

CALVIN COLLEGE

CATEGORY III

- EDUC 301 **Psychology of Education (3)**. F and S, core. Orientation to the field of educational psychology. A study of the learner, the learning process, and the kinds of learning. Prerequisite: admission to the teacher education program. *Staff*
- EDUC 236 **The Young Child in an Educational Setting (3)** FA, alternate years. This course covers the basic theories of child development and developmental milestones. Students learn observational research techniques, observe children from birth – 2nd grade, and practice writing developmental assessment reports. (formerly EDUC 537)
- 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 522 **Reshaping Curriculum, Teaching, and Learning (3)** On campus. The dynamic relationship between curriculum as content and as process, between what is to be learned and the instructional practices used to organize and mediate it for students, is at the heart of educational practice. This course focuses on the theory and practice of curriculum and pedagogy, examined in terms of both the perspectives that shape them and the ways in which they serve or fail to serve all learners. Issues addressed include the concept, purpose, and social context of curriculum; the historical perspectives that influence current and future directions; the relationship between curriculum and instruction; and the connection between perspectival commitments, curriculum, and instruction. The course will also address issues and practices related to assessment and instructional technology. Readings, discussions, interaction with practitioners, investigation, and application will form important activities in the development of an understanding of and personal perspective on curriculum and instruction. (formerly EDUC 580)

REDEEMER COLLEGE

CATEGORY III

- Ed. 301 **Educational Psychology (=Psychology 301) (F,W)** This course involves a psychological study of the educational environment, focusing on the learning process and the various kinds of learning. Observation in a classroom setting is included. Prerequisite: Psychology 121 or 122. Corequisite: Education 303.
- Ed. 441 **Teaching Mathematics in the Elementary School (W)** A study of the program content of mathematics and methodology for teaching mathematics in the elementary school. The course will include the study of Christian perspectives on mathematics, the exploration of the current trends in the standards of school mathematics, and a study of the fundamentals of the major topics. The students will become acquainted with new approaches, develop strategies for lesson planning, active learning, and assessment. 1.5 credits.
- Ed. 446 **Teaching Science in the Elementary School (W)** A study of the content, skills, and teaching methodology of science in the elementary science program. This course will discuss trends in science education, the role of science in the elementary curriculum, different methodologies in the teaching science, and provide practical suggestions for classroom management. 1.5 credits.

DORDT COLLEGE

CATEGORY III

- Ed. 201 **Curriculum and Instruction (3)** Introduces students to an understanding of curricular and instructional theory and practice. Emphasis is on the development of distinctively Christian approach to the classroom. Various perspectives on curriculum and instruction are critically examined. Students practice curriculum construction and lesson planning. Prerequisites: Education 101 and concurrent enrollment in 104 or admission into T.E.P. or departmental approval.
- Ed. 215 **Educational Psychology (3)** An application of psychology to various aspects of the field of education. Emphasis is placed on developing a biblical view of the student, motivation, classroom management, learning theory, and evaluation, and how each area influences teaching strategies. Prerequisite: Psychology 205 or enrollment in the youth ministry emphasis of the theology major. (F/S)

KING'S COLLEGE

CATEGORY III

- EDUC 263 No longer available
- 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 on ly 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.*

INSTITUTE FOR CHRISTIAN STUDIES

CATEGORY II

Course numbers no longer existent. ICS will forward information at a later date.

1530

1540

1591

TRINITY COLLEGE
CATEGORY III

Information requested not provided by College

Ed.303

TRINITY WESTERN UNIVERSITY
CATEGORY III

Information requested not provided by University

ED.
203

TYNDALE UNIVESITY COLLEGE

CATEGORY III

EDUC 503	The Developing Learner
EDUP 521	Language & Literature Part 1
EDUP 522	Language & Literature Part 2
EDUP/EDUI 523	Mathematics Part 1
EDUP/EDUI 524	Mathematics Part 2
EDUP/EDUI 506	Health and Physical Education
EDUP/EDUI 507	The Arts