



REGISTERING FOR A GRADUATE COURSE AS A NON-DEGREE STUDENT

1. Go to www.twu.ca/apply
2. Create your application profile. In the “About Me” section state that you are a non-degree student and the name of the course you wish to take (see list below). You will be required to submit proof of your undergraduate degree and that you are a certified Canadian teacher.
3. Once your application has been processed you will be issued a TWU Student ID # and will be registered for your upcoming course. The cost to audit a course is \$859.00. The cost to take a course for credits is \$2,280.00. Tuition payment is due one month prior to the course start.
4. **Questions???** Email lead@twu.ca or call 604.513.2067 ext. 3877.

ONLINE EDUCATIONAL LEADERSHIP STREAM COURSES

LDRS 620: Worldview Foundations of Educational Leadership (3 credits) Sep 28—Dec 4, 2020

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.

LDRS 623: Developing and Assessing Educational Programs (3 credits) Mar 30—June 5, 2020

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.

LDRS 624: School Leadership and Supervision (3 credits) Mar 30—June 5, 2020

In this course participants will review the role of principals and other educational leaders in nurturing a healthy professional climate and sustaining teacher growth. They will develop an integrated model for continuous staff development. On the basis of the principles of Christian servant leadership and current supervision paradigms, they will consider how to supervise and evaluate school personnel. They will also scrutinize methods of staff selection, induction, and dismissal. Throughout, the focus will be on strategies for building positive school cultures.

LDRS 625: Educational Leadership and Change (3 credits) Jan 6—Mar 13, 2020

This course involves 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. Included is an exploration of theories, current research, and examples of constructive and dynamic educational leadership. Learners will analyze models, practices, and investigate how to implement effective educational programs and bring about related changes at the classroom and institutional levels while overcoming barriers to change.

LDRS 626: Leadership for Contemporary Issues in Education (3 credits) Sep 28—Dec 4, 2020

The school is a community for learning within a larger community. This course explores the links between schools and the social, political, and legal forces that impinge on them. Students will examine the relationship of the school with its social context, and how school leaders interact with external influences and affect them.

LDRS 627: Theory and Practice of Adult Education (3 credits) Mar 30—June 5, 2020

Learners will be introduced to principles and practices of adult education. Focusing on facilitation methods and instructional design, this course develops practical skills necessary to teach adults. Whether in a classroom or other formal learning context or workplace, leaders are all teachers. This course equips leaders to facilitate transformational learning experiences that are learner-centered, supportive, well-organized and based on critical inquiry in the context of practice.