

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.

EDUC 626E Leadership for Contemporary Issues in Education (3 sem. hrs.)

The exploration of links between schools and the social, legal, and political forces that impinge on them, with special attention to leadership responses. The concepts of the welfare state, globalization, choice, and privatization as they relate to schooling and changing attitudes towards them. Diversity and participatory democracy in school programs and structures. Political processes and their impact on schooling. Structures and methods of school governance. Pressures for and responses to educational reform and renewal. Approaches to demands for human and collective rights and increased professionalism in education. Cross-listed: LDRS 626.

EDUC 690 Major Project (4 or 5 sem. hrs.)

A major project examines an applied issue from a leadership perspective and, preferably, from the participant's place of employment. The paper focuses on a combination of course content and on a quality presentation of content.

EDUC 691 Educational Leadership Mentorship (1 sem. hr.)

An educational leadership mentorship experience taken by students who elect to take EDUC 690 for 4 sem. hrs.

ENGLISH

NB: ENGL 103 and 104 are compulsory during first year for all new full-time (12 or more sem. hrs.) students for whom English is their native language, or, if WRTG 100 is required at the point of admission to the University, in the next two consecutive semesters following the successful completion of WRTG 100. Students for whom English is a second language may substitute ENGL 101 for one of ENGL 103 or 104, with ENGL 101 and 103 or 104 compulsory in the next two semesters following the successful completion of WRTG 101.

ENGL 101 Introduction to Writing (ESL) (3 sem. hrs.)

This course is designed to lead students through the writing tasks of the university classroom. The primary goal of the course is to develop in the student the desire, the confidence, and the ability to write coherent English prose in a variety of academic genres, including the research paper, and to employ textual analysis in order to develop awareness of logical patterns. In the context of these tasks, students expand critical thinking skills, acquire effective academic vocabulary, and focus on academic writing skills. Prerequisite(s): WRTG 101 or LPI score 4 (essay component). (3-0; 3-0)

ENGL 103 Introduction to Literature: Short Fiction and Poetry (3 sem. hrs.)

An introduction to the critical analysis of short fiction and poetry, with a view to increasing the understanding and enjoyment of literary works. This course explores the art of effective written exposition through an intensive study of grammar and the writing of a number of essays, including expository writing which employs library research skills. Prerequisite(s): WRTG 100 unless exempt at point of admission to the University. (3-0; 3-0)

ENGL 104 Introduction to Literature: Drama and the Novel (3 sem. hrs.)

A continuation of and complement to ENGL 103. This course offers an introduction to the critical analysis of two genres of literature — drama and the novel — with a view to increasing the student's understanding and enjoyment of literary works. At least two works from each genre will be studied as well as the art of effective essay writing begun in ENGL 103, focusing primarily on the expository style. Prerequisite(s): WRTG 100 unless exempt at point of admission to the University. (3-0; 3-0)

ENGL 207, 208 Introduction to Creative Writing (3, 3 sem. hrs.)

A seminar in the techniques of creative writing and in the development of a critical appreciation of the art of writing in its varied forms through the study and modeling of representative works of literature.

Prerequisite(s): ENGL 103 and 104, with a minimum grade of B. (2-1; 2-1)

ENGL 213, 214 Major Authors (3, 3 sem. hrs.)

Concentrated study of 10 to 12 authors, including Chaucer, Shakespeare, Milton, and at least two novelists.

NB: Strongly recommended for students intending to major in English.

Prerequisite(s): ENGL 103, 104. (3-0; 3-0)

ENGL 216 Introduction to Poetry in the 20th Century (3 sem. hrs.)

An introduction to poetry, its forms and conventions, as well as innovations in its development during the 20th century, with particular representations from the American tradition.

NB: This course may not be taken for credit if ENGL 316 is taken for credit.

Prerequisite(s): ENGL 103, 104. (3-0 or 3-0)

ENGL 217 Introduction to Canadian Literature (3 sem. hrs.)

A historical survey of representative works of Canadian prose, poetry, and drama prior to 1960.

NB: Not offered every year. See Department chair.

NB: This course may not be taken for credit if ENGL 317 is taken for credit.

Prerequisite(s): ENGL 103, 104. (3-0; 0-0)

ENGL 218 Studies in Modern Canadian Literature (3 sem. hrs.)

A study of representative works of modern Canadian poetry, fiction, and drama after 1960.

NB: This course may not be taken for credit if ENGL 318 is taken for credit.

NB: Not offered every year. See Department chair.

Prerequisite(s): ENGL 103, 104. (0-0; 3-0)

ENGL 219 Studies in Short Fiction (3 sem. hrs.)

Celebrates and explores shorter narratives, primarily through a study of the short story and novella of the 19th and 20th centuries.

NB: Not offered every year. See Department chair.

Prerequisite(s): ENGL 103, 104. (3-0; 0-0)

ENGL 222 Studies in the Novel (3 sem. hrs.)

Traces the development of the novel written in English through a study of works written between the 18th and 20th centuries. Care is taken to explore each of the works within its cultural context.

NB: Not offered every year. See Department chair.

Prerequisite(s): ENGL 103, 104. (0-0; 3-0)

ENGL 223, 224 Introduction to American Literature (3, 3 sem. hrs.)

A survey of American literature from the colonial period to the present. Readings include major writers such as Hawthorne, Twain, Henry James, Fitzgerald, Faulkner, Hemingway, and Flannery O'Connor, along with poets, essayists, and writers of influence in the literary and historical contexts of America.

NB: ENGL 224 may not be taken for credit by students who have credit for ENGL 324.

Prerequisite(s): ENGL 103, 104. (3-0; 3-0)

ENGL 231 Classical Backgrounds of English Literature (3 sem. hrs.)

Readings in Greek and Roman mythology, epic poetry, and short poetry with attention to the cultural and literary context of these works of literature. This course includes the study of selected works of English literature that have been influenced by the Greek and Roman literary tradition.