

EDUCATIONAL STUDIES (EDUC)

This is a list of the Educational Studies (EDUC) courses available at KPU.

EDUC 1100 CR-3 (formerly LCOM 1100)

Introduction to Higher Education

Students will develop an understanding of the purpose of post-secondary education and the ways in which becoming educated can enhance the quality of their lives and their communities. They will explore their place in the university through examining the history and functions of education (e.g., the exclusion of certain groups, the relation of education to living in a democratic society). Students will also begin to develop abilities necessary to maximize their education including the ability to participate in scholarly discourse, recognize connections between disciplines, understand the world, and act within it in new and creative ways through discussions, group work, special events, and service learning projects.

Note: Students may get credit for only one of UNIV 1100, UNIV 1101, LCOM 1100, LCOM 1101, LCOM 1102, LCOM 1190, EDUC 1100, EDUC 1101, EDUC 1102, EDUC 1150 or EDUC 1190.

Transferable (refer to transfer guide)

EDUC 1101 CR-3 (formerly LCOM 1101)

Academic Success for Student Athletes

Student athletes will develop a strong understanding of the purpose and value of higher education in the context of playing a university sport. They will be introduced into a culture of academia through scholarly writing and discussion about relevant links between sport and society. Students will also identify and address key challenges to striking a balance between academic and athletic success. They will support each other in the process of self-discovery and academic learning through engaging in a scholarly community.

Note: Students may get credit for only one of UNIV 1100, UNIV 1101, LCOM 1100, LCOM 1101, LCOM 1102, LCOM 1190, EDUC 1100, EDUC 1101, EDUC 1102, EDUC 1150 or EDUC 1190.

Not Transferable

EDUC 1102 CR-3 (formerly LCOM 1102)

Introduction to Higher Education for Aboriginal Students

Aboriginal students will explore the purpose and value of higher education, and the many ways in which becoming educated can not only enhance their own lives, but also the communities to which they belong. They will discuss the relationship between Aboriginal worldviews and traditional academia. Students will develop their abilities to engage in academic discourse through focused discussion of readings of interest to First Nations, Métis, and Inuit peoples. They will examine various academic disciplines and explore the interdisciplinary nature of a polytechnic education. Students will find their academic voices through individual and group work, and they will develop their academic reading and writing abilities with ongoing instructor feedback.

Note: Students may get credit for only one of UNIV 1100, UNIV 1101, LCOM 1100, LCOM 1101, LCOM 1102, LCOM 1190, EDUC 1100, EDUC 1101, EDUC 1102, EDUC 1150 or EDUC 1190.

Transferable (refer to transfer guide)

EDUC 1150 CR-3

Introduction to Higher Education for International Students

Students will understand the purpose and values of higher education in a Canadian context. They will use the analysis of higher educational institutions as a basis for the cultivation of the skills, strategies, abilities, and traits that can enable academic and personal success in higher education and beyond. Students will create a service learning portfolio.

Students may take only one of: UNIV 1100, UNIV 1101, LCOM 1100, LCOM 1190, LCOM 1101, LCOM 1102, EDUC 1100, EDUC 1101, EDUC 1102, EDUC 1150, EDUC 1190 for credit.

Note: This course is intended for International students.

Transferable (refer to transfer guide)

EDUC 1190 CR-3 (formerly LCOM 1190)

Introduction to Post-Secondary Studies for High School Students

High school students will examine and evaluate the purpose and value of a university education. They will engage in the process of reconceptualizing themselves as university students through reflective and academic writing. Students will explore university culture through writing, reading, and discussion, with a focus on understanding the role of critique and debate. They will examine the value of arts, sciences, and applied disciplines in understanding complex issues. Students will examine their individual roles as global citizens, participate in a service learning project, and begin developing learning portfolios to be used throughout their post secondary experience.

Note: Students may get credit for only one of UNIV 1100, UNIV 1101, LCOM 1100, LCOM 1101, LCOM 1102, LCOM 1190, EDUC 1100, EDUC 1101, EDUC 1102, EDUC 1150 or EDUC 1190.

EDUC 2210 CR-3

Philosophical Foundations of Education

Students will be introduced to the philosophy of education via its foundational theories, methods of argumentation, and issues. They will gain an understanding of the role played by ethics, epistemology, political and legal philosophy, metaphysics, and aesthetics in pedagogical thought.

Prerequisites: 30 credits at 1100 level or higher
Transferable (refer to transfer guide)

EDUC 2220 CR-3 (formerly LCOM 2220)

Introduction to Educational Psychology

Students will develop a broad understanding of major theories and research in educational psychology, as well as their application in classroom settings. They will develop an understanding of the history and continually evolving role of psychology in the classroom, and explore theories of cognitive, social/emotional, and moral development as well as their implications for instruction and understanding motivation, learning and problem-solving, abilities and disabilities, and peer interactions in diverse, inclusive educational settings. Students will also learn how educational psychology can be utilized to develop strong student-teacher relationships and create dynamic learning environments.

Note: Students may get credit for only one of EDUC 2220 or LCOM 2220 as these are identical courses.

Prerequisites: 30 credits at 1100-level or higher
Transferable (refer to transfer guide)

EDUC 3210 CR-3 (formerly LCOM 3210)**Supportive Relations in Educational Settings**

Students will develop a broad understanding of contemporary approaches to supportive relations in classroom and other educational settings (e.g., non-profit organizations) and how these approaches translate into specific skills and interventions. They will reflect on how personal beliefs, values and worldviews about what constitutes appropriate behaviour influences instructional practices and approaches to supportive relations in educational settings.

Note: Students may get credit for only one of EDUC 3210 or LCOM 3210 as these are identical courses.

Prerequisites: LCOM 2220 or EDUC 2220

Transferable (refer to transfer guide)

EDUC 3220 CR-3**Children's Social and Emotional Development in Educational Settings**

Students will be introduced to major theories, research, and practice concerning children's social and emotional development in educational settings. They will gain an understanding of the role of social interactions and relationships in development and the role of educators in promoting positive interactions through film, readings, lectures, on-line discussions, and presentations.

Co-requisites: EDUC 2220 or LCOM 2220 EDUC 2220 or LCOM 2220

Transferable (refer to transfer guide)

EDUC 3230 CR-3**Curriculum Theory and Design**

Students will be introduced to the complex network of concerns surrounding the creation, revision, and enactment of curricula. They will examine the curriculum as it is conceived, taught, and experienced by individual students. Students will also deal with the "hidden" curriculum of tacit assumptions and conditions. They will begin the work of creating and evaluating curricula for K-12 schools, community organizations, childhood education, and education in the workplace.

Prerequisites: 45 credits at the 1100-level or higher, including EDUC 1100 or EDUC 1101 or EDUC 1102 or EDUC 1150 or EDUC 1190

Transferable (refer to transfer guide)

EDUC 3240 CR-3**Social Justice and Diversity in Education**

Students will be introduced to social justice and diversity issues in educational settings. They will examine gender equality, racial equality, religious toleration, sexual diversity, economic inequality, exceptionality and disability, and colonialism through issues-based analysis.

Prerequisites: 45 credits at the 1100-level or higher, including EDUC 1100 or EDUC 1101 or EDUC 1102 or EDUC 1150 or EDUC 1190

Transferable (refer to transfer guide)

EDUC 3250 CR-3**Assessment Practices in Education**

Students will be introduced to theoretical and practical aspects of assessment in educational settings. They will develop an understanding of how learning occurs and the various ways it can be evaluated. Students will examine qualitative and quantitative assessment strategies and how and when each can be used in an effective manner. They will also interpret standardized educational assessments and gain an understanding of how assessment affects motivation and learning.

Prerequisites: EDUC 2220

Transferable (refer to transfer guide)

EDUC 3320 CR-3 (formerly LCOM 3320)**Career Counselling and Career Education**

Students will develop a broad understanding of major theories of career development and related assessments. They will explore historical and cross-cultural perspectives on the meaning of work and considerations for career development, counseling, and education with diverse populations and in diverse settings (i.e., elementary, secondary, post-secondary, and community agencies). Students will also critically examine moral and ethical issues related to this work, and they will apply theoretical concepts to their own process of career development.

Note: Students may get credit for only one of CNPS 3320, EDUC 3320 or LCOM 3320 as these are identical courses.

Prerequisites: At least 45 credits of coursework completed at the 1100-level or higher

Transferable (refer to transfer guide)

EDUC 4000 CR-3**English Language Teaching To Adults - Theory**

This program leads to the Certificate in English Language Teaching to Adults (CELTA) from the University of Cambridge Local Examinations Syndicate (UCLES)/Royal Society of Arts (RSA), which is the most widely recognized certification in the world for English language teaching. Theory and methodology applicable to English language instruction are integrated with teaching practice and tutorials to provide students with a practical training that will enable them to teach abroad or in Canada. EDUC 4000 is the methodology/theory component of this program.

Prerequisites: Permission of instructor

Co-requisites: EDUC 4001 EDUC 4001

EDUC 4001 CR-3**English Language Teaching To Adults - Practicum**

This program leads to the Certificate in English Language Training to Adults (CELTA) from the University of Cambridge Local Examinations Syndicate (UCLES)/Royal Society of Arts (RSA), which is the most widely recognized certification in the world for English language teaching. Theory and methodology applicable to English language instruction are integrated with teaching practice and tutorials to provide students with a practical training that will enable them to teach abroad or in Canada. EDUC 4001 is the teaching practicum component of this program.

Prerequisites: Permission of instructor

Co-requisites: EDUC 4000 EDUC 4000

EDUC 4100 CR-3 (formerly LCOM 4100)
Transitioning to Work, Graduate School, and Post-University Life

Students will develop representational portfolios in the transition from university into work, graduate studies, and post-university life. They will integrate their educational experiences by tracing their intellectual journey through reflective writing and examining artifacts from their undergraduate career. Students will prepare for the job search process through developing resume writing, cover letters, job search strategies as well as simulated employment interviews. They will investigate graduate school admission, international work and educational opportunities as well as cultivating a professional disposition. Students will consider what it means to be educated in the context of leadership roles in their alumni, national, and international communities and will participate in a service-learning project.

Note: Students may get credit for only one of UNIV 4100, LCOM 4100 or EDUC 4100.

Prerequisites: 60 credits of 1100-level or higher courses

EDUC 4210 CR-3
Best Practices in Educational Settings

Students will begin to understand themselves as prospective educators as they explore connections between theory, research, and practice in diverse educational settings (e.g., non-profit organizations, classrooms, life skills programs). They will examine issues related to instructional methods, learning, lesson planning, and assessment, and how these practices contribute to healthy learning communities. Students will analyze various instructional styles and develop their own instructional skills through classroom and homework activities, including a service learning project. They will use these experiences as a foundation to examine their own values and beliefs about education and instruction.

Prerequisites: EDUC 2220 or LCOM 2220
Transferable (refer to transfer guide)

EDUC 4220 CR-3
The Self In Education and Counselling

Students will develop an understanding of the influence of historical, social, and cultural contexts on conceptions of self and personhood. They will investigate conceptions and practices of the self through the lens of critical history, and the development of selfhood, identity, and agency through enculturation. Students will critically examine theoretical and empirical programs of inquiry regarding the self, and the impact of these programs on educational and counselling practice.

Prerequisites: 60 credits including EDUC 2220 at the 1100-level or higher
Transferable (refer to transfer guide)