

ECON 317 Investment Theory (3 sem. hrs.)

A study of financial markets and the various instruments traded on those markets, to include how these instruments are priced. Other topics explored include portfolio theory, market efficiency and equilibrium, asset analysis, asset allocation, and portfolio management.

Cross-listed: BUSI 317.

Prerequisite(s): Third year Business standing. (3-0 or 3-0)

ECON 330 Theory and Practice of Development (3 sem. hrs.)

A study of major theories or models of economic development and evaluation of practices and approaches to economic development by studying various cases from several different countries. Theories and practices of development are examined from a Christian perspective, with consideration of the influence of the human factor.

Prerequisite(s): ECON 230 or instructor's consent. (3-0 or 3-0)

ECON 341 Resource and Environmental Management (3 sem. hrs.)

An introduction to key concepts and issues in natural resources management. The course examines major resource-based industries, including agriculture, fishing, forestry, mining, energy, and recreation. It also emphasizes understanding the varied influences that environmental, socio-economic, and political factors have on the spatial distribution of resource utilization and resource management.

Cross-listed: GEOG 341.

Prerequisite(s): GEOG 111. (3-0; 0-0)

ECON 354 Geography of the World Economy (3 sem. hrs.)

This course investigates the changing geographical patterns of global economic activity and the processes influencing the organization of economic space. It focuses on the spatial patterns of production and manufacturing; the distribution of goods and services; and the role of multinationals, global marketing strategies and outsourcing. It also investigates issues and challenges from global to local economies; including population growth and development, poverty and unemployment, and environmental sustainability.

NB: Offered every other year.

Cross-listed: GEOG 354.

Prerequisite(s): GEOG 111. (0-0; 3-0)

ECON 411 Business in the Global Market (3 sem. hrs.)

An introduction to global business practices. A survey of governmental and corporate practices of major economic systems — Japan, Europe, Pacific Rim, Rhine countries, etc. Different cultural meanings of concepts such as globalization, world class, nimble organizations, empowerment, and teams. The class provides the students with experiential as well as classroom learning to provide a better grasp of the differences in cultures and the adaptation of the concepts.

NB: Offered when available in summer with overseas travel component.

Cross-listed: BUSI 411.

Prerequisite(s): Permission of the instructor. (3-0 or 3-0)

ECON 412 International Economic Competitiveness (3 sem. hrs.)

This course studies the competitiveness of companies in different countries and regions given ever-changing economic conditions and policies. The course reviews factors that determine competitive advantage including factor conditions, demand conditions, supporting industries, firm strategy, and government policy.

NB: May not be offered every year.

Cross-listed: BUSI 412.

Prerequisite(s): ECON 201, 202; BUSI 221, 222; 342. (3-0 or 3-0)

ECON 480 Leadership in the Global Context (3 sem. hrs.)

This course addresses issues faced by leaders working in settings throughout the globe. Students examine approaches to leadership and develop an understanding of the important role culture plays in multi-cultural organizational contexts. Cross-cultural communication, cultural intelligence, and individual and organizational behaviour in various cultures is studied. Particular attention is given to the servant leadership approach and how to develop the mindset of an effective leader in both non-governmental and for-profit organizational contexts.

NB: May not be offered every year.

Cross-listed: BUSI 480.

Prerequisite(s): Third year standing. (3-0 or 3-0)

EDUCATION

1. Preference for entry into 200 level Education courses is given to declared Education Program students, concentrations, and minors. Preference for entry into 300 and 400 level Education courses is given to students who have been officially accepted into the Education Program.
2. To take a 300 or 400 level Education course, students must have a minimum cumulative GPA of 2.5.

EDUC 200 Principles of Teaching and Learning (3 sem. hrs.)

The principles of teaching and learning in a classroom setting, including consideration of research results. The nature and purpose of schooling; models of teaching and learning; an introduction to pedagogy and learning styles; classroom planning; classroom management; student evaluation; ethical and legal issues in teaching, and current educational issues. Structured classroom observation is an integral part of this course.

Prerequisite(s) or Co-requisites: EDUC 211; second year standing. (0-0; 3-0)

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.

Prerequisite(s): Second year standing. (3-0; 0-0)

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, individual differences, and needs of exceptional children.

Cross-listed: PSYC 214 .

Prerequisite(s): Student must have completed at least one semester. (3-0; 0-0).

EDUC 268 Introduction to Teaching English as a Second Language (3 sem. hrs.)

The aims and purposes of ESL education. Biblical view of the person, knowledge, teaching, learning and evaluation and their application to the ESL classroom. The major schools of psychology as they relate to ESL education and as they compare with a biblical view of the person.

Cross-listed: LING 268.

Prerequisite(s): None. (3-0 or 3-0)

EDUC 302, 303 Initial Classroom Experience (1, 1 sem. hr.)
 These initial classroom experience practica provide students with meaningful educational experiences in schools and classrooms. Students relate their studies in the university classroom to school settings. They become more confident in being in the classroom and interacting with students and teachers, and carry out activities that prepare them for more advanced practica. The minimum time commitment for each course is ten 2.5-hour sessions in a classroom, and attendance at four related seminars.

NB: Pass/Fail courses.

Prerequisite(s): EDUC 200 for EDUC 302;
 EDUC 302 for EDUC 303.

EDUC 310 The Exceptional Child in the Regular Classroom (3 sem. hrs.)

The identification, etiology, diagnosis, and prognosis of various exceptionalities such as learning and physical disabilities, visual and auditory impairments, behaviour disorders, mental handicaps, and giftedness.

Cross-listed: PSYC 310.

Prerequisite(s): EDUC 211 or PSYC 214; third year standing. (3-0 or 3-0)

EDUC 321 Curriculum Planning for the Classroom (3 sem. hrs.)

The theory and process of curriculum development, with diverse applications of classroom curriculum planning: definitions and aims of the curriculum; justifying the curriculum; current approaches to curriculum development; knowledge and curriculum content; curriculum integration; planning, constructing and implementing classroom units; evaluating and using curriculum resources; curriculum planning, implementation and evaluation beyond the classroom level.

NB: Formerly EDUC 421.

Prerequisite(s): EDUC 200 and third year standing. (0-0; 3-0)

EDUC 350 Elementary School Human Kinetics (3 sem. hrs.)

Teaching methodology and curriculum materials in elementary physical education. Introduction to the areas of games, gymnastics, and rhythmic movement with school children.

Cross-listed: HKIN 350.

Prerequisite(s): Second year standing. (3-0 or 3-0)

EDUC 365 Social Issues in Education (3 sem. hrs.)

An analysis of the role of the school in culture; societal trends affecting the institutions and practices of education; interpretive paradigms and related research studies; group dynamics in education; religious, social, and economic factors and issues in Canadian education.

Cross-listed: SOCI 365.

Prerequisite(s): EDUC 200 or SOCI 101; third year standing. (3-0 or 3-0)

EDUC 400 Classroom Leadership and Management (3 sem. hrs.)

A study of theories and practices of classroom leadership and management as related to views of the learner and of teaching: physical setting, daily routines, planning, grouping for instruction, cooperative learning, preventive and corrective discipline, relating to students and parents.

Prerequisite(s): EDUC 200 and fourth year standing. (3-0 or 3-0)

EDUC 401 Assessment and Evaluation for Learning (3 sem. hr.)

A consideration of models of student assessment that contribute to effective and meaningful student learning. Assessment of learning, for learning, and as learning. Topics include underlying perspectives on student assessment, linking assessment, technology and assessment, curriculum and learning, grading practices and guidelines, sampling student performance, keeping records, communicating the

results of assessment, interpreting and using the results of large-scale testing.

NB: Pass/Fail course.

Prerequisite(s) or Corequisite: EDUC 321 and fourth year standing. (3-0; 0-0)

EDUC 402, 403 Initial Classroom Experience (1, 1 sem. hr.)

These classroom experience practica provide students with meaningful educational experiences in schools and classrooms. Students relate their studies in the university classroom to school settings. They become more confident in being in the classroom and interacting with students and teachers, and carry out activities that prepare them for more advanced practica. The minimum time commitment for each course is ten 2.5-hour sessions in a classroom, and attendance at four related seminars.

NB: Pass/Fail courses.

Prerequisite(s): EDUC 303 for EDUC 402; EDUC 402 for EDUC 403.

EDUC 412 Strategies for the Exceptional Child (3 sem. hrs.)

Strategies for integrating exceptional students, particularly within the regular school system. Diagnosis and assessment of students with special needs. Identification of the variety of support services and personnel available to exceptional students. Enrolment in this class must be concurrent with a practicum course.

NB: Not offered every year. See Dean of Education.

Cross-listed: PSYC 412.

Prerequisite(s): EDUC 310 or PSYC 310. (0-0; 3-0)

EDUC 430 Foundations and Principles of Music Education (3 sem. hrs.)

An introduction to the historical, philosophical, sociological, and psychological foundations of music education. Topics covered include program development, teaching methods, administration, supervision, and evaluation.

NB: Not offered every year. See Music Department chair.

Cross-listed: MUSI 430.

Prerequisite(s): MUSI 131, 132; 225, 226; third or fourth year standing. (3-0 or 3-0)

EDUC 451, 452 Classroom Teaching: Theory and Practice (7 plus 8 sem. hrs.)

This integrated semester (7 sem. hrs. theory; 8 sem. hrs. practica) helps prospective teachers reflect on factors that make classrooms and schools effective communities for learning. They recognize, develop, and practice the relevant strategies and skills required for effective teaching and learning, and reflect on their teaching and its effects on student growth and learning. Eight weeks of the semester consist of classroom practica. The on-campus time during this 14-week fall semester focuses on a process of deliberation and reflective action that interrelates theory and practice.

NB: Students may not take other courses when taking EDUC 451, 452 except required curriculum and pedagogy courses. Pass/Fail courses.

Prerequisite(s): Acceptance into the Professional Year of the Teacher Education Program.

EDUC 453 Extended Practicum (15 sem. hrs.)

A 14-week practicum semester that includes three to four weeks of partial immersion, eight weeks of full immersion, and two weeks of related seminars. Pre-service teachers learn to relate principles and theories from conceptual frameworks to actual practice in classrooms and schools. School placement is normally appropriate to the grade levels and subject specialties which the student expects to teach after the program's completion.

NB: Students may not take other courses when taking EDUC 453 except required curriculum and pedagogy courses. Pass/Fail course.

Prerequisite(s): EDUC 451 and 452.

EDUC 455 Curriculum and Pedagogy: K–8 Language Arts (3 sem. hrs.)

An overview of the development of language and literacy in children and the teaching of language arts in the elementary school: research in language arts education; the nature of the reading and writing process; components and organization of effective reading and writing programs. Diagnosing individual strengths and weaknesses in language development. Planning and implementing appropriate programs. Teaching strategies and learning activities in elementary language arts.
Prerequisite(s) or Co-requisites: EDUC 321; fourth year standing. (3-0 or 3-0)

EDUC 456 Curriculum and Pedagogy: K–8 Mathematics (2 sem. hrs.)

The components of an effective elementary school mathematics program: goals of mathematics teaching and learning, recent curriculum trends, function and use of instructional materials, teaching strategies and learning activities, problem solving strategies and skills, and evaluation procedures.

NB: Taught in September.

Corequisite(s): EDUC 451 and 452.

EDUC 457 Curriculum and Pedagogy: K–8 Social Studies (2 sem. hrs.)

A survey and evaluation of recent trends, teaching strategies, learning approaches, and resources in elementary social studies. Planning a social studies program in terms of the central concepts and themes of social studies as well as recent curriculum initiatives.

NB: Taught in May.

Prerequisite(s): EDUC 451 and 452.

EDUC 458 Curriculum and Pedagogy: K–8 Science (2 sem. hrs.)

A survey of research in science education; goals of science education; current curricula and resources; planning an elementary-level science program; children's science learning; teaching strategies for diverse learners; teaching for inquiry and critical thinking; planning and implementing hands-on activities.

NB: Taught in January.

Prerequisite(s): EDUC 451 and 452.

EDUC 459 Curriculum and Pedagogy: Strategies for Teaching Reading and Writing at the Primary Level (1 sem. hr.)

An extension of EDUC 455 as applied to the primary grades, especially with respect to developing reading and writing proficiency. Theories and models of reading and writing processes. Diagnosing individual strengths and weaknesses in reading and writing development. Planning, organizing, implementing, and assessing a balanced literacy program. Evaluating and choosing resources. Developing learning activities.

NB: Taught in December.

Prerequisite(s): EDUC 451 and 452

EDUC 460 Curriculum and Pedagogy: Strategies for Teaching Reading and Writing at the Intermediate Level (1 sem. hr.)

An extension of EDUC 455 as applied to the intermediate and middle grades, especially with respect to developing reading and writing proficiency and the study of literature. Models and practices of reading and writing instruction. The role of text structure and grammar. Selecting and teaching a range of genres, especially works written for older children. Planning, organizing, implementing, and assessing a balanced language arts program.

NB: Taught in December.

Prerequisite(s): EDUC 451 and 452.

EDUC 465 Teaching and Learning in the Middle and Senior Years (3 sem. hrs.)

The nature of learning and appropriate teaching strategies for students in the middle and senior years. Current trends and recent research as a basis for learning and teaching strategies, for organizing and planning curriculum, and for structuring classrooms and schools. Specific topics include characteristics of 10 to 18-year-olds and the implications for learning; curriculum integration; building student-teacher, teacher-parent, and student-student partnerships; evaluation and assessment in the middle and senior years; personal and career planning; and the role of "exploratories."

Prerequisite(s) or Co-requisite: EDUC 321. (3-0; 3-0).

EDUC 468 Curriculum and Pedagogy: Teaching French as a Second Language (2 sem. hrs)

This course facilitates teachers and pre-service teachers to teach French as an additional language. It is designed to integrate theory and application in order to enhance successful additional language learning. Special attention is given to teaching French in grades K–7, but higher class levels are also addressed.

NB: Offered in May on Saturdays so that it is available to practicing teachers.

Prerequisite(s): Teacher Certification or EDUC 321.

EDUC 471 Curriculum & Pedagogy: An Introduction to Teaching the Humanities Grades 8–12 (2 sem hrs)

Curriculum organization and principles of teaching and learning in social studies and English. All Professional Year secondary students are required to take EDUC 471.

NB: Taught in January.

Prerequisite(s): EDUC 451, 452

EDUC 472 Curriculum & Pedagogy: An Introduction to Teaching the Natural and Mathematical Sciences Grades 8–12 (2 sem. hrs.)

Curriculum organization and principles of teaching the natural and mathematical sciences; developing a basic understanding of the aims, content and pedagogy in secondary math and science; evaluation of selected science and math resources; developing curriculum, instruction and assessment for a unit plan; promotion of science literacy and numeracy (math literacy); teaching strategies for diverse learners; teaching for inquiry, critical thinking and responsible citizenship. All Professional Year secondary students are required to take EDUC 472.

NB: Taught in December.

Prerequisite(s): EDUC 451,452

EDUC 475 Advanced Teaching and Learning Praxis In Major Teachable Subject Grades 8–12 (3 sem hrs)

A mentorship by master teachers in the field in a students' main area of secondary subject specialization. Students use a guide and assignment rubrics to research effective teaching and learning strategies in their main subject area. They discuss their findings with the subject mentor and, possibly, other teachers in the school. Students also attend seminars with the course coordinator, and present an overview and evaluation of their findings in a culminating session.

NB: Offered in May.

Prerequisite(s): EDUC 451 and 452.

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)

EDUC 495 Critical Issues in Education and Culture (3 sem. hrs.)

A consideration and analysis of selected critical concerns in education that link and interact with broad issues in culture and society. The course emphasizes how worldview

thinking across various disciplines affects societal approaches to questions such as religion and ethics in the schools, the influence of technology and media on education, and plurality and choice in schooling.
NB: Approved alternative to IDIS 400 and required for all Education students.
 Cross-listed: IDIS 495.
 Prerequisite(s): EDUC 203; fourth year standing;
 minimum cumulative GPA of 2.5. (3-0; 0-0)

EDUCATION, GRADUATE COURSES

EDUC 514 The Assessment of Students with Learning Needs - Level B Assessment (3 sem. hrs.)

The understanding, administration, scoring and interpretation of “Level B” (APA) tests for students with special learning needs, including tests of word reading, passage comprehension, arithmetic, spelling, and receptive vocabulary. This course covers the practical understanding and use of assessment devices and techniques. Students discuss recent litigation issues about assessment and learn to read and understand “Level C” reports (school psychologists, speech-language pathologists, etc.).
NB: Summer sessions only.
 Prerequisite(s): Undergraduate degree in Education and experience with students with learning needs.

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 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.
NB: Summer sessions only.
 Prerequisite(s): Undergraduate degree in Education.

EDUC 548: Providing for Student Diversity in the Classroom (3 sem. hrs.)

Meeting the needs of diverse learners in classroom: developing strategies for exceptional students and ones with diverse cultural backgrounds, and implementing differentiated learning.
NB: Summer sessions only.
 Prerequisite(s): Undergraduate degree in Education.

EDUC 569 Curriculum and Pedagogy: Biblical Studies (3 sem. hrs.)

The Bible and its use in Christian schools. How to teach Biblical Studies from grades K–12, how to use the Bible as a devotional book, and how the Bible gives direction to the learning-teaching process in all areas of the curriculum. The wisdom literature of the Bible, the minor prophets, and the gospels, both from the point of view of how these can be taught in the classroom and to extrapolate from them pedagogical guidelines for teaching of Bible. Planning scope

and sequence charts, units, and learning activities.
NB: Summer sessions only.
 Prerequisite(s): Undergraduate degree in Education.

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

Worldviews in which the believing community in the western world must carry out its educational calling: the grand narrative of the biblical story and the Western story of modernity and postmodernity as they affect communities for learning. The idea of “contextualization” as a way of dealing with the tension and conflict resulting from the comprehensive demands of incompatible worldviews. How selected social theory and leadership models for building personal and shared vision can contribute to the development of ways in which the school leader can work reflectively with faculty, parents, students, and others in establishing and sustaining a vision-shaped educational community.
NB: May not be taken for credit for students who have credit for either EDUC 621.
 Cross-listed: LDRS 620E.

EDUC 621 Worldview Foundations for Schooling (3 sem. hrs.)

An examination of the concept of worldview and how differing worldviews affect education: the analysis and application of the modern, postmodern, and biblical worldviews in relationship to our educational calling; the cultural context for education; probing the complex issue of applying a biblical worldview in a context where modern and postmodern worldviews compete for dominance.
NB: Summer sessions only. May not be taken for credit for students who have credit for EDUC 620.
 Cross-listed: LDRS 621E.

EDUC 623 Developing and Assessing Educational Programs (3 sem. hrs.)

The foundations and practices of curriculum development for classrooms, schools, and school systems. How worldviews shape curriculum theory and affect program planning, implementation, and assessment. Classroom-based and school-based curriculum planning; curriculum aims, yearly overviews, classroom courses and units, choosing resources, and assessment. Outside influences on school programs. The nature of curriculum change and the roles of curriculum leaders. Participants develop a framework for designing educational programs and complete curriculum and curriculum leadership projects relevant to their own setting.
 Cross-listed: LDRS 623E.

EDUC 624 School Leadership and Supervision (3 sem. hrs.)

A review of the role of principals and other educational leaders in a healthy professional learning community whose climate sustains effective student and teacher growth. Strategies for building positive school cultures. The formation of an integrated model for continuous staff development. The supervision and evaluation of school personnel on the basis of principles of Christian servant leadership and current supervision paradigms. Effective methods of staff selection, induction, development, and where necessary, dismissal.
 Cross-listed: LDRS 624E.

EDUC 625 School Leadership and the Dynamics of Change (3 sem. hrs.)

An examination of the characteristics of schools and classrooms that provide an environment for productive instruction and successful student learning within the contours of a defined vision for education. An exploration of theories, current research and examples of constructive and dynamic instructional leadership. An investigation of how to implement effective educational programs and bring about related changes at the classroom and institutional levels while overcoming barriers to change.
NB: Offered online only.
 Cross-listed: LDRS 625E.