

**CALVIN COLLEGE**  
**CATEGORY 3**

- EDUC 302 **Curriculum and Instruction for Diverse Learners (4)**  
This course will help students develop an increased understanding of the complex issues surrounding learning theory and its impact on instruction in diverse educational contexts. Students will explore how an understanding of the learner, the curriculum, and the context shape instructional practice. They will learn how to engage in a pedagogical cycle that includes planning, implementation, evaluation, and reflection with a focus on meeting the needs of all learners. Students will also explore ways in which new teachers can develop and maintain a transformative vision. All of these areas will be examined through the lens of a reformed Christian perspective. An extensive practicum will assist students in linking theory and practice in a classroom setting. Prerequisites: EDUC 102, EDUC 202, admission to the teacher education program. (See [Education Department website](#) for admission requirements.) Must be taken concurrently with EDUC 303.
- EDUC 303 **Curriculum and Instruction: Practicum (3)**  
Must be taken concurrently with EDUC 302.
- EDUC 510 **Framing Questions, Global Forces, Constraining Structures (3)** On campus and online. This course will center on fundamental questions at the intersection of education, justice, and human flourishing. We will examine key issues surrounding the nature of a good society, the ways in which the global community affects education, and how schooling gets structured by politics and economics. This course will use the faith-based frames of justice and hope in connection with shalom and the kingdom of God to investigate formal education in light of its political, economic, social, and religious contexts. Students will investigate foundational questions around teaching, learning, curriculum, and language as well as structural issues of social class, gender, ability, and race. The aim is for students to articulate their own idea of the purpose of school framed in their own faith-based perspective. The course will leave space for students to explore specific interests and issues. (formerly EDUC 581)
- EDUC 530 **Intro to Education Leadership**  
A study of leadership theory and practice relating to building school communities that promote learning for all students. This introductory course in school leadership will focus on: organizational and leadership theory, establishing a school mission, collaborative problem-solving and community building, decision-making skills and procedures, and personal leadership qualities. Special emphasis will be given to exploring biblical principles which guide Christian leaders in school settings.
- EDUC 544 **Early Literacy Learner**  
This course examines the social practices and cognitive development by which children progress towards independent abilities to participate in reading activity. Course participants identify young learner's diverse social-cultural memberships, language abilities and the environmentally influenced experiences that children bring to school. Participants explore the concepts and abilities necessary to the development of new literacy learners. Using research, theory and experience, participants explore, analyze, and practice classroom pedagogies that best nourish each literacy learner's foundation towards independent abilities for reading and writing.
- EDUC 554 **Pathways to Inclusion**  
Online, on campus, and hybrid. Schools and classrooms today reflect an amazing diversity of learners. In any learning community, educators must be prepared to create a learning community that meets the needs of students with a variety of differences in ability, gender, sexuality, race/ethnicity, language, socioeconomic status, and more. Yet the reality of developing just and inclusive educational communities is challenging. Through this course, participants are invited to embark on pathways to inclusion by examining the needs of learners with differences in school contexts. Participants will re-examine commonly held beliefs and practices about identity and

difference with the goal of developing inclusive learning communities. Readings and discussions will create opportunities that allow participants to consider how cognitive, socio-cultural, and critical perspectives are tools for thinking about shifting understandings of learners' differences. Learning excursions and projects will become spaces for integrating and applying new understandings about ourselves and others within teaching/learning practice. The course will specifically focus on linguistic differences, language development, and literacy as they support or impede the inclusion of all learners in educational contexts.

*\*This course also fulfills the EDUC-550 requirement for currently enrolled candidates.*

**EDUC 555 Designing Instruction**

This course will explore critical strategies for successful inclusive teaching practices that support all learners. Participants will refine their understanding of culturally responsive educational design as they develop complex student learning profiles, research accessible curricular programs and prepare teaching plans for successful learning. Data from individual student assessment will form the basis on which profiles are developed and plans are designed. Course foci will include reading and interpreting assessment data, developing learning profiles that reflect patterns of strengths and weaknesses, preparing or interpreting intervention-specific IEPs, and designing student-centered, evidence-based instructional plans.

## REDEEMER COLLEGE

### CATEGORY 3

- EDU 301     **Development and Learning**  
The purpose of this course is to extend the knowledge of psychology as it applies to teaching and learning, while introducing students to theories and techniques of pedagogy. The teacher assisting experience (see EDU-303) is to provide a bridge between theory and practice and to serve as part of an apprenticeship experience. NOTE: EDU-301 and 303 are delivered as a package, where learning from the courses are entwined with 100 hours of classroom observation and assistance in schools, leading to application of learning concepts.
- EDU 306     **Development and Learning**  
This course reviews the history and philosophy of education in the Western world from the Greeks and Hebrews to the development of state-sponsored schooling in the nineteenth century. It seeks to help students understand how worldview and philosophy come to expression in the schools of Greece, Rome, Western Europe and North America. Its review of schooling and educational philosophy in the ancient world and Europe is focused on helping one understand present educational patterns in Canada and helping develop one's own philosophy of education. Recognizing that the Western tradition reviewed by this course is not the only important tradition in Canada today, discussions on pluralism and structural pluralism will seek to relate the history and philosophy studied to concerns for equity, multiculturalism and equal opportunity. Prerequisite: Admission to the Education Program or permission of the instructor. EDU-306 satisfies the second required philosophy core for Concurrent Education students and serves as the Capstone Course for the B.Ed. degree. EDU-306 must be completed in Year 4 of the Concurrent Education program or in Year 1 of the Consecutive Education program.
- EDU 322     **Multiliteracies (PJI)**  
This course is designed as an introduction to the practice of multiliteracies in P/J/I classrooms across the curriculum. Reflecting today's social and cultural diversities, multiliteracies practices allow for flexibility in supporting linguistic, cultural, and multimodal forms of communication. Understanding how to utilize multimodal forms of communication in classrooms to support collaborative learning, inquiry, and differentiated learning styles helps support a social community of practice which is foundational to developing pedagogy of multiliteracies. Teacher candidates will learn about how multiliteracies can inspire creativity, is inclusive for all student abilities, and can be both local and global while supporting the Ontario curriculum. Students will work with a variety of multiliteracies resources, expand their understandings of multiliteracies pedagogy, and develop appropriate assessment practices across grade levels and curricula. Purposeful reflection and integration of a Christian worldview will shape our understandings of how Christ is reflected in all things for his purposes. (1.5 credits).
- EDU 325     **Collab'tive Wrkspc;Restr Prac**  
This course is designed to give students a Christian perspective to establish authentic practices for engaging in collaborative learning. In doing so, it provides an experiential landscape for collaborative success in the structure and use of small group learning in the classroom. Problems arising within a community of learners will be discussed and activities will be designed to engage restorative practices which are consistent with educational goals for equipping long term learning strategies, providing leadership and establishing strong community ethics. (1.5 credits)
- EDU 331     **Digital Tech for Learning PJI**  
This course is designed to introduce educators to technology use in a classroom setting. This is a practical, hands-on course in which students will investigate and discover techniques and strategies related to the use of technology in the classroom. Students will find and share resources related to daily classroom activities for both the educator and the student. Through discussion, issues and concerns about technology in the classroom will also be examined. (1.5 credits)

- EDU 414 **Curriculum Foundations**  
This course is a survey of the orientations, themes, and concepts of curriculum theory and practice. The focus will be on program choices and instructional decisions that must be made in the context of a comprehensive vision for schooling in relation to the Ontario curriculum.
- EDU 441 **Teaching Math: Junior, PJ**  
This course follows the general framework described in EDU-440, except that the focus has shifted to the junior grades, 4-6. (1.5 credits)
- EDU 446 **Teaching Science (PJ)**  
A study of the content, skills, and teaching methodology of science in the elementary science program. This course will present various methods of teaching science appropriate to K-6 students, trends in science education, provincially as well as nationally and internationally, and provide practical tools for successful science teaching and assessment. Seven, three-hour sessions will consist of lectures, small group hands-on activities, multimedia presentations, demonstrations, discussions of assigned reading, and reflecting on practice teaching experiences. (1.5 credits)

## DORDT COLLEGE CATEGORY 3

- ED 201 **Planning, Instruction, and Assessment in Elementary Schools (3)**  
This course introduces students to an understanding of instructional theory at the elementary school level. Focus is on the planning process and the integral role of instruction and assessment. Emphasis is on the development of a distinctively Christian approach to teaching and learning. Various perspectives on the instructional process are critically examined. Prerequisite: admission to the Teacher Preparation Program. Corequisite: Education 209.
- ED 255 **Educational Psychology (3)**  
This course introduces you to the fields of educational psychology and developmental psychology as they help us figure out the teaching and learning environment. This course studies the growth and maturation of children and adolescents, including examination of physical development and activity, cognitive, social, emotional, and spiritual development. We will also look at different roles teachers play such as teacher-as-researcher, teacher-as-observer, and teacher-as-facilitator. This course introduces you to developmental theories and learning theories that impact PreK-12 education today. Prerequisite: Education 101. [Cross-listed: Education 135]

## KING'S COLLEGE CATEGORY 3

- EDUC 301 **Education Learning Theories and Applications** This course focuses on learning in the classroom situation: the processes by which students learn and the factors that facilitate/inhibit learning. Specifically examined are learning theories, motivational theories, cognitive styles, discipline practices and assessment approaches. *This course is open only to students in the B.Ed., (AD) program.*
- EDUC 303 **The Philosophy and Design of Curriculum Writing** This course examines a variety of curriculum orientations and their implications for education goals, pedagogy, student evaluation, and school structure at the elementary level. Students will also be introduced to the rigors of curriculum design; they will be required to construct a major unit plan as the culmination of weekly lab exercises. *This course is open only to students in the B.Ed. (AD) program.*

- EDUC 341      **(formerly EDUC 441) – Psychology of Exceptional Children and Adolescents** This course aims to have students explore the problems and resolutions involved in working with exceptional children and adolescents. Areas of exceptionality studied include: mental retardation, learning disabilities, emotional disturbances, speech and language disorders, hearing impairment, visual impairment, physical disabilities and giftedness. In the laboratory component of the course, students are expected to develop some expertise with identified exceptional individuals.
- PSYCH 341      **Same as EDUC 341**
- EDUC 403      **Advanced Curriculum Design** This course examines the history of curriculum development and alternative models of curriculum as represented by major schools of thought. It also addresses curricular issues arising from the EDUC 351 practicum experience, e.g., lesson pace, evaluation, discipline integration, faith/perspective integration, classroom management, critical thinking. Students will compose specific lessons using different lesson plan models. *This course is open only to students in the B.Ed. (AD) program.*

**Kuypers College (formerly Reformed Bible College)**  
**CATEGORY 3**

- ED 251      **Educational Psychology**  
 This course examines principles of psychology as applied to the educational process. It includes characteristics of the individual learner, the classroom, the instructor, methods and techniques, and assessment. The course content contributes to a better understanding of both learning and developmental theories and provides insight in how to integrate those theories into practice to make good decisions in the classroom.

**INSTITUTE FOR CHRISTIAN STUDIES**  
**CATEGORY 3**

- 260004 Deeper Learning**  
*Deeper Learning* encourages educators to consider learning as a journey from wonder to inquiry to action. This course seeks to help Christian educators develop Deeper Learning within the context of:
1. *A celebration of the learner:* what it means to be created in God’s image.
  2. *A mindfulness towards learning design:* how curriculum, instruction and assessment inspire us to live out our lives as Kingdom Ambassadors who are intentional about character formation and loving our neighbours.
  3. *A responsiveness to culture:* how to embody our mission in every aspect of school life and how to live it out in God’s world.
- (Source: Deeper Learning in Christian Schools: Playing our Part in God’s Story; [dace.org](http://dace.org))

**TRINITY COLLEGE**  
**CATEGORY 3**

- EDUC 200      **Principles of Teaching and Learning**  
 The principles of teaching and learning in a classroom setting, including consideration of research results. The course includes consideration of past realities and current research findings. Topics include: the nature and purpose of schooling; models of teaching and learning; pedagogy and learning styles; classroom planning and management; and current issues of education concerning inclusion and diversity. This course is guided by the assumption that one’s faith impacts one’s actions in

meaningful and thoughtful ways.

- EDUC 203 **Foundations of Education**  
This course is a broad-based introduction to the role of schooling in society and the profession of teaching. It includes an overview of the history of education from preliterate societies to the present, an examination of various philosophical perspectives or schools of thought, and a discussion of critical issues facing educators today. Students take this course in their sophomore year. Field Experience: 50 hours. EDUC 209 Technology in Ed
- EDUC 303 **Educational Psychology**  
One focus of this course is the psychology of learning. Topics include human development, differences in learning abilities, the impact of culture, and theoretical approaches to the process of learning. Another focus is the psychology of teaching. Topics include understanding motivation, classroom management, creating a conducive learning environment, and classroom assessment. These topics are presented from elementary, middle grades, and secondary education perspectives. Field Experience: 50 hours. Prerequisites: PSYC 123 or acceptance into the Teacher Education program if seeking licensure.

### TRINITY WESTERN UNIVERSITY CATEGORY 3

- EDUC 211 **Psychological Foundations of Teaching and Learning (3 sem. hrs.)**  
An evaluation of psychological theories and research relating to learning and teaching, with a focus on: developmental stages, learning theories, motivation, classroom management, evaluation, inter- and intra-individual differences, and needs of exceptional children. Cross-listed: PSYC 214  
Prerequisite(s): Student must have completed at least one semester. (3-0; 3-0).
- EDUC 540 **Christian Approaches on Teaching and Pedagogy (3 sem. hrs.)**  
An examination of the theory and practice of teaching and pedagogy, including: the nature of teaching; a biblical framework for understanding and implementing teaching and learning; the classroom context for teaching and learning; the relationship between teaching and a teacher's personal, professional, and spiritual growth; theories of instruction and distinctively Christian approaches to instruction; and a taxonomy of teaching strategies. NB: Summer sessions only.  
Prerequisite(s): Undergraduate degree in education. EDUC 545 Assessing and Evaluation
- EDUC 545 **Assessing and Evaluating Student Learning (3 sem. hrs.)**  
An understanding of assessment and its implementation as an integral part of the curriculum planning. How the purpose of an assessment must fit with the assessment strategy employed. Distinctions between diagnostic assessment, assessment for learning, assessment of learning, and assessment as learning. The interpretation of assessment results in order to shape current and future teaching and learning activities. Clear and accurate communication of the results of assessment for particular audiences.
- EDUC 623 **Developing Educational Programs\* (this is a Masters of Leadership course)**  
This course reviews the foundations and practices of both macro- and micro-level program development for schools and school systems. Students will consider the underlying assumptions and effects of alternative approaches to program planning. They will explore how worldviews shape curriculum theory and analyze how they affect curriculum development. They will also examine contemporary issues and research problems related to planned curriculum change and development. The participants will develop a framework and criteria for developing programs, resources, and curriculum practice based on a Christian worldview.

**TYNDALE UNIVERSITY COLLEGE**  
**CATEGORY 3**

- EDUC 503      **The Developing Learner**  
Teacher candidates will come to understand how a child and adolescent's transition through developmental stages affects their learning. They will learn how to support students as they transition through these stages. A thorough understanding of the development of the learners' cognitive, emotional, physical, and social characteristics from infancy through adolescence will be explored. An understanding of typical development will help teachers detect, address, and foster the development of their students.
- EDUP 521      **Language and Literacy PJ: Part I**  
Designed to provide teacher candidates with foundational literacy knowledge and skills in the areas of speaking and listening (oral communication), reading, writing, viewing and representing (media) for the Primary and Junior divisions. Teacher candidates will explore these areas in conjunction with the Ministry's language and literacy expectations for Kindergarten and Grades 1 to 6 as outlined in the Ontario curriculum and policy documents and relevant research. Emphasis will be placed on the oral communication and reading strands.
- EDUP 522      **Language and Literacy PJ: Part II**  
Builds upon the knowledge and skill base acquired in EDUP 5213. Teacher candidates will learn to use the Ministry's curriculum and policy documents to guide the design of units, lessons, activities and assessment procedures for a diverse range of learners from Kindergarten to Grade 6, with an emphasis on the writing and media strands. Prerequisite: EDUP 521.
- EDUP/EDUI 523      **Mathematics PJ: Part I**  
Provides PJ teacher candidates with the most recent and relevant learning and teaching theories, methodologies, and assessment strategies as they apply to the teaching and learning of mathematics in Kindergarten and the Primary grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of the five strands and achievement chart of the Ontario Mathematics Curriculum.
- EDUP/EDUI 524      **Mathematics PJ: Part II**  
Provides PJ teacher candidates with the most recent and relevant learning and teaching theories, methodologies, and assessment strategies as they apply to the teaching and learning of mathematics in the Junior grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of the five strands and achievement chart of the Ontario Mathematics Curriculum. Prerequisite:

EDUP 523.

EDUP/EDUI 506

**Health and Physical Education PJ**

Prepares teacher candidates to work with students in Kindergarten to Grade 6 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

**Prerequisite: EDUP 523.**

EDUP/EDUI 507

**Arts PJ**

Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum—Music, Drama, Dance and Visual Arts—to students in the kindergarten program and the primary and junior divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.