

CALVIN UNIVERSITY
AREA OF STUDY 4

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 554 Pathways to Inclusion: Re-examining Beliefs about Learners

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.

PHL 153 Fundamental Questions In Philosophy (3)

An introduction to fundamental questions about God, the world, and human life and how we know about them. These questions are addressed through the study of historically significant texts, primarily from the Western philosophical tradition. An emphasis is placed on philosophical reflection and discussion, constructing and evaluating arguments, reading and interpreting philosophical texts, writing clear expository prose, and engaging in faith-oriented and faith based inquiry. The course aims to help students use philosophy to respond to central issues in human life and in contemporary society.

PHIL 205 Ethics (3)

This course reflects on the moral dimension of life as a whole, in its relation to what we believe, what we do, and what sorts of people we want to be. It studies basic ethical questions such as the objectivity of right and wrong, what justice is, how we ought to live, why we should try to be morally good. It considers these questions both theoretically and practically (by applying them to issues in contemporary social life, such as capital punishment or abortion). It also uses both historical sources (such as Aristotle and Kant) and contemporary sources. Finally, it considers what difference Christian faith makes to the theory and the practice of morality. There may be a service-learning component in the course, depending on the instructor. Students taking this course to fulfill the integrative studies requirement of the core must have the following prerequisites in addition to PHIL 153: two courses in philosophy and/or religion.

- REL 295 **Christianity and Culture**
 This course is a critical survey of models by which God's people have defined their relationship to the world, from Biblical times to the present, with a particular emphasis on the Reformed tradition. Special attention is given to the contemporary relevance of this discussion, both in terms of ways in which different models are visible in today's world and in terms of ways that the Reformed model can be applied to present concerns. Prerequisite: biblical and theological foundations core.
- REL 311 **History and Archaeology of Ancient Israel**
 A study of the history of ancient Israel from the patriarchs through Ezra in the context of recent research on this topic. This course will consider the sources for reconstructing the history of Israel, including the Old Testament, Ancient Near Eastern literary remains, and archaeological evidence, as well as appropriate methods for interpreting these sources. Prerequisite: REL 121 or an intermediate biblical studies course. Not offered 2018-2019.
- REL 332 **Theological Ethics**
 A study of Christian moral theory and its application to selected cases. This course examines how diverse understandings of God's relationship to the creation inform how Christians think about the moral life. Ethical issues such as war, human sexuality and reproduction, death and dying, and the environment are analyzed in light of theological commitments. Prerequisite: biblical and theological foundations core or permission of the instructor. Not offered 2018-2019.
- IDIS 150 **Developing a Christian Mind (3)**
 Taken during the first-year interim, this course introduces students to the central intellectual project of Calvin College, the development of a Christian worldview and a broad, faith-based engagement with the ambient culture. A set of common readings sketches out basic biblical themes and helps students begin to formulate a Christian frame of reference as they pursue their academic vocation. In addition to these common readings and themes, each section of the course defines a particular academic issue to explore from the perspective of Christian faith and praxis. A few sections of this course are offered during the spring semester. In addition, individual and multiple sections of the course have specific subtitles indicating the special focus of each.
- IDIS 205 **Societal Structures and Education (3)**
 An examination of the interaction between education and the other systems and institutions (e.g., political, economic, and cultural) that shape society. This course will examine how education is shaped by and is reshaping these systems and institutions. Particular attention will be given to the impact of race, class, and gender on schooling and society. Community-based research projects will challenge students to examine these issues in real-life contexts as well as introducing them to social science research methodology. Christian norms, such as social justice, will shape this critical analysis of the interaction between education and society. This class is appropriate for all students who are interested in education and society and meets a core requirement in the societal structures category.

REDEEMER UNIVERSITY

AREA OF STUDY 4

- EDU 407 **Systems of Education in Ontario**
 This course explores the foundations of educational institutions in Canada and especially the province of Ontario. The origin and development of public, separate, and private schools will be studied. The main requirements of the Ontario Education Act, key Regulations, and the Foundations of Professional Practice will be reviewed to prepare education students to understand the legal and professional context for teaching in Ontario

- PHL 210 **Faith and Philosophy**
In this course, students will explore how Christianity was shaped, and shapes, philosophy, and how Christian philosophy, in turn, plays a foundational role in academic study. Students will be introduced to key elements in Christian philosophy and theology that will help them develop as human beings, Christians and students.
- REL 253 **Foundations of Mission and Ministry I**
An introductory study of the biblical and theological foundations and the historical development of mission. Selected current issues and problems will be examined.
- REL 352 **Leadership, Coaching, and Mentoring in Ministry**
The purpose of this course is to develop an awareness of the leadership dynamics involved in youth ministry that flow from the intersection between four realities: the youth pastor, adolescents, the ministering context, and the cultural context. The ministering context will be used as the “anchoring reality” around which the others will be explored.
- REL 353 **Foundations of Evangelism and Discipleship**
An examination of the character of discipleship in youth ministry, and an application of discipleship to many specific youth ministry practices.

DORDT UNIVERSITY

AREA OF STUDY 4

- CORE 200 **Introduction to Christian Philosophy**
Using figures from the history of Western philosophy as our guide, this class will challenge you to examine your own life, see why you do what you do, and evaluate how your actions are shaped by certain religious commitments. It will demonstrate the need for wisdom and discernment and will begin to equip you with the tools you will need (critical thinking, self-reflection, and clear communication) to discern how we are called to live as Christian disciples in today’s day and age. Prerequisites: CORE 140, 150.
- CORE 399 **Calling, Task, and Culture (3)**
This is an inter-disciplinary, capstone Core Program course that helps you reflect upon issues you encounter in your life, evaluate them from a Christian perspective, and live out a biblical perspective as a disciple of Christ. Prerequisites: CORE 140, 150, 200; second-semester junior or senior standing
- EDUC 562 **Legal & Ethical Foundations in Educational Leadership**
This course will provide an examination of the fundamental issues of law and ethics as applied to classroom teachers and school administrators. Areas to be studied include educational structure and governance, church/state relations, students’ rights, teachers’ rights and responsibilities, and tort liability.
- EDUC 563 **Collaborative Leadership**
Organizational influences on leadership, communications in schools, decision making, managing conflict, and facilitating change in schools. Corequisite: Education 563L.

THE KING’S UNIVERSITY

AREA OF STUDY 4

- EDUC 401 **Educational Administration** This course is a historical examination of the development of Canadian school law as well as an introduction to basic educational administrative principles and routines that have impact on the classroom teacher. *This course is open only to students in the B.Ed. (AD) program.*

THEO 310 **Bringing the Text to Life: Biblical Theological Themes**

This course is a close study of selected biblical theological themes and their social-ethical implications for contemporary society. Themes investigated may include Christian political responsibility, war and peace, gender and sexuality, environmental stewardship, etc.

THEO 370 **All Things: Theology of Creation**

A study of the Christian theology of creation which addresses the issues of: the integrity of the universe as God's creation; humankind's place and task in creation; the honouring and care of creation as intrinsic to knowledge of God as Creator and the world as God's creation. Special attention will be paid to how the central Christian doctrines of the Trinity, Christology, the imago dei and the eucharist shape the theology of creation, and to how such a theology influences and is influenced by the aims and practices of environmental stewardship.

Kuypers College (formerly REFORMED BIBLE COLLEGE)

AREA OF STUDY 4

TH 344 **Principles and Practices of Reformed Worldview (3 credit hours)**

This course examines a biblical, Reformed worldview through the lens of John Calvin's life and the tradition of his theology. The course focuses on comparing and contrasting the Reformed worldview with various modern and post-modern worldviews, and on gaining skill in utilizing a biblical, Reformed worldview to address the social and ethical issues of contemporary culture.

TH 358 **Christian Ethics**

This course examines the philosophical and theological foundations of a variety of ethical theories and practices with a view toward gaining skill in ethical decision making from a Christian perspective. The course focuses on the ethical perspectives found in the decalogue for developing a comprehensive model for Christian ethics.

INSTITUTE FOR CHRISTIAN STUDIES

AREA OF STUDY 4

132505/232505 **World-Viewing: An Introduction to Worldview Studies**

The World-Viewing: An Introduction to Worldview Studies course serves as a touchstone for the Master of Worldview Studies program as a whole, providing students with an overview of the program, an initial set of frameworks and tools for finding their way through the program, and a selection of readings (about 1,250 pages) that will prime students for reflecting on six inter-related wayfinding questions: Who am I? Where do I belong? What do I believe? What do I love? What opportunities and constraints do I face in my particular context? What am I to do with my life?

132902 **The Soul of Soulless Conditions: Marxists on Christianity, Christians on Marxism**

Although Marxists and Christians have found plenty of reasons to be mutually suspicious, prominent voices in both historical communities explored creative ways of relating to one another, politically and ideologically, throughout the 20th century and beyond. Through dialogical exchanges, party documents, and theological reflection, important questions were raised, if not always solved. Were the first Christians communists? What do Moscow and Havana have to do with Rome and Nazareth? Does materialism disqualify Christians from Marxist analysis? Can Marxist political parties accommodate Christian believers, and how far can Christians go in participating in Marxist revolutions?

Over the course of thirteen classes, we will read several Marxists on Christianity (e.g. Lenin, Luxemburg, Castro, Horkheimer) and several Christians on Marxism (e.g. McCabe, Soelle,

Cone, Zuidervaat) to better understand where these communities' found points of agreement and disagreement. Because neither Marxism nor Christianity are entirely unified traditions of thought, the selection of authors will aim to represent at least some of this diversity, although privileging voices that made an effort to bring these two discourses closer together in some way. Reading these traditions together, we will try to uncover how Christianity contributes to the soul of soulless conditions, and also what it might mean to embody that soul in the flesh of political organization.

131201/231201

FAITH IN ART: Spirituality and Lived Experience

This course explores the various ways in which art and faith can intersect by comparing two important strands within theological aesthetics, the first focusing on art as a bridge to the spiritual and transcendence, the other on the way art articulates human lived experience. Students will explore what different traditions can learn from each other with a view towards developing a better understanding of the nature of art and the role of faith in religious and non-religious artistic practices.

132502/232502

Vocational Wayfinding

"What am I to do with my life?" "Who am I?" There appears to be an inextricable connection between the work that we do and our sense of who we are. As the poet David Whyte has suggested, work is for all of us a pilgrimage of identity. It is not, however, a pilgrimage for which any of us are provided with a GPS device, allowing us to navigate in straight lines with comfortable certainty towards clear career objectives that cohere in obvious ways with an immutable sense of our identity. Instead, this pilgrimage is more like the experience of Polynesian sailors, who traversed the vast expanses of the Pacific Ocean with the help of the stars, memory, and close attention to the patterns of the waves on the surface of the ocean as these reflected features of the ocean (including far-off islands). Polynesian wayfinding was a way of navigating that required alert improvisation and frequent reorientation from *within* a perpetually shifting context. Our vocational pilgrimages require us to find our way in a similar manner.

In this course we will explore particular practices, frameworks, and tools, by means of which we can engage in vocational wayfinding. Prompted by our readings we will consider some of the relationships between work and identity: How does my work prompt my discovery of my sense of self? How do I try out possible selves in relation to whatever in the world is calling me toward particular kinds of work? What *am* I to do with my life? We will give close attention to those passages in our lives (in particular young adulthood and the middle passage of life) when both our work context and our experience of our identity are most obviously in flux. In addition, we will consider how to contribute skillful leadership and insightful mentoring to others as they engage in their own vocational wayfinding, particularly in the contexts of the workplace and educational institutions.

132504/260003

Lead From Where You Are

Lead from Where You Are provides understanding and practice in how to diagnose and address the toughest problems experienced by organizations. Students will identify the leadership they are able to contribute to addressing these problems from where they are in their organizations. (Summer course)

ICS AiO 120102
/ 220102

Art, Religion, and Theology: Theologies of Art in the Christian Tradition:

This course explores the relationship between Christianity and art, examining the history of Christian art across Catholic, Orthodox, and Protestant traditions. It considers theological perspectives on religious imagery and modern Christian art, and includes a practical study of artwork in Orvieto, Rome, Assisi, and Florence.

ICS AiO
1501VAA /
2501VAA

Art, Religion, and Theology: Theologies of Art in the Christian Tradition:

This studio residency supports artists in creating a body of work through creative processes, technical guidance, and group feedback. Participants will explore artistic, theological, and

- 132903 historical dimensions in a collaborative studio setting within a 13th-century convent.
- Set the Prisoners Free: Christianity and Prison Abolition**
 Jesus's Gospel is a message of freedom. Liberation from bondage permeates the biblical narrative as a driving theme, with Jesus quoting Isaiah as he announces the Spirit of the Lord is upon him to proclaim release to the prisoners and to let the oppressed go free. Yet the United States of America, a country that many Christians call home, has the highest incarceration rate of any country on the planet. By some estimates, although the US has only 5% of the world's population, it contains over 20% of the world's prison population. The poor and people of color are disproportionately incarcerated. Black Americans make up nearly 40% of the US prison population despite being 13% of the population as a whole. In Canada, another country with deep Christian origins, Indigenous people make up 46% of incarcerated youth and only 8% of Canada's under-14 population. Mass incarceration, policing, and their ties to systemic racism, capitalism, and other forms of oppression have prompted a radical movement for not only reform, but the abolition of prisons and police altogether. Such a proposal raises many questions. What would a world without prisons look like? How should communities deal with injustices? What are the causes of crime, and how might justice be done without the prison? In this intensive class, we will explore how Christianity both funds the ideology of mass incarceration and a spirit of prison and police abolition, asking what it would mean to proclaim release to the prisoners today.
- 260001 **Called to Teach: Formation and Learning**
 Called to Teach is a course that provides educators with a vocational vision of Christian educational innovation and leadership. It is intended to guide educators on an inner journey as they begin cultivating personal competency in critical and constructive reflection on their professional practice. (Summer course)

TRINITY COLLEGE

AREA OF STUDY 4

- PHIL 101 **Philosophical Perspectives on Worldview**
 This course explores the shape and relevance of a Christian worldview through the breadth and depth of perspective offered by the discipline of philosophy. Students apply Trinity Christian College Undergraduate Catalog 2018-2019 207 basic worldview questions to the analysis of philosophical texts, trace the roots of prevailing contemporary worldviews in the works of several major thinkers in the history of philosophy, and use the framework of a Christian worldview to appreciate and critique prevailing contemporary worldviews and their historical roots. Fulfills one of the philosophy Foundations requirements.
- PHIL 102 **Philosophical Perspectives on Vocation**
 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 human nature and to vocation understood broadly as Christian calling in human life and society. Various models for understanding vocation are applied to contemporary social issues, matters of personal concern, and interests related to students' majors. Fulfills one of the philosophy Foundations requirements.

TRINITY WESTERN UNIVERSITY

AREA OF STUDY 4

- IDIS 400 **Developing a Christian Worldview (3 sem. hrs.)**
 This is an interdisciplinary studies course that addresses a topic of significance and contemporary

concern. Faculty from several disciplines participate, as well as others who have expertise in the topic but who are not faculty members at TWU. NB: This course is a University core requirement for all degrees, although approved alternatives may be taken. Offered in the fall semester every year. Prerequisite(s): Third or fourth year standing and completion of at least 70 sem. hrs. of study by end of preceding semester. (3-0; 0-0)

EDUC 490 **Special Topics and Issues in Education (3 sem. hrs.)**

An examination of special topics or issues in education that are not considered in depth in other education courses. NB: Not offered every year. See the dean of education. Prerequisite(s): 12 sem. hrs. of education courses or consent of the instructor. Specific prerequisites may be required for certain topics or issues. (3-0 or 3-0)

LDRS 620 **Worldview Foundations of Educational Leadership (3 sem. hrs.)**

(this is a Masters of Leadership course)

This course examines the complex issue of the Christian believer's mandate to "indwell" the Biblical story in the context of contemporary western culture, paying particular attention to ways in which this issue impacts the task of educational leadership. Students will discuss the potential of transformational servant leadership and values-based leadership for building personal and shared vision in educational settings. They will develop and discuss strategies through which the school leader can work reflectively with faculty, parents, students and others in establishing and sustaining a vision-shaped educational community. Students will also participate in a school leadership self-assessment exercise.

NB: May not be taken for credit for students who have credit for EDUC 621. Cross-listed: EDUC 620.

RELS 360 **Christian Apologetics (3 sem. hrs.)**

A study of the nature and methods of defending the Christian faith including an examination of the evidence for and the arguments against a Christian worldview.

TYNDALE UNIVERSITY

AREA OF STUDY 4

INDS 475 **Christianity and Culture**

An interdisciplinary upper-level course with contributions from faculty from several departments of the University College. Explores academic disciplines and culture from an explicitly Christian perspective. Offered only to Bachelor of Arts third- and fourth-year students.

EDUC 501 **Democratic Values, Christian Perspectives and Education**

Introduces and reviews the concepts of worldviews, curriculum orientations, values, and educational ideals. It reviews the questions that worldviews typically answer and the central principles and beliefs of Christian worldviews. It attends to the values of western, liberal democracies, noting especially the concerns for diversity, equity, and social justice as expressed in documents from a variety of jurisdictions, including Ontario. It builds critical conversation between these democratic values and religious worldviews, asking specifically about the ideals that classroom teachers will attempt to realize in their day-to-day practice in curriculum, instruction and assessment.