

CALVIN COLLEGE
AREA OF STUDY 2

- EDUC 500 **Introduction to Graduate Studies in Education**
Graduate study requires a set of advanced academic skills. As such it is necessary to provide these basic skills to enable new graduate students to be successful. In this course students will be provided with the training in the basic tools of finding resources, reading and critiquing empirical literature, and academic writing. In addition, students will be introduced to the nature and various approaches of educational research. **(1.0 credit course)**
- 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.
- EDUC 516 **Leading Educational Communities: Communication (3)**
Because communication is at the heart of teaching, learning and leading, the Graduate Studies Program prepares professional educators to understand and analyze discourse as it shapes educational activity. Teaching and learning communications are shaped and made meaningful by culture, language, mode, and circumstance, as well as ideology and power. Abilities to analyze communication as discursive, prepares participants to examine educational activity settings, assess them for equitable participation and design them for more effective and just educational practice.

REDEEMER UNIVERSITY COLLEGE
AREA OF STUDY 2

- EDU306 **History & Philosophy of Education**
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.
- REL 355 **Youth, Culture and Spiritual Formation**
This course seeks to explore young adult spiritual formation in the light of the North American cultural context. The objective is to equip youth leaders for a deeper understanding of both the developmental needs of their students and the cultural influences that maybe forming, de-forming, and re-forming them for God's mission in his world. This discernment process will be

placed in the context of the dynamics of contemporary church life.

DORDT COLLEGE
AREA OF STUDY 2

- CORE 310/
EDUC 300/
REL 309 **History and Philosophy of Education (3)**
This course examines how our societal perspectives and personal core beliefs affect the ways we “do school,” see students, plan teaching and learning, and make curriculum. Students will draw on a variety of resources – those from the tradition of Reformed, Christian education, some more broadly Christian, and those from outside faith-based education thought, to construct a statement describing their own educational philosophy. While this course meets a requirement in the Teacher Preparation Program, it does not assume a background in teacher preparation. Students from outside teacher preparation are welcome. Prerequisite for teacher preparation students: Education 201 or 202 or 203; Prerequisite for all students: CORE 200. [Cross-listed: Education 300]
- EDUC 501 **Issues in Education (3)**
This course critically examines the philosophical and historical background and context of contemporary educational practice. The focus is on key issues currently affecting the areas of teaching, curriculum, learning, and the school as an institution. Emphasis falls on relating philosophical and historical contexts to daily classroom practice. Course participants are equipped to use philosophical analysis as part of their reflective practice, drawing on understandings and commitments in this course. This section of the course will be specifically tailored toward the interests and needs of future school leaders.
- EDUC 560 **Foundations of Educational Leadership 3 credits**
A comprehensive overview of the field of educational administration including theories of leadership, leadership traits, leadership behaviors, contemporary approaches, and the National Education Leadership Preparation standards. **Corequisite:** Educational 560L for those pursuing the Iowa Initial Administrator endorsement.

KING’S UNIVERSITY
AREA OF STUDY 2

- EDUC 300 **Introduction to Western Educational Ideas**
Students receive an introduction to philosophical issues relating to educational thought and practice within the Western intellectual tradition. The course introduces the student to both traditional and contemporary theories of education and concludes by focusing on the conscious development of a Christian approach to education.

INSTITUTE FOR CHRISTIAN STUDIES

AREA OF STUDY 2

1107 AC/
2107 AC

What's Christian About Christian Education? Reformational Philosophy:

This course will offer you an opportunity to reflect about what it means to teach or educate “Christianly.” It will situate a Reformational understanding of Christian education within two distinct types of “context”: first, the “spirits of the age” that are at work influencing our shared modern, Canadian society; and second, the local context of the school you work at. The ‘spiritual’ context will help us see Christian education as an alternative, not simply to “secular” education, but to other patterns of spiritual formation, like consumerist education or workaholic education. The ‘local’ context will then allow us to discuss how Christian education can be ‘put to work’ in your day-to-day activities as a teacher or administrator. The goal is to give you time, space, and resources to develop a clearer understanding of how faith impacts education in general, and how your faith shapes what you do as an educator more specifically.

132504/
260003

Lead from Where You Are: Making a Difference in the Face of Tough Problems, Big Questions, and Organizational Politics

Leadership is not about personality, authority, position, influence, or power as such. Leadership is an art, a craft, a practice, to which everyone is called sometime or other, in widely different situations. Leadership can be practiced with varying degrees of authority, from any position, at varying scales of influence, and with varying access to different sources of power.

The kind of leadership that we will learn and practice in this course has to do with diagnosing and addressing the toughest problems experienced by organizations, communities, institutions, and societies. This kind of leadership demands political skill: the skill to discern the overt and covert concerns and interests, agendas, and alliances within the organizations, institutions, and societies we serve, and to give each their due while not failing to pursue the common good.

We will learn a leadership language, try out a set of tools and frameworks, and workshop our fresh insights and skills.

132501/
232501

The Craft of Reflective Practice

We humans make sense of things by telling stories. In this course we will learn how to do critical reflective practice, primarily by telling stories about our everyday professional lives. We will zoom in on the story of an ordinary day at work, and then zoom out to the story of our career to date, zoom out further to the story of our work community, and zoom out even further to the overarching story of God’s world. In the process we will learn qualitative research skills, receive an introduction to phenomenology (the philosophical study of lived experience), develop our own approach to *praxis* (that is, the craft of morally-oriented, theoretically-informed, and theory-generating critically reflective practice), and, most significantly, come to terms with who we are in what we do.

260006

Transforming the World: The Role of a Christian Educator

Transformative Teaching is a course for instructional leaders as they consider their roles as Christian educators. We will consider our context as Christians as we are called to be transformers of society and culture by seeking justice and righteousness for those who are marginalized and disenfranchised. In this course we will consider constructivism, a dominant educational theory in the twenty-first century that informs student-centred pedagogies such as Project Based Learning, through the lens of Scripture and investigates the assumptions that it makes. We will explore our calling as Christian educators to transform culture in our schools, local community, and the world.

This course seeks to help Christian educators find clarity in answers to the following questions:

- Context: Who am I called to be as a Christian educator in my particular place and time?
- Constructivism: How does constructivism inform my practice?
- Culture: What role does education play in creating culture?

260008

Cultivating Learning Communities of Grace

This course will equip teachers and principals to diagnose, nurture, and renew learning cultures in their classrooms and schools, and to contribute to the renewal of learning cultures in their networks of schools and educational jurisdictions. Students in this course will explore the following questions: What is culture? What are the relationships between learning, culture, dialogue, and community? How do we diagnose learning cultures? How do we start, nurture, and renew learning cultures?

**TRINITY COLLEGE
AREA OF STUDY 2**

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

PHIL 110

Philosophy of Education

This course offers students the opportunity to strengthen their abilities in worldview analysis from a Christian perspective through a specific focus on philosophical issues related to education as a social institution, a set of cultural practices, and a Christian calling. Fulfills one of the philosophy Foundations requirements.

**TRINITY WESTERN UNIVERSITY
AREA OF STUDY 2**

EDUC 203

Foundations of Education (3 sem. hrs.)

A critical consideration of selected educational thinkers and the establishment and development of public schooling in British Columbia. An evaluation of prominent theoretical approaches to education and how they are rooted in certain worldview perspectives. An analysis of concepts such as teaching, training, indoctrination, tolerance, pluralism, multiculturalism, and relevance. An examination of important issues in education such as the nature and aims of schooling, views of knowledge and the curriculum, and moral and values education. The development of a personal theory of education.

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.

Reviewed December 2024

TYNDALE UNIVERSITY COLLEGE
AREA OF STUDY 2

EDUC 511 **Change to Reflective Practice**

Intended to help teacher candidates develop an educational foundation and an inquiry stance towards their on-going teaching identity through developing a critical, ethical, informed and reflective habit of mind; one that considers the perspectives of various educational philosophers, theorists, researchers and practitioners on the journey to teaching excellence. Using a case study approach, teacher candidates will consider authentic school-based dilemmas through a variety of lenses: Personal, Philosophical, Professional, Pedagogical, Parental and Political.