits.

» **Service Learning** see 9.25 Interdisciplinary Studies

9.36 Sociology

K. Aubrecht, Ph.D.
K. Batelaan, Ph.D.
M. Follert, Ph.D.
J. Garrod, Ph.D.
L. Harling Stalker, Ph.D.
B. Karsak, Ph.D.
D. MacDonald, MA
P. Mallory, Ph.D.
S. Marmura, Ph.D.
R. Olstead, Ph.D.

Professor Emeritus
W. Jackson, Ph.D.
J. Phyne, Ph.D.
D. MacInnes, Ph.D.

Senior Research Professor
R. Bantjes, Ph.D.
N. Verberg, Ph.D.

The Department of Sociology offers honours and major programs. Second- and third-year sociology courses require SOCI 101, 102 as prerequisites. 400-level courses require at least twelve credits in sociology below the 400 level as a prerequisite, or the permission of the instructor. SOCI 101, 102 are included these credits.

Minor
24 credits of SOCI

Subsidiary
24 credits of SOCI, with at least 6 credits at the 300 level

Major
Major: 36 credits – SOCI 101, 102, 202, 301, 302; 3 additional SOCI credits at the 200 level; 12 additional SOCI credits at the 300/400 level; 6 credits SOCI electives
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major
SOCI major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours
Honours: 60 credits - SOCI 101, 102, 202, 301, 302, 307, 400, 491 (non-credit); 3 additional SOCI credits at the 200 level; 6 additional SOCI credits at the 300 level (391 strongly recommended); 6 additional SOCI credits at the 400 level; 21 credits SOCI electives
Open electives: 60 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary
Honours: 48 credits - SOCI 101, 102, 202, 301, 302, 307, 400, 491 (non-credit); 3 additional SOCI credits at the 200 level; 6 additional SOCI credits at the 300 level (391 strongly recommended); 6 additional SOCI credits at the 400 level; 9 credits SOCI electives
Subsidiary: 24 credits
Open electives: 48 credits

Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Social Justice Colloquium
The Social Justice Colloquium is a first-year option for Bachelor of Arts students. Participants are enrolled in dedicated sections of anthropology, development studies, sociology and women's and gender studies. See section 4.3 for further information.

SOCI 101 Introduction to Sociology I
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 SOCI 101 or SOCI 100. Three credits.

SOCI 102 Introduction to Sociology II
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 SOCI 102 or SOCI 100. Prerequisite: SOCI 101. Three credits.

SOCI 202 Research Principles and Practices
This course addresses how various philosophic assumptions shape the aims and practices of research in sociology. It provides students with empirical research design principles and an introduction to methods of collecting and recording data, assessing reliability and validity, and conducting data analysis. Different research strategies are introduced. The ethical implications of research will be discussed. Prerequisites: SOCI 101, 102. Three credits.

SOCI 203 Gender
This course is about gender differences and gender inequality. The main objective of the course is not only to examine differences in women's and men's social positions, but also to stimulate critical and informed thinking about the sources of gender inequality in our society. More generally, the course aims to explore the many ways in which this society is organized around gender differences and divisions. Cross-listed as WMGS 203. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 205 The Oceans' Commons and Society
The "tragedy of the commons" has been a reoccurring concept when discussing ocean resources. In this course students will encounter how social scientists study and understand the use of the resources in the oceans' commons. The course will explore theoretical paradigms, governance, social class, gender, race, fishing, aquaculture, and oil and gas. Students will gain a foundational understanding in social science approaches to issues relating to the aquatic resources. Credit will be granted for only one of SOCI 205, AQUA 202, AQUA 200, 297(2017-2022) or 298. Cross-listed as AQUA 202. Prerequisites: AQUA 101 and 102, or 100, completed or concurrent or permission of the instructor. Three credits.

SOCI 207 Health Justice
This course explores human health as an entangled process shaped by biological, social, political, ecological, and historical forces. Drawing from Indigenous knowledges and decolonial thought, we will consider how health is not only a matter of justice—but of relation: a reflection of how we live with the land, each other, and the systems that hold us. Prerequisites: SOCI 101, 102. Three credits.

SOCI 212 Social Dissent
Social dissent has been a persistent, perhaps necessary, feature of modern (capitalist, bureaucratic, technocratic, patriarchal) societies. Students will explore ways in which dissent has been voiced and alternatives have been envisioned in the 20th century, including new organizational forms and tactics of dissent, and new technologies and international networks. Students may use the course as a basis for advanced social scientific research. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 216 Canadian Society
This course presents an analysis of Canadian Society and its development from a sociological perspective. Particular attention is given to political/economic institutions, ideology, class structure, regionalism, cultural forms and national identities. Prerequisites: SOCI 101, 102. Three credits.

SOCI 217 Race and Identities
This course discusses the interconnected realities of race, class, gender and sex from various sociological perspectives. Substantive topics will include the socially constructed nature of these concepts in places like media, and the experiences of classism, sexism and racism in the workplace, schools, and everyday life. Cross-listed as WMGS 217. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 218 Social Inequality in Canada
Looked at through the lens of class and power, this course examines the socio-economic roots of social inequality, as well as the causes and consequences of poverty. Special attention will be paid to the rise of social inequality, and the impact of neoliberal social

policies. Topics include: the relationship between wealth, occupation, and education; the structural and cultural factors generating disadvantage across generations; and the consequences of inequality for health, incarceration, and homelessness. Credit will be granted for only one of SOCI 218 or SOCI 328. Three credits. Offered 2026-2027.

SOCI 221 Marriage and Family Life
This course analyzes the marriage and family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence, and how technology is influencing parenting. Cross-listed as WMGS 221. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 227 Sociology of Religion
An introduction to the sociological study of religion. Topics include social factors that influence religion at individual and communal levels; religion as agent of social cohesion and social conflict; religion and power structures; the impact of pluralism and globalization on religion today. Cross-listed as RELS 215. Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 231 Education in Canadian Society
This course provides students with a sociological interpretation of education in Canada. Students will investigate the relationship between education opportunity and conditions of inequality, socialization, social participation in education, and the contextualized within the historical development of Canadian educational institutions. Credit will be granted for only one of SOCI 231 or SOCI 230. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 237 Social Justice
The course introduces students to social justice theory and research. Students will examine social movements and theories (e.g., postcolonial theory, black feminist thought, and indigenous perspectives) that helped shape conceptions of social justice. Students will examine social justice research in areas such as environmental racism, barriers to health care, education, and employment, and barriers and challenges to achieving social justice. Credit will be granted for only one of SOCI 237 or SOCI 297 (2020-2021). Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 238 Sociology of Youth
This course introduces students to topics and debates in youth sociology, including contemporary and historical conceptualizing of youth, social, cultural, and political theories pertaining to youth, the impact various social institutions have on youth from diverse backgrounds, and youth participation in social movements and politics. Students will come away with a deeper understanding of the forces shaping what “youth” means today. Credit will be granted for only one of SOCI 238 or SOCI 298 (2021-2022). Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 242 Technology and Society
This course is designed to introduce students to core sociological issues and debates pertaining to technology. Topics covered include the nature of technological artifacts and systems, technology and social change, the relationship between technological innovation and scientific knowledge, technology and inequality, the social shaping of technology, and the role of digital media in relation to new forms of cultural identity and social control. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 243 Consumer Society
This course explores classical to contemporary theories of consumer society beginning with Marx’s conception of the commodity as fetish. Themes discussed include conspicuous consumption, gender and consumption, social class, environment, identity, advertising and marketing. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 244 Cultures and Societies
This course will focus on exploring how society shapes culture and culture shapes society. Drawing on local, national and global practices of culture and cultural objects, students will learn how meaning-making is critical to understanding everyday life. Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 247 Environmental Social Science I: Problems and Paradigms
This course introduces students to the major environmental challenges of the 21st century from a social science perspective. Modern societies that have sought to conquer natural limits have now conjured up unanticipated “environmental” consequences. Students will explore how human understandings of environmental “problems” as well as action towards environmental solutions are shaped by ways of thinking, social contexts and institutional power relations. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 251 Theories of Deviance and Social Control
This course is normally taken in conjunction with Sociology 252—Applied Deviance—as a way of preparing students theoretically to take on the critical assessment of various topics pertaining to deviance and social control. Alongside a consideration of Foucault’s ‘economies’, we will explore both historic and contemporary techniques of governance and social control employed by such institutions as psychiatry and the military. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 252 Topics in Deviance and Social Control
In this course, we trace how modern systems of power—capitalism, colonialism, white supremacy, and heteropatriarchy—came into being and consider how their logics continue to shape the polycrisis we are now living through. Beginning with feudalism and the

witch hunts, we explore how bodies deemed “deviant” became sites of discipline and extraction—economically, politically, sexually, and spiritually. Prerequisite: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 254 Experiencing Social Class
This course explores social class as a lived experience - one in which everyday life both reveals and denies the structural advantages and disadvantages that perpetuate class differences. By way of ethnographic and theoretical literatures, students will study how stages of life and encounters with institutions (school, state, family, etc.) shape social class experiences. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 297 Selected Topics
The topic for 2026-2027 is Foundations of Social Policy. This course examines the foundations, evolution, and contemporary challenges of social policy. Students explore how governments define social problems, allocate resources, and design interventions aimed at promoting well-being, equality, and social justice. Cross-listed as PGOV 297. Prerequisites: SOCI 101, 102 or PGOV 101, 102. Three credits.

SOCI 301 Classical Social Theory
Explores the development and diversity of sociology’s foundational perspectives through the study of selected original works by such authors as Karl Marx, Emile Durkheim and Max Weber. Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 302 Topics in Contemporary Theory
This seminar course on contemporary theory varies from year to year. While a survey approach to contemporary theory may be part of the course, it is probable that the professor will choose specific interests for in-depth analysis. Potential perspectives include feminist theory, anti-racist theory, postmodernism, and neo-Marxist theory. Prerequisite: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 303 Social and Political Thought
This course introduces you to early modern approaches to thinking about the social world, including social contract theory, liberalism, political economy, scientific rationality, progressive history, colonialism, and human rights. We will consider how sociology and the social sciences either developed out of these early modern ideas or, in some cases, reacted against them. The course provides students with the intellectual foundations to engage more fully with contemporary debates in social and political thought. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 304 Feminist Theory
This course examines various directions feminists have taken in studying women’s experiences and the construction of gender. Students will learn how these theoretical approaches have influenced feminist research and critical practice. The course will include early feminist thought as well as contemporary feminist theory. Cross-listed as WMGS 303. Prerequisite: WMGS 100. Three credits. Offered 2026-2027.

SOCI 307 Qualitative Research Methods
The course introduces students to the qualitative research methods used by sociologists. The course introduces the philosophical, theoretical, and ethical aspects of qualitative research as well as qualitative approaches to data collection, data analysis, presentation of results, and methods of evaluating qualitative research. The various aspects of qualitative research are illustrated with classical and contemporary studies. Prerequisite: SOCI 202. Three credits. Offered 2026-2027.

SOCI 308 Elites
This course will invite students to explore "elites" – powerful small groups that profoundly shape our everyday lives. Students will explore how elites gain and maintain power, the impacts of elites on our economy, politics, and culture, and how elite power may be questioned and resisted. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 309 Power and the State
The state is a central concept within the social sciences and one of the most significant sources of power in the modern world. Despite this, states today appear increasingly in crisis, with their very legitimacy questioned. In this course, we will explore the development of the modern state to better understand our present. Cross-listed as PSCI 318. Credit will be granted for only one of SOCI 309 or SOCI 297 offered in 2020-2021. Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 311 Men and Masculinities
A critical review of the science of masculinity and recent theoretical developments on the social construction of men’s lives and masculinities. Topics include male gender role socialization; the role social institutions play in shaping masculinities; masculinity politics, men’s movement, and social change. Cross-listed as WMGS 311. Prerequisites: SOCI 101, 102. Three credits.

SOCI 312 Social Movements
This course provides students with the tools for analyzing popular movements for social change. Students will survey the best examples of social movement analysis in the neo-Marxist, new social movement, social constructionist, and resource mobilization traditions. Movements covered may include labour, environmental, student, peace, anti-racist, women’s. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 313 Conceptions of Disability
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. Prerequisites: SOCI 101, 102. Three credits.

SOCI 314 Disability and Culture
This course employs sociological theories, methods, and an intersectional lens to examine disability as a social and political construct. Students will analyze representations of disability in law, policy, media, education, and care, situating these portrayals within broader movements for equity and justice. The course explores how dominant cultural narratives contribute to the marginalization of disabled people, and contrasts these with lived experiences that challenge and resist such portrayals. Prerequisites: SOCI 101, 102. Three credits.

SOCI 315 Addictions
In this course we investigate drug and alcohol addiction as an epidemic social problem from several key perspectives. Social theories are used to explore subcultures of addiction, race and racism, addiction's impact on women, and how addiction is understood and experienced in Canada. Credit will be granted for only one of SOCI 315 or SOCI 395 (2018, 2019). Prerequisites: SOCI 101, 102. Three credits.

SOCI 316 Quantitative Research Methods
This course introduces students to the use of quantitative analysis in political science. While studying the logic of statistical inference, students will learn practical skills, including survey questionnaire design, dataset management, and data presentation. By the end of the course students will be able to critically assess quantitative research and apply quantitative tools to pursue their own research questions. Cross-listed as PGOV 303 and PSCI 399. Prerequisite: SOCI 202 Three credits.

SOCI 317 Drugs and the Canadian State
This course examines the Canadian history of drug prohibition and moral/social control, including racism and moral panics around drugs, and the various debates around decriminalization/legalization. Issues include the legalization of cannabis, the fentanyl crisis, and regulated drugs like tobacco and alcohol. Credit will be granted for only one of SOCI 317 or SOCI 398 (2022-2023). Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 319 Family Life Policy in Canada
Students learn about federal and provincial policies that influence family formation (e.g., marriage, cohabitation, fertility, adoption), family care work (parental leave, family leave, childcare, domestic worker programs, elder care), family dissolution (separation, divorce), and family violence. Attention is given to how Canadian family laws and policies reflect and/or shape the cultural and structural aspects of gender, sexuality, Indigenous status, race and ethnicity, disability, and socio-economic status. Credit will be granted for only one of SOCI 319 or SOCI/ WMGS 395(2019-2022). Cross-listed as WMGS 319. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 322 Co-operative Movements in Comparison: Antigonish & Beyond
This course explores social change and economic development through the history, philosophy, and practice of co-operative movements across Canada, with a focus on the Antigonish Movement. The movements are used to examine political systems, labour relations, class conflict, co-operative strategies, education, religion, and ethnicity in the context of social transformation. Cross-listed as DEVS 322. Prerequisites: SOCI 101, 102 or DEVS 201, 202. Three credits.

SOCI 331 Media Effects
This course considers a broad array of issues and controversies pertaining to the study of media effects. Topics covered include the development of propaganda theory, the social significance of advertising, and debates concerning the influence of media content on behaviour and popular understandings of social reality. Attention is given to both traditional and holistic approaches to media effects in terms of the strengths and limitations of each. Credit will be granted for only one of SOCI 331 or SOCI 325. Prerequisites: SOCI 101, 102. Three credits.

SOCI 334 Sociology of Anne of Green Gables
Using the iconic Canadian classic *Anne of Green Gables* this course sets out to explore the variety of theoretical perspectives used by those in the cultural Sociology. Through the use of the books in the *Anne* series, films, television, and the author's journals, students will learn how to think about and apply theorists such as Bourdieu, the Frankfurt School, and Barthes. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 335 Indigenous and Settler Relations
This course examines how the contemporary situation of First Nations, Métis and Inuit Peoples of Canada is related to historical interactions among Indigenous and Settler societies. This will include consideration of how concerns of cultural identity, class, and gender are complicated by Canada's colonial legacy as developed with the aid of recent decolonial/sociological theory. Prerequisites: SOCI 101, 102. Three credits.

SOCI 341 Sociology of Agriculture
This course begins with an interdisciplinary survey of the scientific, philosophical, political, social and cultural aspects of global agriculture and food production. Topics examined include the green revolution, the relations between agricultural and social sustainability, local food versus export economies, food security, food sovereignty and justice, as well as biotechnology, soil science

and climate framing. At least one farm visit is included. Credit will be granted for only one of SOCI 341 or SOCI 398 (2016-2018). Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 351 Canadian Criminal Justice
This course examines the structure and operation of the Canadian criminal justice system, including policing, court systems, correctional institutions, philosophies, and practices. This includes exploring the relationship between law and social order; the justice system as a means of social control; and the experiences of Indigenous and visible minorities in the Canadian justice system. Credit will be granted for only one of SOCI 351, SOCI 350 or SOCI 374(2019-2021). Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 356 Power, Culture and Identity
This course explores the rapidly shifting contexts within which individuals and groups from diverse cultural backgrounds interact, often forming new social and political identities in the process. Questions of identity are considered at the levels of individual subjectivity, localized community, national identity, and de-localized networks. Contemporary aspects of intercultural relations are viewed considering enduring political processes and related social upheavals rooted in colonialism, nationalism and the global spread of capitalist markets. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 364 Food and Society
This course emphasizes linkages between food production and consumption in the changing global political economy. The social organisation of food production and consumption will be assessed from the standpoint of comparative research on global food chains and recent insights surrounding the social construction of food risks and benefits. Case studies will change on an annual basis but will always involve some consideration of the interrelations between countries from the 'North' and the 'South'. Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027.

SOCI 366 Coastal Communities
This course introduces students to social research on coastal communities. Emphasis is given to the social transformation of common property fisheries, the rise of industrial aquaculture, demographic transitions in coastal communities and recent moves towards integrated coastal resource management. Comparative case materials from North Atlantic coastal communities in Atlantic Canada, Britain, Ireland, and the Nordic Countries will be used in this course. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 374 Islam in Canada
Students gain an understanding of the diversity of Islam and Muslims in Canada. The course examines how Muslims negotiate their religious identities in Canadian civic society. Students engage critically with different theoretical models shaping conceptions of identity and consider their relevance to public policy debates. They course uses Muslim and non-Muslim authors representing diverse points of view that have an impact on questions of immigration, multiculturalism, and religious pluralism. Offered online. Cross-listed as RELS 375. Prerequisites: SOCI 101, 102. Three credits. Offered 2026-2027 (online format).

SOCI 387 Hockey and Canadian Culture
This course sets out to explore the intersection between ice hockey and Canada's socio-cultural identity. The course will have students immerse themselves in contemporary literature to understand the social, cultural, political and economic nuances of hockey in the Canadian context. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

SOCI 391 Junior Seminar
This seminar will assist honours students in their third year and their thesis planning and provide an environment in which to learn with senior students working on their thesis. Students will choose an advisor with whom they will develop a proposal, collect materials, and consider methodological and ethical issues relevant to their research. Students are expected to attend colloquia, guest lectures and public talks relevant to the discipline. Highly recommended for students considering honours. Contact sociology@stfx.ca. Three credits.

SOCI 397 Selected Topics
The topic for 2026-2027 is Prisons, Power, and Violence. This course centers the experiences of current and formerly incarcerated people to examine how our understandings of penology and carcerality are reproduced and maintained through various forms of state sanctioned violence(s). By [re] conceptualizing our understanding(s) of punishment and justice, students will explore how our prison system is underpinned by colonial logic, racial violence, and other forms of oppression. This course calls into question the role and function of prisons in [Canadian] society. Prerequisites: SOCI 101, 102. Three credits.

SOCI 398 Selected Topics
The topic for 2026-2027 is Spaces and Places of Mental Health Care. This course critically examines how mental health care is practiced and contested across institutional and community settings, focusing on the spaces and places where care occurs. Through critical social theory and ethnographic research, students will explore how social stratification along axes of class, race, gender, sexual identity, disability, and migration shapes care realities, relationships, and experiences. The course also considers the historical, economic, and cultural contexts that influence mental health care. Students will investigate how mental health is constructed and governed, and how individuals and communities use agency and resistance to challenge dominant structures and advocate for more inclusive care. Prerequisites: SOCI 101, 102. Three credits.

Note: 400-level courses require at least 12 credits in sociology below the 400 level as a prerequisite, or the permission of the instructor. SOCI 101, 102 counts as six of these credits.

SOCI 400 Honours Thesis Research
A required course for all senior honours students. Six credits.

SOCI 417 Social Difference and Otherness
Explores current theories of social difference and the personal, social, economic, and political effects of these differences in Canadian and international contexts. Topics include oppression, agency, resistance, identity politics, and discourse theory. Starting with the question, “What differences do some differences make?” students will examine how issues of difference become relations of dominance. Cross-listed as WMGS 417. Prerequisite: 12 credits SOCI. Three credits.

SOCI 421 Ancestry, Society, and Personal Identity
This course attempts to locate personal biography in the context of social history. Students’ genealogies provide the starting point for explorations of family, social history, and personal identity. Students will apply sociological ideas to the historical periods that helped shape their personal and family histories. Prerequisite: 12 credits SOCI. Three credits. Not offered 2026-2027.

SOCI 427 Friendship and Personal Life
Is friendship only personal and private, or does it have broader public, social, and political significance? This seminar addresses contemporary scholarship on the sociology of friendship as well as classic accounts of friendship by philosophers and social theorists. Through studying beliefs and practices of friendship we will address themes such as the self and personhood, gifts and exchange, trust and intimacy, sexuality and gender, social capital and networks, and the relation of friends to strangers and enemies. Prerequisite: 12 credits SOCI. Three credits.

SOCI 429 Climate, Land and Future
Climate, Land and Future invites students to engage climate change through Indigenous and western ways of knowing, with particular attention to colonial histories, relational accountability, and ecological futures. Guided by Mi’kmaw teachings including Etuaptmumk (Two-Eyed Seeing), Netukulimk, and M’sit No’kmaq, the course emphasizes land-based learning in Mi’kma’ki and explores how decolonial, ecological, and relational practices might prepare us to live responsibly within conditions of polycrisis and uncertainty. Credit will be granted for only one of SOCI 429 or 329. Prerequisites: 12 credits SOCI. Three credits.

SOCI 444 Science and Technology
This course considers such matters as the distinction between science and other ways of knowing, the relationship between technological innovation and scientific knowledge, the role played by technology in relation to social change and cultural identity, the social shaping of technology, forms of governance in contemporary ‘information societies’, and questions of human and non-human agency. Prerequisite: 12 credits SOCI. Three credits.

SOCI 451 Topics in Social and Criminal Justice
This course examines current theoretical and research issues in crime and social justice. Using qualitative, quantitative, and historical methodologies, students will explore topics such as gender, class, minorities, and criminal justice; police-community relations; carceral and non-carceral forms of punishment; criminal and regulatory legal procedures. Prerequisite: 12 credits SOCI. Three credits. Not offered 2026-2027.

SOCI 491 Senior Seminar
A forum in which Sociology honours students gain scholarly experience by presenting and discussing their research; and taking part in colloquia, guest lectures, and public talks relevant to sociology. Required for honours students in their senior year. Contact sociology@stfx.ca. No credit.

SOCI 498 Selected Topics
The topic for 2026-2027 is Therapeutic Culture and the Wellness Industry. This course introduces you to the scholarship on therapeutic culture, a concept sociologists use for the rise and influence of the language of therapy, emotions, and psychology in everyday life. We will analyze the origins, expressions, and implications of therapeutic culture in a range of contexts, such as personal relationships, workplaces, schools, social movements, and politics. In each case, we will consider the intersections of therapy culture with selfhood, power, and social inequality. Prerequisite: 12 credits SOCI or permission of the instructor. Three credits.

SOCI 499 Directed Study
Under the direction of a professor, students will work in an area of sociology not available in other course offerings. Students must consult with the faculty member by March 31 of the academic year in which they wish to take the course. See section 3.5. Three or six credits.

» **Spanish** see 9.27 Modern Languages

9.37 Sport Management

O. Leung, Ph.D.(Co-coordinator) Management (Chair)
C. Weaving, Ph.D.(Co-coordinator) Human Kinetics (Chair)

Advising Faculty	Department
D. Anthony, Ph.D.	Marketing and Enterprise Systems (Chair)
J. Hood, Ph.D.	Human Kinetics/Management
O. Nzindukiyimana, Ph.D.	Human Kinetics

Sport management is a discipline related to the business of sport and recreation. The field covers management in the context of professional, amateur, and intercollegiate sports, as well as community recreation.

This interdisciplinary program provides to students in the BBA and the BA HKIN degrees the option to do a minor in sport management. This is a limited-enrollment program and requires application at the end of first year (information distributed via email). SMGT 101 is restricted primarily to first year students in the BBA and BA HKIN programs, and the remaining SMGT core courses are restricted to students who have been accepted into the sport management minor.

For BBA students, the 24 credits of this optional minor replace one of the degree's 12-credit pair requirements and the 12 credits of arts/science electives required in the BBA degree patterns.

For BA HKIN students, the 24 credits of required minor in the degree pattern are fulfilled by the interdisciplinary courses prescribed below.

All inquiries should be directed to the Chair of Human Kinetics and the Chair of Management.

Minor for BBA
24 credits: SMGT 101, 322, 327, 423; HKIN 264, 352; 6 credits SMGT designated courses
BBA students complete BSAD 231 and 261 as required courses in their degree patterns.

Minor for BA HKIN
24 credits: SMGT 101, 322, 327, 423; BSAD 231, 261; 6 credits SMGT designated courses
HKIN students must include HKIN 264 and 352 in their HKIN requirements.

The normal course progression for the SMGT minor:

Year 1	SMGT 101
Year 2	BSAD 231, 261 (minor courses in BA HKIN), HKIN 264, 352 (minor courses in BBA)
Year 3	SMGT 322, 327; 3 credits SMGT designated courses
Year 4	SMGT 423; 3 credits SMGT designated courses

SMGT 101 Introduction to Sport Management
This course will have a primary focus on the sport industry, including professional sport entertainment, amateur, for-profit & non-profit sport participation, sporting goods, and sport services. Students will examine applications of managerial concepts and processes and look at the ways in which sport organizations interact with each other, and with corporations, the government and non-governmental organizations. Micro aspects of management applied to sport, including human resources, sport marketing, sponsorship, finance, event management, and sport law. Restricted to first year students in BBA and HKIN. May be used in a minor in sport management or as an elective in BBA or HKIN. Three credits.

SMGT 322 People Management and Leadership in Sport Organizations
An introduction to the tools and systems available for effective leadership and people management in sport organizations. It will also cover various careers in sport management through guest speakers who are current professionals in the field. Topics include leadership and management principles, sport planning, career planning, and strategic resource management. Credit will be granted for only one of SMGT 322 or BSAD 363 completed prior to 2024-2025. Restricted to students in the sport management minor program. Prerequisites: SMGT 101; BSAD 261. Three credits.

SMGT 327 Sport Management Ethics and Law
This course is an introduction to the philosophy of ethics, and the application thereof to physical education, recreation, and sport. Students will acquire an awareness of ethical conduct in sport and cultivate an effective deliberative process for dealing with ethical issues in sport. The course will include a philosophical approach to moral conduct, and topics such as sportsmanship, competition, fair play, cheating, self-deception, and the use of performance enhancing drugs, and the problem of racial and gender equality in sport. An ethical lens will also be applied to practices and procedures by major stakeholders including players, coaches, parents, spectators, and sport organizations. Apply theoretical frameworks that can serve as the basis for comprehensive ethical decisions, and to develop the practical facility to implement those decisions in specific, concrete situations. Prerequisite: SMGT 101. Three credits.

SMGT 423 Sport Marketing and Event Management
Through this course students will gain an understanding of marketing and its role in the sport industry. Through examination of the marketing process, students will learn how to plan, create, and implement successful marketing strategies specific to the sport industry and its consumers. Additionally, students will apply marketing principles through the design and implementation of a marketing strategy for a sport event and/or brand. Prerequisites: SMGT 101; BSAD 231. Three credits.

Sport Management Designated Courses for BBA
Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 112 Introduction to Socio-cultural Anthropology
ANTH 218 Anthropology of Health and Illness

Economics
ECON 291 Economics of Leisure, Recreation and Sports
ECON 364 Health Economics

Human Kinetics
HKIN 332 Gender and Sport
HKIN 371 Sport, Deviance and Crime
HKIN 443 Modern Olympic Games
HKIN 431 Sport and Identity

Human Nutrition
HNU 163 Nutrition for Health and Fitness

Mathematics
MATH 382 Sports Analytics

Sociology
SOCI 217 Race and Identities
SOCI 311 Men and Masculinities
SOCI 314 Disability and Culture
SOCI 387 Hockey and Canadian Culture

Women's and Gender Studies
WMGS 203 Gender
WMGS 205 Gender, Sexuality and the Body
WMGS 232 Gender and Popular Culture

Sport Management Designated Courses for BA HKIN
Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 112 Introduction to Socio-cultural Anthropology
ANTH 218 Anthropology of Health and Illness

Business
BSAD 221 Introductory Financial Accounting
BSAD 223 Introductory Managerial Accounting
BSAD 281 Foundations of Business Information Technology
BSAD 333 Professional Sales: Effective Communication and Persuasion
BSAD 356 Entrepreneurship
BSAD 384 Data Management and Analytics

Economics
ECON 291 Economics of Leisure, Recreation and Sports
ECON 364 Health Economics

Human Nutrition
HNU 163 Nutrition for Health and Fitness

Mathematics
MATH 382 Sports Analytics

Sociology
SOCI 217 Race and Identities
SOCI 311 Men and Masculinities
SOCI 314 Disability and Culture
SOCI 387 Hockey and Canadian Culture

Women's and Gender Studies
WMGS 203 Gender
WMGS 205 Gender, Sexuality and the Body
WMGS 232 Gender and Popular Culture

» **Statistics** see 9.26 Mathematics and Statistics

9.38 Women's and Gender Studies

Rachel Hurst, Ph.D., Co-ordinator

Advising Faculty	Department
M. Bimm, Ph.D.	Women's and Gender Studies
S. Chattopadhyay, Ph.D.	Development Studies and Women's and Gender Studies
N. Forestell, Ph.D.	Women's and Gender Studies
C. Girard, Ph.D.	Art
P. Mallory, Ph.D.	Sociology
O. Nzindukiyimana, Ph.D.	Human Kinetics
C. Weaving, Ph.D.	Human Kinetics

The academic field of women's and gender studies provides an interdisciplinary, multicultural and feminist analysis of women's lives and history. It re-examines traditional ideas about women and their place in society and introduces theoretical frameworks for understanding questions about the roles, problems and accomplishments of women.

Through a combination of core courses and cross-listed courses offered by various university departments, students will critically examine topics such as women and politics; women in sport; the psychology of gender; women's history; the relationship of gender, class and race; women's literature; feminist theory; women and religion; women and medicine; women in management; and women and work. Service learning projects may be incorporated into some women's studies courses.

See chapter 4 for information on the degree patterns, declarations of major, advanced major and honours, advancement and graduation requirements.

Program Requirements

Students may choose a minor, subsidiary, BA with Major, BA with Joint Major in an arts subject or BA Honours with subsidiary in an arts subject. See chapter 4. Arts, business, and science students may fulfill requirements for a pair in women's and gender studies.

Students interested in women's and gender studies should consult with the co-ordinator as early as possible.

Pair

12 credits: WMGS 100; 6 additional credits WMGS core and/or cross-listed courses

Minor

24 credits: WMGS 100; 18 additional credits WMGS core and/or cross-listed courses

No more than 6 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared major subject.

Subsidiary

24 credits: WMGS 100, 205, 303; 12 additional credits WMGS core and/or cross-listed courses

No more than 6 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared honours subject.

Major

Major: 36 credits - WMGS 100, 205, 303; 24 additional credits WMGS core and/or cross-listed courses
Minor: 24 credits
Open electives: 60 credits
Total: 120 credits

At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.

No more than 12 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared minor subject.

Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Joint Major

WMGS major courses as outlined above
Major 1: 36 credits
Major 2: 36 credits
Open electives: 48 credits
Total: 120 credits

At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.

No more than 12 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's other declared major subject.

Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Honours with Subsidiary

Honours: 48 credits - WMGS 100, 205, 303, 346, 391 (non-credit), 493; ANTH 304; 6 additional credits WMGS core courses; 18 credits WMGS cross-listed courses
Subsidiary: 24 credits

Open electives: 48 credits
Total: 120 credits
At least 36 credits at the 300/400 level. Maximum of 48 credits at the 100 level.
No more than 12 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared subsidiary subject.
Distribution requirements: The degree pattern must include 24 credits of breadth requirements and 12 credits of depth requirements; see section 4.1.3.

Social Justice Colloquium
The Social Justice Colloquium is a first-year option for Bachelor of Arts students. Participants are enrolled in dedicated sections of anthropology, development studies, sociology and women's and gender studies. See section 4.3 for further information.

WMGS 100 Introduction to Women's and Gender Studies
This course will offer an overview of women's and gender studies from an interdisciplinary perspective. Students will study the development of feminist movements and will examine how concepts of race, class, sexuality and ability intersect in shaping colonialism, sexual and reproductive health, violence, family relations, paid and unpaid labour, political systems and poverty. The course will consider the relationship between the local and the global through discussion of such topics as popular culture, consumerism and environmentalism. Six credits.

WMGS 203 Gender
This course is about gender differences and gender inequality. The main objective of the course is not only to examine differences in women's and men's social positions, but also to stimulate critical and informed thinking about the sources of gender inequality in our society. More generally, the course aims to explore the many ways in which this society is organized around gender differences and divisions. Cross-listed as SOCI 203. Prerequisite: SOCI 101, 102. Three credits. Not offered 2026-2027.

WMGS 205 Gender, Sexuality and the Body
How are different bodies sexualized, gendered, normalized, and Othered? This course offers an interdisciplinary exploration of the narratives about bodies, relationships, and sexuality that shape our individual and collective experience of the world. Together, we ask how individual experiences of injustice predicated on Othered bodies and categories — from trans exclusion and medical misogyny to police violence and global conflict — might be transformed into collective action that champions solidarity, access, and care. Prerequisite: WMGS 100 or third- or fourth-year status with permission of instructor. Three credits.

WMGS 213 Gender, Migration and Development
This course explores the meanings and intersections of gender, migration and development by taking an interdisciplinary and intersectional approach to understand concepts (such as migrants, refugees, asylum seekers, mobile subjects, temporary foreign workers, or care-givers) in the context of immigration policies, citizenship practices, economic exploitation, human trafficking, border mechanisms and internal gatekeeping politics. Credit will be granted for only one of WMGS 213 and WMGS 299 (2021-2022). Cross-listed as DEVS 213. Prerequisite: DEVS 101 or WMGS 100. Three credits.

WMGS 217 Race and Identities
This course discusses the interconnected realities of race, class, gender and sex from various sociological perspectives. Substantive topics will include the socially constructed nature of these concepts in places like media, and the experiences of classism, sexism and racism in the workplace, schools, and everyday life. Cross-listed as SOCI 217. Three credits. Not offered 2026-2027.

WMGS 221 Sociology of Marriage and Family Life
This course analyzes the marriage and family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence, and how technology is influencing parenting. Cross-listed as SOCI 221. Three credits. Offered 2026-2027.

WMGS 232 Gender and Popular Culture
This course will introduce a range of topics within the broad field of gender and popular culture as well as how to study and critique genres of popular culture. Beginning with the questions, "What is cultural studies?" and "Why is it important to study popular culture?" we move on to study a range of pop culture media, including music, television, film, video games and graphic novels/memoirs through this methodological and theoretical lens. Prerequisite: WMGS 100 or third- or fourth-year status with permission of instructor. Three credits.

WMGS 259 Gender, Literature and Culture
What makes gender meaningful and what has literature got to do with it? How do literary works and other cultural texts (film, television, music, social media) represent and / or transform gender in a given time and place? What can such works tell us about how gender is imagined, experienced, circulated, challenged? This course will address these questions by studying selected texts in the context of historically-specific understandings of masculinity, femininity and non-binary identities. Cross-listed as ENGL 259. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

WMGS 270 Cultures of Girlhood
This course uses an intersectional feminist perspective to explore not only the cultural construction of girlhood and its

representations, but the ongoing cultural practices of girls themselves. It explores various ways that “girls” have always had a unique relationship to producing, consuming, and participating in culture. This course interrogates l and resist the universalization of the girlish subject, integrating readings that ask students to reframe “girl” in relation to race, class, sexuality, age, and nation. Credit will be granted for only one of WMGS 270 and WMGS 299 (2022-2024). Prerequisite: WMGS 100. Three credits.

WMGS 298 Selected Topics
The topic for 2026-2027 is Fat Studies. The word “fat” is burdened by a long history of structural oppression and stigma. Fat studies asserts that fatness is a significant axis of oppression that intersects with other relations of power. Topics include defining fatphobia/fat oppression/anti-fat bias; why intersectionality is essential to understanding fatphobia, anti-fat bias in healthcare; problematizing the idea that fatness is a “choice” as well as the positive moral value attributed to “healthiness;” fatness in popular culture; and fat liberation/revolution. Prerequisite: WMGS 100 or third- or fourth-year status with permission of instructor. Three credits.

WMGS 302 2SLBGTQ+ Health and Social Care
This course introduces students to health and social care challenges, and opportunities two-spirit, lesbian, gay, bisexual, transgender, queer (2SLBGTQ+) populations face across the life span. Students will work with theoretical concepts, current research, social determinants of health, legal/biomedical histories, alongside stories of 2SLBGTQ+ people/communities. Students will develop and propose strategies specific to improving health and wellness while strengthening their knowledge to address health disparities and improve this population’s health and well-being. Cross-listed as NURS 302. Prerequisite: WMGS 100. Three credits.

WMGS 303 Feminist Theory
This course examines various directions feminists have taken in studying women’s experiences and the construction of gender. Students will learn how these theoretical approaches have influenced feminist research and critical practice. The course will include early feminist thought as well as contemporary feminist theory. Cross-listed as SOCI 304. Prerequisite: WMGS 100. Three credits. Not offered 2026-2027.

WMGS 304 Gender and Public Policy
How can we make the world a more gender equal and socially just place? This course examines the relationships between gender, systems of inequality, and public policy. The course focuses on understanding contemporary approaches to creating gender-responsive public policy and theoretical tools for analyzing public policy. The course also explores how to apply this knowledge to contemporary social issues. Credit will be granted for only one of WMGS 304 or PSCI 398/WMGS 399 (2021-2022). Cross-listed as PGOV 305. Prerequisite: PGOV 101 or permission of the instructor. Three credits.

WMGS 311 Men and Masculinities
A critical review of the science of masculinity and recent theoretical developments on the social construction of men’s lives and masculinities. Topics include male gender role socialization; the role social institutions play in shaping masculinities; masculinity politics, men’s movement, and social change. Cross-listed as SOCI 311. Three credits.

WMGS 312 Women and Popular Music
A critical examination of the roles of the singing performer from the later 19th century to present through the development and changes of different musical styles and cultural context. Singer/audience relationships are explored as well as voal lineage and the musical contributions of key artists. The course also surveys key singers over the last 100 years, through examining ideas fame, artistry, cultural/political significance race, and gender. Cross-listed as MUSI 312. Three credits.

WMGS 315 Gender and Development
This course will examine a number of ways to understand what gender and development mean, and the ways in which the two intersect. For instance, the course will explore such questions as, how can thinking intersectionally change the practices of development and of international institutions of development?; and, how local and gendered actors respond to development policies? This course shows the significance of feminist movements to development and a gender-sensitive turn in development policies. Sub-themes in the course include women and work, gender and health, empowerment, environment, sustainable development, and others. Credits will be granted for only one of DEVS 315 and DEVS 391(ST: Gender and Development). Cross-listed as DEVS 315. Prerequisite: WMGS 100 or DEVS 201 and 202. Three credits.

WMGS 316 Women in Early Judaism
The course investigates the depiction and experience of women from the earliest biblical narratives to the separation of Christianity from Judaism. Students analyze responses to women and ideas about women in Biblical and other early Jewish writings, in comparison to women in the rest of the Ancient Near East, in conversation with feminist interpreters of the Bible and early Judaism, we will note the relevance of this material for contemporary gender issues. Cross-listed as RELS 316. Three credits. Offered 2026-2027.

WMGS 317 Canadian Women’s and Gender History: From Colony to Nation
This course introduces students to major themes in the field of Canadian women’s and gender history. Covering the period from the late 16th century to the late 19th century, the course examines the historical development of women’s roles, experiences, identities and gender relations. Particular attention is given in this course to the impact of colonialism, and the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women’s work, family roles, sexuality, political engagement and activism. Credit will be granted for only one of WMGS 317 or WMGS 308. Cross-listed as HIST 317. Three credits. Not offered 2026-2027.

WMGS 318 Canadian Women's and Gender History: Modernity
This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 19th century to the late 20th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given to the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Credit will be granted for only one of WMGS 318 or WMGS 308. Cross-listed as HIST 318. Three credits. Offered 2026-2027.

WMGS 319 Family Life Policy in Canada
Students learn about federal and provincial policies that influence family formation (e.g., marriage, cohabitation, fertility, adoption), family care work (parental leave, family leave, childcare, domestic worker programs, elder care), family dissolution (separation, divorce), and family violence. Attention is given to how Canadian family laws and policies reflect and/or shape the cultural and structural aspects of gender, sexuality, Indigenous status, race and ethnicity, disability, and socio-economic status. Credit will be granted for only one of WMGS 319 or SOCI/ WMGS 395(2019-2022). Cross-listed as SOCI 319. Prerequisites: SOCI 101, 102. Three credits. Not offered 2026-2027.

WMGS 325 Early Christian Women
This course investigates women's participation in early Christian groups from the time of Jesus to the 5th century. Ancient Jewish, Christian, and Roman Women's experiences will be explored through texts, inscriptions, and material artefacts like mosaics. Students will learn to analyze New Testament and other ancient writings through an intersectional feminist lens and examine such issues as gendered violence, women's leadership, and early Christian constructions of masculinity. Cross-listed as RELS 325. Three credits. Offered 2026-2027.

WMGS 326 Issues in the Anthropology of Kinship
This course explores current themes and debates about the constitution of families cross culturally. It will examine topics such as: cultural understandings of kinship; historical transformations of kinship systems; current reconfigurations of marriage; partnering strategies; new reproductive technologies; transnational adoption; intra-familial conflict; the role of kinship for individuals and in societies; and the influence of the state on kin patterns. Course material will include ethnographic examples from around the world. Cross-listed as ANTH 326. Prerequisite: ANTH 110 or ANTH 111 and 112, or WMGS 100 or 200 or permission of the instructor. Three credits.

WMGS 327 Feminist Anthropology
This course examines how past and present feminist anthropologists have used and problematized categories of difference and identity, such as, gender, class, sexuality, race, ethnicity, ability, religion and nationality as they pursue anthropological research. Focusing primarily on socio-cultural anthropological research, but also addressing work by linguistic and biological (physical) anthropologists and archaeologists, the course will highlight the theoretical, methodological, and empirical contributions of feminist anthropologists to anthropology and to women and gender studies. Credit will be granted for only one of ANTH 323, ANTH 324 or WMGS 324. Cross-listed as ANTH 323. Prerequisite: ANTH 110 or ANTH 111, 112 or WMGS 100 or WMGS 200 or permission of the instructor. Three credits.

WMGS 329 Studies in Women Writers: Feminisms and Their Literature
How do the struggles feminists engage in inform literary works? An introduction to diverse feminist debates within their historical, cultural and political contexts, this course explores the relationships between particular feminisms and the literary texts that exemplify or extend them. Cross-listed as ENGL 329. Three credits.

WMGS 330 Studies in Women Writers II: Genres, Cultures, Contexts
How are works of literature by women shaped by the context in which they are written? Are novels written by women different? Are poems? How do culture and gender intersect? These are the sorts of questions, broadly defined, that this course takes up. Specific topics will vary from year to year, depending on the instructor. Cross-listed as ENGL 330. Prerequisite: 9 credits ENGL. Three credits.

WMGS 331 The Gendered Campaign: Women and Political Officeholding
This course examines women as candidates and leaders in contemporary elections. Focusing on women's pathways to politics in Canada and abroad, we will reflect on the unique opportunities and barriers that women face throughout their political careers and in their ascent to leadership positions in the political system. Cross-listed as PSCI 327. Prerequisite: PSCI 101, 102 or WMGS 100; 3 credits at the 200 level. Three credits.

WMGS 332 Gender in Sport and Physical Activity
Explores the role of women, men, femininity, and masculinity in sport and physical activity from a historical, philosophical, and sociocultural perspectives. This course covers topics like embodiment, objectification, equity, racism, homophobia, politics of difference and identity. Cross-listed as HKIN 332. Three credits.

WMGS 333 The Medieval Body
This class explores late medieval conceptions of the physical body, which were always essential to identity in the Middle Ages. Medieval discussions of the practice of reading, clothing and fashion and even spiritual union with God, often involved debates and metaphors based upon the physical body. Through an exploration of primary and secondary texts along with seminar discussions, the class will explore the interconnectedness of late medieval ideas of corporeality, identity, spirituality and sexuality. Cross-listed as ART 334 and HIST 332. Three credits. Not offered 2026-2027.

WMGS 343 Psychology of Gender
This course introduces students to the psychological literature on sex and gender. Course topics include sex differences and similarities, relationships in traditional and nontraditional families, portrayals of gender in the media, gender experiences within and outside the gender binary, intersectionality, and applied topics such as sexual harassment, violence, and the wage gap, among others. Psychological outcomes will be analyzed according to gender-role socialization and biological, sociobiological, social-psychological, and feminist theories of sex and gender. Cross-listed as PSYC 364. Prerequisite: 6 credits of PSYC at the 200 level. Three credits.

WMGS 344 Developmental Social Psychology of Gender
This course will review theories and research that integrate developmental and social perspectives on gender. Topics will focus on gender as a social construct and include gender role development, gender role socialization in the family and gender development in cross-cultural perspective. Credit will be granted for only one of WMGS 344 or WMGS 360. Cross-listed as PSYC 365. Prerequisite: 6 credits of PSYC at the 200 level. Three credits.

WMGS 345 Women and Politics
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; the evolution and politics of the women's movement; political parties and legislatures; women and work; women and the welfare state. Cross-listed as PSCI 345. Prerequisite: PSCI 101, 102 (100) or WMGS 100; 6 credits at the 200-level (211, 212 recommended). Three credits.

WMGS 346 Critical Race & Sexuality Studies in Canada
This seminar course offers students a survey of feminist approaches to contemporary critical race theory and sexuality studies in Canada, with a particular focus on the values of 'multiculturalism' and 'tolerance.' The course will consider the intersections of gender with such topics as colonialism, racism and immigration, whiteness, as well as homophobia and homonationalism. Prerequisite: WMGS 100 or third or fourth year status with permission of instructor. Three credits.

WMGS 354 Women, Art & Gender: Rewriting Art History
Recentering women in the history of art, this course critically examines the structures that excluded them and the narratives that erased them. It looks at how gender has shaped the discipline of art history and at texts that envision more inclusive methods. Students will draw on their experiments with looking techniques to write about women's contributions to various visual and material cultures, from the discovery of butterfly metamorphosis to the secret "invention" of abstraction. Cross-listed as ART 354. Three credits.

WMGS 364 Social Justice and Health
Examines the relationship between injustice and health outcomes nationally and globally. Core social justice ideas are analyzed, including the cycle of oppression, distinctions between equality and equity, and achievement of human rights as an ethical imperative. Throughout the course, social, ecological, and structural determinants of health are explored with numerous case examples. Modern and historical contexts are explored in key justice related areas: corporatization of health care; policy-created poverty; worldwide water crisis; links between planetary health and human health; and global conflict as a key driver of injustice. Learning includes analysis of selected award-winning films. Cross-listed as NURS 364. Three credits.

WMGS 367 Gender and Management
Reviews the recent growth of women managers in today's organizational world. Students examine gender roles in organizations and identify some of the barriers women experience in reaching the top. The course explores the systemic discrimination facing women, and presents potential management models for women and men. Cross-listed as BSAD 367. Prerequisite: BSAD 261. Three credits.

WMGS 370 Gender & Sexuality in Modern European Empires
This course examines major issues in the history of gender and sexuality in the new imperialism. Themes to be covered include imperial families, race, gender and professionalism, gender, sexuality and citizenship, and women in imperialism and global movements. Cross-listed as HIST 360. Three credits. Not offered 2026-2027.

WMGS 378 Human Sexuality
This course provides a broad introduction to research and theory in human sexuality. It includes examination of fundamental topics such as the nature of human sexuality and contemporary issues. Specific topics include historical perspective, theories of sexuality, sex research, sexual anatomy, sexual variation, sexual response, gender, sexual dysfunction and sex therapy. Cross-listed as PSYC 378. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

WMGS 391 Junior Seminar
This is a non-credit, required course for third year students enrolled in the BA Honours with Subsidiary option in the WMGS Program. The seminar will give students an opportunity to engage with the research of faculty who teach core and cross-listed courses in the program, as well as the intellectual life of the program, in preparation to select a supervisor for the honours thesis they will write in their fourth year. No credit.

WMGS 395 Selected Topics
The topic for 2026-2027 is Feminist Technologies. What are the material histories that have helped shape today's technologies? This course engages students in feminist, queer, and decolonial considerations of these lineages, exploring technologies like textile making, domestic design, and the voice before building towards rigorous critical engagement with algorithmic injustice, platform

extractivism, and datafication. Bolstered by hands-on projects and digital crafts, we will explore how discourses of gender, race, ability, meritocracy, and belonging have shaped today's tech, its implicit biases, utopic potential, and capacity for harm. Prerequisite: WMGS 100 or third- or fourth-year status with permission of the instructor. Three credits.

WMGS 397 Authentic Power and Gender
This course presents "authentic power" as understood in Hindu and Buddhist traditions. Here, "authentic power" is that which creates, supports, maintains and sustains life. It is understood as an expression of inter-dependent masculine and feminine "principles" both within and outside the individual self. That which seeks to manipulate, control, dominate, oppress or defend territory is here understood to be based in fear: it is an expression of cowardice and, as such, merits our compassion. Cross-listed as RELS 315. Three credits. Offered 2026-2027.

WMGS 398 Themes in the History of Sexuality
A comparative study of the history of sexuality during the modern period from the eighteenth through the twentieth centuries. Following a broadly chronological and thematic approach to a diverse history of sexualities, the course will explore in particular the changing meanings of and interconnections between sexuality, race, class and gender. Topics will include: indigenous sexual cultures; sexuality and colonialism; inter-racial sexual relationships; the 'invention of heterosexuality'; moral panics, prostitution, the regulation of sexual desire; and sexual subcultures. Cross-listed as HIST 398. Three credits. Not offered 2026-2027.

WMGS 399 Selected Topics
The topic for 2026-2027 is Histories of Settler Colonialism in Canada Through the Lens of Gender, Race and Sexuality. This course explores how settler colonialism has been central to the formation and reformation of Canada since the mid-nineteenth. Drawing primarily on feminist historical scholarship, it examines in particular the continued intersection of gender, race and sexuality in shaping settler colonial governance, Indigenous-settler relations, and an array of formal and informal institutional frameworks. Cross-listed as HIST 399. Prerequisite: minimum completion of 30 credits. Three credits.

WMGS 411 Religious Approaches to Sexuality
Human sexuality is explored from two main perspectives: first, the teachings and practices of various religious traditions; and second, contemporary developments in sexual and reproductive health and rights. Among the issues to be considered are sexuality and gender roles, contraception and abortion, marriage and family. Cross-listed as RELS 401. Prerequisite: any 100-level RELS or WMGS course. Three credits. Not offered 2026-2027; offered every three years.

WMGS 412 Religious Approaches to Sexual Diversity
This course will focus on religious teachings and traditions on sexual diversity within the broader context of human rights associated with sexual orientation and sexual differences. In particular, we will look at the experiences of gay, lesbian, bisexual, intersexual and transgendered persons within religious communities. Cross-listed as RELS 402. Prerequisite: any 100-level RELS or WMGS course. Three credits. Offered 2026-2027; offered every three years.

WMGS 415 Advanced Field Seminar and Practicum
This course focuses on understanding inequality from an academic perspective and seeks to do so through understanding grass-roots activism and movements for social change. This course is designed to combine feminist theories with feminist activist work, allowing students to learn from how feminism looks as gender challenges are enacted in homes, workplaces and political spaces. The main purpose of this course is for students to gain field-based knowledge through placement with an organization, community group or service. Credit will be granted for only one of WMGS 415 or WMGS 400. Three credits.

WMGS 417 Social Difference and Otherness
Explores current theories of social difference and the personal, social, economic, and political effects of these differences in Canadian and international contexts. Topics include oppression, agency, resistance, identity politics, and discourse theory. Starting with the question, "What differences do some differences make?" students will examine how issues of difference become relations of dominance. Cross-listed as SOCI 417. Prerequisite: 12 credits SOCI. Three credits.

WMGS 491 Selected Topics
Three credits.

WMGS 493 Honours Thesis
A required course for students enrolled in the BA Honours with Subsidiary program. Students enrolled in this course will write a thesis about a question that is of interest to them and grounded in relevant scholarly research related to their chosen topic. Six credits.

Other courses may be considered WMGS cross-listed courses with consultation.

University Personnel
As of March 2026

University Faculty
Professors

Adams, C., Ph.D.(Toronto)	Physics
Apaloo, J., Ph.D.(Montana)	Mathematics and Statistics
Austen, E., Ph.D.(UBC)	Psychology
Beltrami, H., Ph.D.(UQAM)	Earth and Environmental Sciences
Bickerton, J., Ph.D.(Carleton)	Political Science
Bishop, C., Ph.D.(Simon Fraser)	Biology
Boyle, T., Ph.D.(Carleton)	Marketing & Enterprise Systems
Brebner, K., Ph.D.(Carleton)	Psychology
Callaghan, T., Ph.D.(Brown)	Psychology
Cormack, P., Ph.D.(York)	Sociology
D'Arcy, M., Ph.D.(Cornell)	English
Estill, L., Ph.D.(Wayne State)	Canada Research Chair, English
Finbow, S., Ph.D.(Victoria)	Mathematics and Statistics
Foran, A., Ph.D.(Alberta)	Education
Forestell, N.M., Ph.D.(OISE)	History & Women's and Gender Studies
Fuller, M., Ph.D.(York)	Management
Gilham, C., Ph.D.(Calgary)	Education
Gondra, I., Ph.D.(Oklahoma State)	Computer Science
Groarke, L., Ph.D.(Waterloo)	Philosophy
Hakin, A., Ph.D.(Leicester)	Chemistry
Halperin, D., Ph.D.(Calgary), RN	Nursing
Harling-Stalker, L., Ph.D.(Carleton)	Sociology
Hurst, R., Ph.D.(York)	Women's and Gender Studies
Hynes, T.W., Ph.D.(Calgary)	Accounting & Finance
Kalman, S., Ph.D.(McMaster)	History
Kane, D., Ph.D.(East Carolina)	Human Kinetics
Kearns, L., Ph.D.(Toronto)	Education
Kellman, L., Ph.D.(UQAM)	Earth and Environmental Sciences
Khoury, J., Ph.D.(Carleton)	English
Kocay, V., Ph.D.(Toronto)	Modern Languages
Koch, E., Ph.D.(Florida)	Psychology
Kolen, A., Ph.D.(Saskatchewan)	Human Kinetics
Langdon, J., Ph.D.(McGill)	Adult Education/ Development Studies
Lin, M., Ph.D.(Linkoping)	Computer Science
Lukeman, R., Ph.D.(British Columbia)	Mathematics and Statistics
Lunney Borden, L.A., Ph.D.(UNB)	Education
MacAulay, K., Ph.D.(Queen's)	Accounting & Finance
MacDonald, C., Ph.D.(Dalhousie), RN	Nursing
Mackenzie, S., Ph.D.(Saskatchewan)	Human Kinetics
MacLeod, K., Ph.D.(Toronto)	Education
Mahaffey, T., Ph.D.(Queen's)	Marketing & Enterprise Systems
Marangoni, D.G., Ph.D.(Dalhousie)	Chemistry
Marmura, S., Ph.D.(Queen's)	Sociology
Marzlin, K.P., Ph.D.(Konstanz, Germany)	Physics
McGibbon, E., Ph.D.(Toronto), RN	Nursing
McGillivray, M.B., Ph.D.(Queen's)	English
McMillan, L.J., Ph.D.(UBC)	Anthropology
Mitton, J., Ph.D.(Alberta)	Education
Morrison, B., Ph.D.(Strathclyde)	Marketing & Enterprise Systems
Moynagh, M.A., Ph.D.(Texas-Austin)	English
Mukerji, B., Ph.D.(Carleton)	Marketing & Enterprise Systems
Nilges, M., Ph.D.(Illinois)	English
Olstead, R., Ph.D.(York)	Sociology
Oxner, M., Ph.D.(Alberta), CFA(AIMR)	Accounting & Finance
Palanisamy, R., Ph.D.(IIT, New Delhi)	Marketing & Enterprise Systems
Penner, K., Ph.D.(McMaster)	Religious Studies
Poole, P., Ph.D.(Boston)	Physics
Robinson, D.B., Ph.D.(Alberta)	Education
Roy, C., Ph.D.(OISE)	Adult Education
Scrosati, R., Ph.D.(UBC)	Biology
Smith, D., Ph.D.(Manitoba)	English
Stan, L., Ph.D.(Toronto)	Political Science
Sweet, W., Ph.D.(Ottawa), DEA(Sorbonne), D.Ph.(Saint Paul), D.Th.(South Africa), FRSC	Philosophy
Taylor, T., Ph.D.(Dalhousie)	Mathematics and Statistics
Tkacz, G., Ph.D.(McGill)	Economics
Trembinski, D., Ph.D.(Toronto)	Art
Tynan, P., MM(U. North Texas)	Music
van Bommel, M., Ph.D.(Waterloo)	Mathematics and Statistics
van den Hoogen, R., Ph.D.(Dalhousie)	Mathematics and Statistics
Weaving, C., Ph.D.(UOW)	Human Kinetics
Wyeth, R., Ph.D.(Washington)	Biology
Young, D.C., Ph.D.(UWO)	Education
Zecker, R., Ph.D.(Pennsylvania)	History
Zhou, P., Ph.D.(Witwatersrand)	Mathematics and Statistics

Associate Professors

Ahmed, H., Ph.D.(Alberta)	Physics
Alessandrini, D., Ph.D.(Guelph)	Economics
Al-Maini, D., Ph.D. (Calgary)	Philosophy
Allen, N., Ph.D.(UBC)	Political Science
Anthony, D., Ph.D.(Liverpool)	Marketing & Enterprise Systems
Aubrecht, K., Ph.D.(Toronto)	Canada Research Chair, Sociology
Benoit, B., Ph.D.(Dalhousie)	Nursing
Berrigan, L. Ph.D.(Carleton)	Psychology
Bertin, E., Ph.D. INRS-EMT(Quebec)	Chemistry
Billington, R., M.Mus.(W. Michigan)	Music
Braid, J., Ph.D.(Dalhousie)	Earth and Environmental Sciences
Casey, A., Ph.D.(Calgary)	Human Kinetics
Chattopadhyay, S., Ph.D.(Kent State)	Development Studies & Women's and Gender Studies
Cho, Y., Ph.D.(Queen's)	Political Science
Coady, M., Ph.D.(Nottingham, UK)	Adult Education
Comeau, F., Ph.D.(Dalhousie), P.Eng.	Engineering
Cupido, K., Ph.D.(Arizona State)	Mathematics and Statistics
DeVries, R., Ph.D.(Trinity College)	Celtic Studies
DeWolf, D., Ph.D. (Dalhousie)	Mathematics and Statistics
Dodaro, S., Ph.D.(Toronto)	Economics
English, M., Ph.D.(Dalhousie)	Human Nutrition
Faulkner, M., Ph.D. (Laval)	Modern Languages
Garrod, J., Ph.D.(Carleton)	Sociology
Girard, C., Ph.D.(Harvard)	Art
Gregory, S., Ph.D.(University of London)	Art
Hadley, G., Ph.D.(StFX)	Education
Hallaran, A., Ph.D. (Queens)	Nursing
Haller, M., Ph.D.(Pittsburgh)	Anthropology
Hallett-Tapley, G., Ph.D.(Dalhousie)	Chemistry
Hanlon, J., MMUS(North Texas)	Music
Hansen-Ketchum, P., Ph.D.(Alberta)	Nursing
Harenberg, S., Ph.D.(Regina)	Human Kinetics
Harvie, R., Ph.D.(Otago)	Human Nutrition
Helpard, H., Ph.D.(Dalhousie)	Nursing
Holmes, C., Ph.D.(Dalhousie)	Health
Hughes, J., Ph.D.(UWO)	Computer Science
Husband, M., Ph.D.(York)	Education
Jamieson, J., Ph.D.(McGill)	Human Nutrition
Kell, S., Ph.D. (Regina)	Education
Kikkert, P., Ph.D.(UWO)	Chair, Public Policy & Governance
Lajeunesse, A., Ph.D.(Calgary)	Public Policy & Governance
Lalande, G., Ph.D.(McGill)	History
Lam, M., Ph.D.(UBC)	Human Kinetics
Lee, D., Ph.D.(UBC)	Mathematics and Statistics
Leo, T.W., Ph.D.(Toronto)	Economics
Leung, O., Ph.D.(Bentley)	Management
Levin, J., Ph.D.(Toronto)	Political Science
Linkletter, M., Ph.D.(Harvard)	Celtic Studies
Litz, S.A., Ph.D.(Konstanz, Germany)	Management
Lomore, C., Ph.D.(Waterloo)	Psychology
Long, B., Ph.D.(Saint Mary's)	Management

MacDougall, A., Ph.D.(Victoria)	Climate and Environment
MacGillivray, M., Ph.D (British Columbia)	Health
Mackey, W. Ph.D.(StFX)	Education
MacLean, B.J., Ph.D.(Memorial)	Chemistry
Malloy, B., Ph.D.(UWO)	Economics
Mallory, P., Ph.D.(York)	Sociology
Maltby, N., Ph.D.(Strathclyde)	Management
Mazerolle, E., Ph.D.(Dalhousie)	Psychology
McCormick, P., Ph.D.(Waterloo)	Psychology
McKercher, A., Ph.D. (Cambridge)	Public Policy & Governance
McInnis, P., Ph.D.(Queen's)	History
Nguyen, Y.N., Ph.D.(Monash)	Accounting & Finance
Nzindukiyimana, O., Ph.D.(UWO)	Human Kinetics
Omae, K., MA Jazz(Queen's College NY)	Music
Orlova, G., Ph.D.(Boston)	Chemistry
Ozkok, Z., Ph.D.(Madrid)	Economics
Parikh, B., Ph.D.(Memphis)	Accounting & Finance
Parks, S., Ph.D.(McGill)	Religious Studies
Paz-Mackay, M., MA (Ottawa)	Modern Languages
Perry, J., Ph.D. (Toronto)	Biology
Perry, J.A., Ph.D.(Toronto)	Adult Education
Potts, J., Ph.D.(John Hopkins)	English
Razul, S., Ph.D.(Dalhousie)	Chemistry
Reid, R., Ph.D.(McGill)	Human Kinetics
Risk, D., Ph.D.(Dalhousie)	Earth and Environmental Sciences
Robinson, I., Ph.D.(StFX)	Education
Rodela, T., Ph.D.(Ottawa)	Biology
Rosborough, J., Ph.D.(UWO)	Economics
Rushton, C., Ph.D.(Bristol)	English
Semple, R., Ph.D.(King's College, UK)	Art
Summerfield, F., Ph.D.(Guelph)	Economics
Szlachta, M., Ph.D.(Toronto)	Philosophy
Thompson, K., Ph.D.(Victoria)	Psychology
Throop-Robinson, E., Ph.D.(South Australia)	Education
Toxopeus, J., Ph.D.(Western)	Biology
Tucker. A., Ph.D.(Nipissing)	Education
Vishwakarma, V.K., Ph.D.(U of New Orleans)	Accounting & Finance
Vossen, D., Ph.D.(UWO)	Human Kinetics
Wallace, R., Ph.D. (Queen's)	Political Science
Walters, W., Ph.D.(StFX)	Education
Weaver, A., Ph.D.(UNB)	Psychology
Withey, P., Ph.D.(Victoria)	Economics
Wright, K., Ph.D.(Toronto)	English

Assistant Professors

Alam, R., Ph.D. (Western)	Anthropology
Aldiabat, K . Ph.D. (Calgary)	Nursing
Alex, J., CA (ASCA)	Accounting & Finance
Altenburg, G., Ph.D. (McMaster)	Religious Studies
Ankomah, W., Ph.D. (Brock)	Education
Baneshi, M., PhD (Yazd/CBU)	Chemistry
Batelaan, Krystal, PhD (York)	Sociology
Beaulieu, T., Ph.D. (Calgary)	Anthropology
Biernaskie, J. Ph.D. (Toronto)	Biology
Bimm, M., Ph.D. (York)	Women's and Gender Studies
Borras, A., M.Sc.(York)	Nursing
Brennan, L., MBA (Spain)	Management
Burnett, K., Ph.D.(Waterloo)	Development Studies
Carter, E., Ph.D. (StFX)	Education
Carter-Rogers, K., Ph.D. (St Mary's)	Management
Chen, Haoze, M.Sc (Waterloo)	Marketing & Enterprise
Clark, G., PhD (Carleton)	Earth and Environmental Sciences
Clarke, C., Ph.D. (Queensland)	Education
Corbit, J., Ph.D. (Simon Fraser)	Psychology
Cumming, M., Ph.D. (Florida)	Education
Cunningham, D., Ph.D. (Ottawa)	Earth and Environmental Sciences
Darwish, T., Ph.D.(Malaysia)	Computer Science
Delorey, D., M.Ad.Ed.(StFX) RN	Nursing
Facci, M., Ph.D. (Saskatchewan)	Education
Fairbrother, M., Ph.D. (Ottawa)	Education
Foo, A., Ph.D.(Ottawa)	Chemistry
Fraser, J., CPANS	Accounting and Finance
Gerrits. B., Ph.D.(Queen's)	Public Policy & Governance
Halliwell, C., PhD (Dalhousie)	Human Kinetics
Hendra, S., M.Sc.(Ottawa)	Nursing
Hood, J., MA(UWO)	Human Kinetics/ Management
Iduye, S. Ph.D.(Saskatchewan)	Nursing
Johnston, A., Ph.D. (Queen's)	Education
Johnston, J., MA (Chichester)	Music
Jutras, M., Ph.D. (Saskatchewan)	Education
Kaur, A. Ph.D. (Manitoba)	Mathematics and Statistics
Khakpour, M., Ph.D.(Saskatchewan)	Health
King, R., Ph.D. (Toronto)	Religious Studies
Lambe, L., Ph.D. (Queen's)	Psychology
Levman, J., Ph.D.(Toronto)	Computer Science
Lindsay, B., MA (Calgary)	Psychology
Lively, C., Ph.D. (Memorial)	Psychology
MacDonald-MacAulay, B., Ph.D.(Dalhousie), P.Eng., MES	Engineering
MacIsaac, M., MBA(Bradford, UK)	Management
Mack, A., Ph.D. (University of Trinidad and Tobago)	Management
MacKeigan, K., PhD (Dalhousie)	Mathematics and Statistics
Mattie, D., Ph.D. (Memorial)	Marketing and Enterprise Systems
Maykut, C. Ph.D. (Case Western Reserve)	Nursing
McCaig, M., Ph.D. (University of Guelph)	Marketing and Enterprise Systems
McIver, R., CPANS	Accounting and Finance
McNichol, J. Ph.D.(MA Institute of Technology)	Biology
Michelli, A., MA. (York)	Music
Mukantwari, J., PhD (Western)	Nursing
Murphy, H., Ph.D. (York)	Political Science
Murphy, J. (British Columbia)	Health
Neustaeter, R., Ph.D.(Manitoba)	Education
Norman, M., Ph.D. (Toronto)	Human Kinetics
Penny, H., Ph.D. (Memorial)	Aquatic Resources
Pigeon, S., Ph.D. (McGill)	History
Prusaczyk, E., Ph.D. (Brock)	Psychology
Purvis, J., MN(Dalhousie)	Nursing
Redden, R., Ph.D. (Dalhousie)	Psychology
Ruco, A., Ph.D. (Toronto)	Health
Rushka, P., DMA (McGill)	Music
Russell, H., Ph.D. (Minnesota)	Human Kinetics
Ryan, M., MN (Athabasca)	Nursing
Shoikhedbrod, I., Ph.D. (Toronto)	Political Science
Smith, T., Ph.D.(Queen's)	Computer Science
Suvorova, A.	Economics
Villalobos, A.L., PhD (London, UK)	Biology
Zhang, Cheng, M.Sc. (Tulane)	Accounting & Finance

Lecturer

Sylliboy, S., M.Ed. (StFX)	Education

Part-Time Faculty

Alam, MD Jahedul, PhD (Dalhousie)	Engineering
Boulter, C., Ph.D.(South Australia)	Education
Boyd, C., LL.B.(Victoria)	Management
Brown-Georgallas, K., BFA(NSCAD)	Art
Carty, E., M.Litt.(Glasgow)	Philosophy
Cavanagh, M.	Human Kinetics
Clark, S.	Human Kinetics
Cormier, E., M.Ed.(StFX)	Education
Fecteau, J., MFA(UBC)	Art
Gibson, M., MA(Goldsmiths College, UK)	Art
Han, Tianshuang PhD (Memorial)	Psychology
Lade, M., M.Ed.(Kiell)	Modern Languages
Lauff, R., M.Sc.(McMaster)	Biology
Legere, R., MBA(St Mary's)	Management
MacAskill, W., Ph.D.(Alberta)	Education
MacDonald, D., MA(Acadia)	Sociology
MacGillivray Case, M., LLB(UNB)	Management
MacKenzie, B., Ph.D. (UNB)	History

MacLeod, Nikki., BBA, CPA (StFX) Accounting and Finance
McNeil-Wilson, A., M.Ed.(MSVU) Education
Murray, Robert, PhD (Saint Mary's) Management
Oakes, L., M.Ed. Education
Olson, M., Ph.D.(Alberta) Education
Power, R., M.Ed.(McGill) Education
Reid, L., M.Ed. P.Dt., C.D.E. Human Nutrition
Sutherland, T., M.Kin.(Calgary) Human Kinetics
Vossen, J., M.Sc.(UWO) Human Kinetics
Young, R., BD Vis.Com.(NSCAD), M.Ad.Ed, (StFX) Art

Adjunct Professors

Abichou, Tarek, PhD (Wisconsin) Earth and Environmental Sciences
Anderson, M., Ph.D. (McGill) Religious Studies
Archibald, D., Ph.D.(Adelaide) Earth and Environmental Sciences
Azad, M., Ph.D. (Dalhousie) Engineering
Cardinal-Aucoin, M., Ph.D.(York) Biology
Gregg, J., Ph.D.(Dublin) Biology
Hachem, Khail El. PhD (McGill) Earth and Environmental Sciences
Halperin, S., M.D. (Cornell) Nursing
Hill, N., Ph.D.(Dalhousie) Biology
Oickle, Doanne, MSc (Sask) Human Nutrition
Reunov, A., Ph.D. (National Scientific Centre of Marine Biology) Biology
Riddell, J., Ph.D., (Queen's) Psychology
Simpson, A., (Queen's) English
Smith, Erin, PhD (UNB) Earth and Environmental Sciences
St. George, S., Ph.D.(Arizona) Earth and Environmental Sciences
Wamsley, K.B., Ph.D.(Alberta) Human Kinetics
Yang, L., Ph.D.(Victoria) Computer Science

Retired Faculty

Aboud, Sr. H.T., Ph.D.(Cornell) Human Nutrition
Alex, M., M.Sc.N.(Dalhousie), RN Nursing
Amoako Tuffour, J., Ph.D.(Alberta) Economics
Anderson, A., Ph.D.(Queen's) Earth and Environmental Sciences
Appleby, B., Th.D.(Toronto) Religious Studies
Aquino, M.A.S., Ph.D.(Carleton) Chemistry
Arnott, M., MN(South Queenlands) Nursing
Arpin, M., Ph.D.(Laval) Modern Languages
Asadulla, S., Ph.D.(Florida) Math, Computing & Information Systems
Bantjes, R., Ph.D.(Lancaster, UK) Sociology
Baldner, S., Ph.D.(Toronto) Philosophy
Beck, J.F., Ph.D.(UBC) Chemistry
Beckwith. C., Artist in Residence Music
Bernard, I., Ph.D.(Pennsylvania) Education
Bigelow, A., Ph.D.(Simon Fraser) Psychology
Bilek, L., Pea.D.(Prague) Human Kinetics
Boucher, J.L., Ph.D.(Université de Montréal) Human Kinetics
Bourbeau-Walker, M., Ph.D.(UBC) Modern Languages
Brooks, G.P., Ph.D.(Queen's, Belfast) Psychology
Brown, D., Ph.D.(Melbourne) Political Science
Brunkhorst, K., MM(University of North Texas) Music
Buckland-Nicks, J., Ph.D.(Alberta) Biology
Byrne, C., Ph.D.(Toronto) Philosophy
Cameron, J. D., Ph.D.(Queen's) History
Carter, G.G., M.Mus.(Eastman) Music
Carty, E., M.Litt.(Glasgow) Philosophy
Clancy, P., Ph.D.(Queen's) Political Science
Cormier, J., Ph.D.(McGill) Chemistry
Currie, S., Ph.D.(Alabama) English
Darwish, L., Ph.D.(Concordia) Religious Studies
Dawson, J., Ph.D.(UBC) Adult Education
De'Bell, K., Ph.D.(London, UK) Mathematics and Statistics
DeMont, M.E., Ph.D.(UBC) Biology
den Heyer, K.C., Ph.D.(Manitoba) Psychology
Duff, D., Ph.D.(Calgary)RN Nursing
Duncan, C.M., Ph.D.(UWO) Business Administration
Delgado, I., MFA(Instituto Allende) Art
Dossa, S.A., Ph.D.(Toronto) Political Science
Edwards, J.R., Ph.D.(McGill) Psychology
El-Sheikh, S., Ph.D.(Queen's) Economics
English, L., Ed.D.(Columbia) Adult Education
Fabijancic, U., Doc. IIIe cycle (Montpellier III) Modern Languages
Fawcett, C., Ph.D.(McGill) Anthropology
Fox, A., Ph.D.(Toronto) Human Nutrition
Frazer, C., Ph.D.(Brown University) History
Gallant, L., MBA(Queen's) CFP, FCA(ICANS) Business Administration
Gallant, M., M.Sc.P.E.(Dalhousie) Human Kinetics
Galway, M., Ph.D.(Australian NU) Biology
Garbary, D., Ph.D.(Liverpool) Biology
Genge, A., Ph.D.(State) Music
Gerriets, M., Ph.D.(Toronto) Economics
Gillis, A., Ph.D.(Texas)RN Nursing
Gillis, H.A., Ph.D.(Notre Dame) Chemistry / Academic Vice-President 1995-99
Gillis, M.L., M.Sc.(Boston), RN Nursing
Graham, H., MN(Dalhousie), RN Nursing
Graham, D., Ed.D.(Nottingham) Education
Graham, L., Ph.D.(Calgary) Biology
Grant, J., Ed.D.(Toronto) Education
Grant, Sr. J., M.A.(Notre Dame) Art
Grenier, Y., Ph.D.(Laval) Political Science
Harrison, J.F., Ph.D.(Durham) Political Science
Haley, F., MHSA(Dalhousie), P.Dt. Human Nutrition
Hayes, Z.L., Ph.D.(Waterloo) Psychology
Hogan, M.P., Ph.D.(Toronto) History
Holloway, S., Ph.D.(Ohio State) Political Science
Hunter, D., Ph.D.(King's, London) Physics
Jackson, W., Ph.D.(Washington) Sociology and Anthropology
Jensen, E., MN(Dalhousie), RN Nursing
Jewers, H., MN(Dalhousie), RN Nursing
Johnson, R.W., Ph.D.(Manitoba) Psychology / Academic Vice-President & Provost 1999-2005
Kennedy, R., Ph.D.(Notre Dame) Religious Studies
Klapstein, D., Ph.D.(Victoria) Biology
Lander, D., Ph.D.(Nottingham) Adult Education
Lange, E., Ph.D.(Alberta) Adult Education
Langille, E.M., D. ès L.(Sorbonne) Modern Languages
Langley, J.T., M.Sc.(Nebraska)FCGA Administrative Vice-President 1972-2002
Leaist, D.G., Ph.D.(Yale) Chemistry
LeBlanc, R., Ph.D.(Laval) Modern Languages
Lent, M.C., Ph.D.(Durham) Management
Liengme, B.V., Ph.D.(Imperial) Chemistry
Lynes, D.A., Ph.D.(York) Sociology
MacCaull, W., Ph.D.(McGill) Mathematics, Statistics & Computer Science
MacDonald, L., Ph.D.(Alberta) Education
MacEachern, A., Ph.D.(Iowa State) Mathematics, Statistics & Computer Science
MacFarlane, E., M.Ad.Ed.(StFX), RN Nursing
MacInnes, D., Ph.D.(McMaster) Sociology and Anthropology
MacIsaac, T., Ph.D.(Temple) Education
MacKinnon, Rev. G.A., Ph.D.(Ottawa) Theology / President 1978-90
MacKinnon, R.J., Ph.D.(Oklahoma State) Information Systems
MacLean, K., Ph.D.(Simon Fraser) Psychology
MacLellan, M., MN(Dalhousie), RN Nursing
MacMullin, Sr. M.R., Ed.D.(Temple) Education
MacNeil, T., Ph.D.(Wisconsin) Adult Education
Mahody, M.J., M.Ed.(MSVU) Education
Marquis, P.A., Ph.D.(Queen's) English
Marshall, W.S., Ph.D.(UBC) Biology
Mazier, P., Ph.D.(UBC) Human Nutrition
McAlduff, E.J., Ph.D.(Toronto) Chemistry
McDonnell, R., ME(TUNS) Engineering
McFarland, J.M., DPE(Springfield) Human Kinetics
McKenna, J., Ph.D.(McGill) Psychology
McMullin J., Ph.D.(Boston College) Director of Counselling

Melchin, M.J., Ph.D.(UWO)	Earth and Environmental Sciences
Mensch, J.R., Ph.D.(Toronto)	Philosophy
Meyer, M., Ph.D.(McGill)	Education
Milner, P., Ph.D.(Notre Dame)	English
Munroe, E., Ph.D.(Calgary)	Education
Murphy, C., M.Sc.(McGill)	Earth and Environmental Sciences
Murphy, J.B., Ph.D.(McGill)	Earth and Environmental Sciences
Murray-Orr, A., Ph.D.(Alberta)	Education
Mwebi, B., Ph.D.(Alberta)	Education
O'Brien, K., Ph.D.(Notre Dame)	English
Oguejiofor, E., Ph.D.(Saskatchewan), P.Eng.	Engineering
Olson, M., Ph.D.(Alberta)	Education
O'Mahoney, T., M.Mus.(Miami)	Music
Orr, J., Ph.D.(Alberta)	Education
Palepu, R., Ph.D.(India)	Chemistry
Parsons, C.N., MA(Hons.)(Edinburgh)	Celtic Studies
Pencer, E.L., Ph.D.(Waterloo)	Psychology
Phillips, P., Ph.D.(Toronto)	History
Phyne, J., Ph.D.(McMaster)	Sociology
Pink, D., Ph.D.(UBC)	Physics
Powell, J., M.Sc.(StFX)	Physics
Quigley, A., Ph.D.(Northern Illinois)	Adult Education
Quinn, J., Ph.D.(Wisconsin)	Mathematics, Statistics & Computer Science
Rancy, C., Ph.D.(Toulouse)	Modern Languages
Rasmussen, R., Ph.D.(Saskatchewan)	Human Kinetics
Riley, S.E., D. Phil.(Oxford)	President, 1996-2014
Robertson, G., Ph.D.(Dalhousie)	Biology
Schuegraf, E.J., Ph.D.(Alberta)	Mathematics, Statistics & Computer Science
Seymour, N., Ph.D.(McGill)	Biology
Smith, G., M.Mus.(Eastman)	Music
Smith Palmer, T., Ph.D.(Auckland)	Chemistry
Sony, S.D., MN(Delhi), RN	Nursing
Sproull-Seplaki, B., M.Sc.N.(Pennsylvania), RN	Nursing
Stanley Blackwell, L., Ph.D.(Queen's)	History
Steinitz, M.O., Ph.D.(Northwestern)	Physics
Stouffer, A.P., Ph.D.(Claremont)	History
Sullivan, A., Ph.D.(UBC)	Human Nutrition
Syperek, A., BFA(NSCAD)	Art
Taylor, B., Ph.D.(Calgary)	Biology
Taylor, J.O., Ph.D.(Ottawa)	English
Tompkins, J., Ed.D.(OISE)	Education
Trites, G., BA(York), FCA(ICANS)	Business Administration
Verberg, N.J., Ph.D.(Waterloo)	Sociology
Vincent, S., Ph.D.(Toronto)	Anthropology
Wadsworth, L., Ph.D.(Saskatchewan)	Human Nutrition
Wang, P., Ph.D.(Regina)	Computer Science
Watt, M., Ph.D.(Dalhousie)	Psychology
White, R., Ph.D.(OISE)	Education
Whitty-Rogers, J., Ph.D.(Alberta), RN	Nursing
Williams, M., Ph.D.(StFX)	Education
Williams, P.J., Ph.D.(Memorial)	Biology
Wilputte, E., Ph.D.(Toronto)	English
Wright, E., Ph.D.(Alberta)	Psychology

Nurse Educators

Anderson, D., MN(UNB), RN	Nursing
Broussard, L., MN(Dalhousie), RN, CPMHC(C)	Nursing
Butler, A., BScN (StFX)	Nursing
Cosh, C., BScN.(StFX), RN	Nursing
Decoste, K., BScN.(StFX), RN	Nursing
Dobbin, A.M., M.Ed.(StFX), RN	Nursing
Dunbar, F., BScN.(StFX), RN	Nursing
Fraser, Y., M.Ed.(StFX), RN	Nursing
Hillman, A., BScN.(StFX), RN	Nursing
Laybolt, A., BScN.(StFX), RN	Nursing
Livingston, S., BScN.(StFX), RN	Nursing
MacDonald, J., MN(Southern Queensland)	Nursing
MacDonald, L. BScN.(StFX), RN	Nursing
MacDonnell, A. M.Ed. (StFX)	Nursing
MacNeil, M., M.Ad.Ed.(StFX), RN	Nursing
MacPherson, G., BScN (StFX)	Nursing
Panagopoulos, W., M.Ed.(StFX), RN	Nursing
Scott, J., BScN (StFX)	Nursing
Steele, C., BScN.(StFX)	Nursing

Lab Instructors

Archibald, D., Ph.D.(Adelaide)	Earth and Environmental Sciences
Artibello, T., BScPhys.Ed.(StFX)	Human Kinetics
Azad, M., MA.Sc.(Dalhousie)	Engineering
Bassore, D., MSc AHN, (HN)	Human Nutrition
Bibi, M. M. Phil. (Quaid-I-Azam)	Physics
Boucher, S., BSc(StFX)	Chemistry
Budicky, P., BSc, MBA(Waterloo)	Chemistry
Burbidge, M., M.Sc.(Victoria)	Biology
Bursey, S., BSc(Memorial)	Chemistry
Cozzi, R., M.Sc.(Quebec)	Biology
Fraser, H., BSc(StFX)	Chemistry
Fraser, J., BSc, B.Ed.(StFX)	Chemistry
Glasgow, K., M.E.S.(Toronto)	Biology
Keizer, P., BSc(StFX)	Mathematics, Statistics & Computer Science
Lauff, R., M.Sc.(MacMaster)	Biology
MacDonald, S., BA(StFX)	Psychology
MacIntyre, S. M.Sc. (StFX)	Earth and Environmental Sciences
MacNeil, A., M.Ed.(StFX)	Human Kinetics
MacNeil, K., M.Sc.(StFX)	Biology
Maillet, D.	Modern Languages
Marchand, C., BSc, B.Ed.(MSVU)	Biology
Marjerrison, C. M.Sc.(McMaster)	Physics
McKay, C., BBA (StFX)	Management
Neville-MacLean, S., M.Ed.(StFX)	Psychology
Overmars, J., BA(StFX)	Psychology
Rennie, C., M.Sc.(Queen's)	Earth and Environmental Sciences
Rogers, L., BA, BSc(StFX)	Biology
Schuegraf, M., M.Sc.(York)	Biology
Spencer, G., M.Sc.HKIN(Windsor)	Human Kinetics
Stevens, E., BSc(Rowan)	Biology
Thompson, K., M.Ed.(StFX)	Human Kinetics
Tweedie, C., M.Sc.(Calgary)	Human Kinetics
Vossen, J., M.Sc.(UWO)	Human Kinetics

Academic Success Centre

Arnold, L., M.Ad.Ed.(Toronto)	Learning Skills Instructor
Lane-Smith, B., MA (StFX)	Learning Skills Instructor
Leeming, M., Ph.D.(Dalhousie)	Manager
Swain, D., MA (Calgary)	Learning Skills Instructor
O'Flaherty, C., M.Ad.Ed.(StFX)	Learning Skills Instructor

Professor Emeritus/a

Aalto, S., Ph.D.(Oregon State)	Mathematics and Statistics
Bigelow, A., Ph.D.(Simon Fraser)	Psychology
Brooks, G.P., Ph.D.(Queen's, Belfast)	Psychology
den Heyer, K.C., Ph.D.(Manitoba)	Psychology
Edwards, J.R., Ph.D.(McGill)	Psychology
Gillis, A., Ph.D.(Texas)RN	Nursing
Hunter, D., Ph.D.(King's, London)	Physics
Jackson, W., Ph.D.(Washington)	Sociology and Anthropology
Johnson, R.W., Ph.D.(Manitoba)	Psychology / Academic Vice-President & Provost 1999-2005
MacInnes, D., Ph.D.(McMaster)	Sociology and Anthropology
McAlduff, E.J., Ph.D.(Toronto)	Chemistry
Phillips, P., Ph.D.(Toronto)	History
Phyne, J., PhD. (McMaster)	Sociology
Quinn, J., Ph.D.(Wisconsin)	Mathematics and Statistics
Steinitz, M.O., Ph.D.(Northwestern)	Physics
Watt, M. PhD. (Dalhousie)	Psychology
Williams, P.J., Ph.D.(Memorial)	Biology

Senior Research Professors

Baldner, S., Ph.D. (Toronto)	Philosophy
Bantjes, R., Ph.D.(Lancaster, UK)	Sociology
Bigelow, A., Ph.D.(Simon Fraser)	Psychology
Byrne, C., Ph.D. (Toronto)	Philosophy
Clancy, P., Ph.D.(Queen's)	Political Science
English, L., Ed.D.(Columbia)	Adult Education
Garbary, D., Ph.D.(Liverpool)	Biology
MacCaull, W., Ph.D.(McGill)	Mathematics, Statistics & Computer Science
MacDonald, L., Ph.D.(Alberta)	Education
Marquis, P.A., Ph.D.(Queen's)	English
Melchin, M.J., Ph.D.(UWO)	Earth and Environmental Sciences
Murphy, J.B., Ph.D.(McGill)	Earth and Environmental Sciences
Murray-Orr, A., Ph.D.(Alberta)	Education
Pink, D., Ph.D.(UBC)	Physics
Taylor, B., Ph.D.(Calgary)	Biology
Verberg, N.J., Ph.D.(Waterloo)	Sociology
Wadsworth, L., Ph.D.(Saskatchewan)	Human Nutrition
Watt, M., Ph.D.(Dalhousie)	Psychology
White, R., Ph.D.(OISE)	Education
Whitty-Rogers, J., Ph.D.(Alberta), RN	Nursing
Wilputte, E., Ph.D.(Toronto)	English

Chaplains

MacGillivray, Fr. D., M.Div., BTh, STB	University Chaplain
Brubaker, Rev. T., M.Div., M.Sc.	Rector, Parish of Three Harbours (Anglican)
Clubine, Rev. J.	Full Gospel Assembly
Smith, Rev. P., BA, MDiv	United Church

Library

DeLorey, C., MLIS(Dalhousie)	Interim University Librarian
Bourret, G., MI(Dalhousie)	Librarian
Fuller, K., MLIS(Dalhousie)	Librarian
MacKenzie, K. MA(Saint Mary's)	Archivist
Matheson, L., MLIS(McGill)	Librarian
Read, S., MLIS (Dalhousie)	Librarian
Vail, M., MLIS(Dalhousie)	Librarian

Coady International Institute

Aditi, MSc (StFX)	Systems Analyst
Afrin, I., PhD (Western)	Research Officer, Samaan Aawaaj
Alma, E., MA (Royal Roads)	Executive Director
Baden-Clay, A., M.Ad.Ed.(StFX)	Program Teaching Staff (AUT)
Brophy, P.	Program Manager, Local Engagement
Case, A., CA, BBA (StFX)	Manager, Finance
Corkum, L.	Financial Officer
Davis, M., MSc (Guelph)	Manager, Monitoring, Evaluation and Learning
Debalke, D., MA (St. Paul)	Program Teaching Staff (AUT)
Fanjoy, M., PhD (Toronto)	Director of Programs
Faye, L., MA (Memorial)	Program Manager, Samaan Aawaaj
Ghore, Y., MPA (Columbia)	Program Teaching Staff (AUT)
Hanscomb, K., M.ADEd.(StFX)	Program Teaching Staff (AUT)
Hawkes, S.	Communications Coordinator
Irving, C., MA (Memorial)	Library Specialist (AUT)
Landry, J., MA (UBC)	Program Teaching Staff (AUT)
Lazzuri, B., BA (UMW)	Manager, Marketing and Communications
LeBlanc, J., BA (Acadia), CGN	Manager of Operations
MacDonald, J., BBA (StFX)	Impact and Engagement Officer, ENGAGE
MacIntosh, P., M.Ad.Ed.(MSVU)	Program Teaching Staff (AUT)
MacKenzie, E.	Administrative Assistant
O'Donnell, L., BA (StFX)	Fund Development Executive
Patel, N., MA (M.S. University India)	Executive Assistant
Popp, J., MSc (Saskatchewan)	Program Teaching Staff (AUT)
Sears, C.	Library Assistant
Shehzadi, H., MEd (StFX), MA (Karachi)	Program Manager, Centre for Women's Leadership
Stewart, G., BBA (StFX)	Projects Officer
Turniawan, M., MA (Syracuse)	Program Teaching Staff (AUT)

Centre for Online Learning and Professional Studies

Allen, F., BScN.(UWO)	Program Manager, Distance Nursing and Professional Studies
Cameron, M., BA (StFX)	Senior Instructional Designer
Farrell, J., M.Ad.Ed.(StFX)	Manager, Undergraduate and Open Learning
Nanji, S., M.Ed.(OISE)	Interim Director
Stewart, J., MA (CUoL)	Coordinator

Research Services Group

Morton, E., Ph.D.	Associate VP, Research, Graduate and Professional Studies
Bruce, D., MA	Director, Research Grants
Nelson, H	Industry Liaison Officer
Neal, N., BA MIM	Manager, Research Financial Operations
Beaton, J., BA	Graduate Studies Officer
Kaur, N., MA	Research Administrative Co-ordinator

Administrative Departments

Administrative Services

Acting Associate Vice-President, Administration	Bob Hale, M.Ed.
Acting Vice President, Finance	Randy Peters, MBA, CPA
Director Facilities Management	Ankur Chopra, P.Eng.
Director of Finance	Lisa Craig, CPA
Director, People and Culture	Daniel Draper, MIR, LL.M., CPHR
Director, Information Technology Services	John DeLorey, BSc
Director, Academic Projects & Planning	Gina Sampson

University Advancement

Vice-President, Advancement	David Graham, BBA	Director, Development	Wendy Langley, MHK
Director, Alumni Affairs	Shanna Hopkins, BA HKIN	Director, Marketing & Communications	Kyler Bell, B.Comm

Athletics and Recreation

Director	Leo MacPherson, MBA	Country & Track Eric	Gillis, B.Ed., OLY
Manager, Varsity Athletics and Communications	Krista McKenna, MA	Coach, Men's Basketball	Tyrell Vernon, B.P.S.
Manager, Recreation and Club Sports	Gerry Balcom, BSc HKIN	Coach, Men's & Women's Soccer	Graham Kennedy, M.Ed.
Athletic Therapist	Diane Ouimet, BScEx.S.,CAT(C), RMT	Coach, Men's Hockey	Brad Peddle, BScP.E.
		Coach, Women's Basketball	Matthew Spencer, Ph.D.
Athletic Fund Development Officer	Michelle White, BA Comm.	Coach, Women's Hockey	Ben Berthiaume, M.Ed.
Co-ordinator, Marketing & Communications	Iris Magill, BA HKIN	Coach, Men's Football	Gary Waterman, BScP.E.
		Coordinator, IntramuraFl, Club Sport & Camps	Joe DeCoste, BSc HKIN
Coach, Women's Rugby	Michael Cavanagh	Head Sport Performance Coach	Josh Crouse, BSc HKIN
Coach, Men's & Women's Cross			

Co-operative Education Program

Manager	Jane MacDonald, MLIS, M.Ad.Ed., M.Ed.

Facilities Management

Director	Ankur Chopra, P.Eng.	Project Manager	Paul Thompson, P.Eng.
Maintenance Manager	Doug Campbell	Senior Project Office Lead	Luc Venedam, BIS
Manager, Custodial Services	Gary MacMillan	Manager, FM Administration & Finance	Jeff De Leebeeck
Project Manager	Brian Doiron, P.Eng.		

Office of the Registrar

Registrar	Danielle Bennett, M.Ed.	Associate Registrar, Academic	Shannon Morell, B.Ed.

Recruitment and Admissions

Director	Shelley Banks, M.A.	Manager, Admissions	Ginger Fitt, M.Ad.Ed.
Manager, Recruitment	Falen Lundrigan, B.Ed.		

Service Learning

Experiential Learning Faculty Co-ordinator	Nancy Forestell, Ph.D.	Program Manager Service Learning & Exchange	Megan Turner, MA

Student Services Leadership Team

Vice President Students	Elizabeth Yeo, M.Ed.	Manager, Student Development & Engagement	Laara Richardson
Director, Health, Counselling & Accessible Learning	Michelle Boucher, BScN	Director of Experiential Learning Operations (Acting)	Jane MacDonald, MLIS, M.Ad.Ed., M.Ed.
Director, Student Life	Jacqueline De Leebeeck, Ph.D.		
Director, Human Rights & Equity	Megan Fogarty, BA, MIR	Manager, Restorative Practices & Student Conduct	Justine Simpson
Manager, Human Rights & Equity, Gender & Sexual Diversity Advisor	Aimee MacDonald M.A.	Manager, Centre Accessible Learning	Elizabeth Kell, M.Ad.Ed.
		Manager, Agnes Calliste Academic & Cultural Center	Lorraine Reddick
Manager, Conflict Management & Investigations	Amy Abe, Ph.D.		
Manager, Residences	Brandon Randall	Coordinator, Health and Wellness	Glence Glascow
		Coordinator, Indigenous Students Advisor	Cynthia Sewell

IT Services

Director	John DeLorey, BSc	Manager, IT Infrastructure	Aaron MacDonald
Manager, MIS and Project Management	Mari Roach, BA	Manager, Services & Support	Dave MacNeil, BBA

Glossary

Academic Calendar (also known as the Calendar)
The university's official publication which outlines admission requirements, fees, grading systems, academic regulations, course offerings, and other information. Students admitted in a particular year are bound by the regulations described in the Academic Calendar for that year.

Academic Year
The regular academic year at StFX runs from September to April. The first term lasts from early September to mid-December and the second term, from early January to late April. See also spring and summer sessions.

Advanced Standing
Students may enter a higher level of courses in a subject when they have mastered the lower, usually introductory, level. This is normally permitted after completion of international baccalaureate (IB) or advanced placement (AP) courses. *See section 1.3 h*. Advanced standing does not reduce the number of credits required for a degree.

Audit
To take a course without receiving academic credit. A student may audit any course with the permission of the professor who teaches it. A student may attend and participate in the course and may, in agreement with the instructor, choose to receive feedback from submitted course work and/or exams, but will not receive a grade and will not be given credit for the course. The fee for a course taken for audit is normally one-half of the normal course fee. See 3.2.

Bachelor's or Baccalaureate Degree
The degree usually awarded after three or four years of study and successful completion of course and program requirements. A bachelor's degree may be awarded in arts (BA), science (BSc), business administration (BBA), or education (B.Ed.); some may be earned with honours, with advanced major, or with major. See page 3 for more information on bachelor's degrees at StFX.

Bursary
A non-repayable financial award based on financial need and reasonable academic standing.

Chair
The head of an academic department, for example, the chair of the Department of Celtic Studies.

Convocation
The graduation ceremony held every spring and fall at which degrees and diplomas are awarded.

Credit
The value assigned to a course. A course with three or more contact hours per week for the academic year has a value of six credits and is called a full course. A course taught for three hours a week for one term has a value of three credits. When students successfully complete a course, they are said to have credit for the course.

Dean
At StFX, there are four deans: The Dean of Arts, the Dean of Business, the Dean of Education and the Dean of Science.

Dean's List
An academic honour granted to students who achieve high grades while enrolled in at least 24 credits. *See 3.20.*

Decile
The student decile ranking in a course (10 high, 1 low) recorded for courses with 15 or more registrants.

Diploma
An earned document which follows a program of study typically lasting two years or less.

Distinction
A designation awarded to students whose general average over their final three years of study is 80 or higher. Minimum averages each year may also apply. *See 3.21*.

Electives
Courses which are not specified in a degree program. Electives may be open, that is, chosen by the student, or approved. Approved electives require permission from either the chair of the department of the student's major, or the chair of the department in which the student wishes to take a course. Arts/science electives do not include professional program courses such as aquatic resources, business administration, education, engineering, human kinetics, human nutrition or nursing.

Experiential Learning (EL)
Connects academic study with purposeful learning experiences that involve the application of knowledge and reflection. These opportunities help students deepen understanding, develop transferable skills, and explore academic and career pathways. EL may occur within courses or through co-curricular activities where learning is intentional, guided, and includes opportunities for reflection in discipline-appropriate forms.

Faculty
A grouping of departments which give academic instruction in related subjects. At StFX, there are four faculties: the Faculty of Arts, the Faculty of Business, the Faculty of Education and the Faculty of Science. The Faculty of Arts is comprised of subjects in the humanities and social sciences. The Faculty of Business includes courses in business administration. The Faculty of Education includes education courses at the undergraduate, graduate and doctural level. The Faculty of Science contains the life, earth and physical sciences, as well as computer science, engineering, human kinetics, human nutrition, nursing and mathematics/statistics. The combined Faculties of Arts and Science offer climate and environment and health programs. The term faculty is also used to describe members of the teaching staff of the university.

Full Time/Part Time
There are several definitions of full time/part time. Normally a student carries 30 credits for an academic year. Only students carrying at least 24

credits are considered for in-course scholarships. For the purpose of billing students, the business office considers a student carrying 24 or more credits to be full time. For the purpose of student loans 18 to 24 credits, or 60 percent to 80 percent of the normal load, may be considered full time by agencies which administer loan programs. For purposes of reporting to Statistics Canada full time is defined as 18 credits or more.

Grade Appeal
The process by which a student appeals his or her final grade for a course. *See 3.14*.

Graduate Degree
Master's or doctoral (Ph.D.) degrees require completion of an undergraduate degree first.

Honours
A degree which requires not only depth and breadth of subject study, but also superior academic achievement.

Humanities
The study of human thought including art, Catholic studies, Celtic studies, classical studies, English, French, German, history, Mi'kmaq, music, philosophy, religious studies, Spanish.

Invigilator
A person who, in the absence of the professor, administers and oversees examinations.

Junior
A third-year student.

Letter of Permission
A student may request a letter of permission to complete courses at another university. The credits will be used to fulfill StFX degree program requirements.

Levels

Course Level

Courses are numbered and referred to according to the normal year of study in which a student would complete them, as in 100-level (first year), 200-level (second year), 300-level (third year) and 400-level (fourth year) courses.

Student Level

A student's level corresponds to the level of his/her degree program. The most common student levels at StFX are UG (Undergraduate), ED (Bachelor of Education) and GR (Graduate).

Year of Study

Most four-year degree programs require the completion of 120 credits, normally at 30 credits per year for four years. Students' year of study is based on the number of credits they have earned towards their current degree. Students are "promoted" to the next year of study when they are within six of the required number of credits for that year. For example, a student who has earned 54 credits is considered to be a third year (junior) student.

Major
A student's primary subject. StFX also offers joint majors, studying a combination of two subjects. While StFX does not have programs with double majors, there are opportunities for students to have the equivalent of double majors.

Mature Student
A candidate who has not fulfilled the normal admission requirements and has been out of school for at least three years.

Minor
The secondary subject or area of study, normally at least 24 credits in one subject.

Non-Degree Student
A student who is not registered in a degree program but is enroled in courses either part time or full time.

Orientation
A program for new students providing an academic and social introduction to university life prior to the beginning of classes in September.

Pair
Twelve credits in one subject, with at least six credits at the 200-level or higher. As exceptions, language pairs in French, Celtic Studies and Classics may be composed of 12 credits at the 100-level. A student may not complete a pair in the major or minor subject or in any of the professional or applied program disciplines: AQUA, BSAD, ENGR, HKIN, HNU, or NURS.

Passing Grade
The passing grade for all undergraduate courses is 50. Some programs have specific passing grade requirements. *See chapter 3*. For education, *see chapter 4*. For graduate studies, *see chapter 8*.

Pattern
The recommended or suggested series of courses a student takes in order to fulfill degree requirements.

Placement Test
Incoming students who wish to study modern languages must take placement tests to determine their eligibility for, and appropriate level of, study. *See department guidelines, chapter 9*.

Plagiarism
A form of cheating in which a student attempts to pass off as his or her work the words or ideas of another person or another writer. *See 3.8*.

Prerequisite
A course which must be completed before taking another course.

Program
An approved set of courses, requirements and study pattern, leading to a degree, diploma or certificate.

Rank
The student's rank in his/her group and year of study. Ranking is not recorded for students enrolled in less than 24 credits or for those who withdraw during an academic year.

Registrar
The university officer responsible for managing academic information and processes and enforcing the regulations contained in the Academic Calendar as they pertain to students' academic performance.

Registration
The process of formally enroling in courses in the Student Information System.

Repeated Course
When a student repeats a course, the original grade remains on the transcript and in the student's average. The original grade has "R" specified indicating the course has been repeated and original credits removed.

Scholarship
A monetary award based on academic merit or excellence.

Senior
A fourth-year student.

Service Learning
Service learning is an innovative way to integrate experiential learning, academic study and community service. It is an opportunity for students to apply what they are learning in the classroom in a community setting. The goal is to blend service and learning so that the service reinforces, improves and strengthens learning. Service learning is possible in many academic disciplines and through a broad range of courses and service experience.

Social Sciences
The systematic study of human behaviour, including anthropology, development studies, economics, political science, psychology, public policy and governance, sociology and women's and gender studies.

Sophomore
A second-year student.

Spring Session
An eight-week term from early May to late-June.

Student Loan (Government Student Aid)
A financial award based on financial need and resources which must be repaid to the loan program. Loans to university students are obtained through the Canada Student Loan Program, the US Federal Student Aid Program and the Equator SENESCYT program.

Study Abroad
The opportunity for a student enrolled in a four-year program to study at another accredited university as part of a degree from StFX. *See 3.19.*

Subject Abbreviations
The abbreviations below are used throughout the Calendar and on transcripts:

ADED	Adult Education
ANTH	Anthropology
AQUA	Aquatic Resources
ART	Art
BIOL	Biology
BSAD	Business Administration
CATH	Catholic Studies
CELT	Celtic Studies
CHEM	Chemistry
CLAS	Classical Studies
CLEN	Climate & Environment
COOP	Co-operative Education
CSCI	Computer Science
DSCI	Data Science
DEVS	Development Studies
ECON	Economics
EDUC	Education
ENGL	English
ENGR	Engineering
EESC	Earth and Environmental Sciences
FREN	French
GERM	German
HIST	History
HKIN	Human Kinetics
HLTH	Health
HNU	Human Nutrition
IDS	Interdisciplinary Studies
MATH	Mathematics
MIKM	Mi'kmaq
MNST	Ministry
MUSI	Music
NURS	Nursing
PGOV	Public Policy and Governance
PHIL	Philosophy
PHYS	Physics
PSCI	Political Science
PSYC	Psychology
RELS	Religious Studies
SOCI	Sociology
SMGT	Sport Management
SPAN	Spanish
STAT	Statistics
WMGS	Women's and Gender Studies

Subsidiary Subject
When the study of two subjects is combined such that one is subordinate to the other, the second is considered a subsidiary to the first. Within the

BA Honours with Subsidiary program, the subjects in which an honours is possible are those in which one may complete a single honours, with the added exceptions of development studies and women's and gender studies. A subsidiary is possible in those fields in which one may complete at least a major in the Bachelor of Arts, with the added exception of art history.

Summer Session
A six-week term scheduled from early July to mid-August.

Thesis
The lengthy paper required for an honours or graduate degree.

Transcript
The record of a student's program of study, courses taken, and grades achieved. *See section 3.16 for information on academic records.*

Transfer Credit
Courses taken at another university or college are given equivalent StFX course numbers and credit value for transfer credit. These courses may be used to meet StFX degree program requirements.

Undergraduate Degree
A first degree completed at a university or college. At StFX, the first degree is the baccalaureate degree which takes four years of full-time study to complete.