Approved Education Electives:
Elementary Education Program

* Indicates Classes offered in Fall 2018

*EAE 201 Introduction to Aesthetic Education K-12
This is an introductory course in aesthetic education designed specifically for students preparing to teach in K-12 Arts Education.

EAE 350 Arts Education Curriculum and the Practice of Living Inquiry through Thematics
This advanced interdisciplinary Arts Education course will be structured in support of the pre-internship field experience by focusing on K-12 curriculum development and design. Emphasis will be on engagement in a practice of inquiry involving place-focused thematics and will be guided by opportunities to become familiar with a broad repertoire of local and global contemporary artists and performers.

*ECCU 200 Introduction to Cross-Cultural Education
An examination of concepts common to cross-cultural education and cross-cultural interaction. Implications for schooling, cultural and economic factors, and current issues and trends in the education of racial and cultural minorities.
*** Prerequisite: ECS 100 or EPS 100 ***

ECCU 300 Cross Cultural Teaching Strategies
An examination of teaching strategies, methods, and planning procedures, which can facilitate learning and recognize cultural diversity in cross-cultural settings.
*** Prerequisite: ECCU 200 ***

ECCU 400 Treaties in the Classroom
This course will provide a historical basis, a connection to Saskatchewan curriculum, and a practical approach to the study and teaching of the Treaties between the First Nations people and the Crown in what is now Saskatchewan.

*ECE 200 Teaching and Learning in Pre-K to 5
This course will explore children’s development within and across the complexities of social and cultural life through ideas related to experiential learning in the early years of schooling and some of the historical/theoretical discourses that have (in)formed practice and schooling.
*** Prerequisite: Acceptance into the Elementary Program. ***

ECE 325 Experiential Learning for Young Children
Planning, organizing, and evaluating learner-centered curriculum and environments for young children. Multiple modes of learning and forms of representing learning. Applying principles of developmentally and culturally appropriate practice to classroom environments.
*** Prerequisite: Second-year standing in the Elementary Program ***
ECE 425 Contemporary Perspectives in Early Childhood Education
An examination of current perspectives and challenges in early childhood education. Participants will investigate program assumptions and beliefs and develop practical action plans which support positive teaching/learning environments for young children.

*** Prerequisite: Pre-internship ***

ECE 435 Curricular Implications of Play
Play and its contribution to development and learning; practical application of play theory in experiential learning situations.

*** Prerequisite: Pre-internship or permission from the Elementary Program Chair ***

ECE 445 Introduction to Preschool Settings
This course considers the child, the adult, the preschool environment, and the broader socio-cultural contexts of preschool programs. There will be an emphasis on knowledge and experience of the complex interactions of the components which comprise developmentally appropriate preschool settings.

*** Prerequisite: Pre-internship or permission from the Elementary Program Chair ***

*ECS 110 - Self and Other
This course contributes to students' understanding of their emerging teacher-identities, including the following topics: cultural and psychological discourses producing the roles of teacher; constructs of self and other in relation to difference; and agency in the development of teacher identity. The implications of anti-oppressive and other orientations to families, communities and schooling are explored.

*ECS 200 - Constructions of the Student, the Learner and the School
The child, adolescent, adult, student, learner and school are all social constructions: beliefs about people and public institutions which have varied through history, and which are still influenced by a range of theories and perspectives. This course critically examines those constructions over time.

* Note: Normally taken after ECS 100 and ECS 110. *

*ECS 210 - Curriculum as Cultural and Social Practice
This course will engage students in understanding education and curriculum as cultural and social practice. The course will explore the intersections of socioeconomic, political, cultural, geographical, religious, gender and sexual orientation differences with educational and curricular practices as prescribed, negotiated and lived. It will also examine how different teacher, administrator and learner identities are shaped by these practices.

ECS 310 Inter-professional Experiences in Teaching (Secondary Program)
This course introduces students to their role in making professional choices about teaching and learning in holistic and integrative ways. Students will continue to critique practices, policies and institutions related to schooling, continue to develop their understanding of the role of law and ethics in education and identify conceptual models and practice skills related to interprofessional collaboration.

*** Prerequisite: ECS 300 ***

EDTC 300- Introduction Educational Technology and Media (formerly numbered ECMP 355)
Introduction in the use of computer technology as a medium of instruction and learning in K-12 classrooms. * Note: Web delivered class sections may be subject to an additional $50.00 material fee. *
**EDTC 400 Computers in the Classroom: Advanced Studies in Educational Technology Media (formerly numbered ECMP 455)**
This course is designed for senior undergraduate students who are familiar with the basics of computer-related technology skills and its pedagogical importance in education.

***Prerequisite: ECMP 355***

**EDAN 101 Introduction to Dance Education, K-12, Part I**
Knowledge and experience of theory and content of dance through both theoretical and practical study. Emphasis on understanding of different dance and its particular relevance in dance education.

**EDAN 202 – Introduction to Dance Education, K-12, Part II**
This course is designed for arts education students in their second semester. Theory, content and practice related to dance education will be examined.

**EDAN 203 – Dance Technique & Performance**
Participants will develop an understanding of the basic principles of movement technique as they relate to alignment and posture, movement principles, and flexibility and strength training in the context of selected dance forms.

**EDAN 302 – Dance in Cultural Contexts**
Planning of experiences which explore dance in cultural contexts for K-12 pupils. The students will be involved in the study of resources, in interviews, and observation and analysis of dance milieux.

**EDAN 303 Dance Composition**
An introductory course in the basic principles of dance composition. Both practical and critical work will be applied to explore the creative process and to develop the skills of choreography.

**EDRA 101 Introduction to Drama Education**
This course is an introduction to the theory and practice of group process/contextual drama in the K-12 classroom.

**EDRA 202 Introduction to Drama Education: Part II**
This course involves students in the exploration of collective creation as an educational process and a theatrical product.

**EDRA 203 Drama in the Curriculum: I**
Curriculum in drama education for prospective teachers. The course will survey existing drama curricula and provide beginning experiences in drama curriculum development for elementary and high schools.

***Prerequisite: EDRA 101***

*Note: Normally offered in fall only.*

**EFDN 300 History of Ideas in Education**
A study of educational thought in Western civilization from its origins to the nineteenth century, with emphasis on religious and cultural beliefs as expressed in the writing of important thinkers.

***Prerequisite: Completion of 30 credit hours.***
**EFDN 301 Philosophical Analysis of Education**
Use of philosophical analysis to clarify education, schooling, teaching, knowledge, curriculum, discipline, authority; and basic principles of reasoning to justify aims, content, values.
*** Prerequisite: Completion of 30 credit hours. LGC 100 or PHIL 100 is recommended. ***

**EFDN 303 Moral Education**
Brief exploration of the moral domain: nature of moral values, judgement, and reasoning. A critical examination of theory and practice in contemporary models of moral education.
*** Prerequisite: Completion of 30 credit hours. ***

*EFDN 306 – Schooling & Sexual Identities*
This course will provide the rationale, background, and strategies for understanding sexual identity and the social constructions of inclusivity and difference in schools. This course will examine the pedagogical and curricular implications for all educators of gay, lesbian, bisexual, and transsexual (GLBT) students and teachers in our schools.
*** Prerequisite: Completion of 30 credit hours. ***

*EFDN 307 Education and the Multicultural Society*
This course will examine multicultural education in the context of social interaction and change. The implications for school policies and practices at national and provincial levels will be considered.
*** Prerequisite: Completion of 30 credit hours. ***
*Note: This course remains an option for Semester 3 Elementary Program students to meet the cross-cultural requirement.*

*EFDN 308 Women and Education*
This course examines women and education from historical, philosophical, and sociological perspectives. Topics include women’s experiences as teachers, issues of access and equity, feminist views on educational goals, curriculum, pedagogy, and schools, and the politics of teaching.
*** Prerequisite: Completion of 30 credit hours. ***

**EFDN 309 Social Issues in Education**
A critical look at schooling and its relation to diversity, student achievement, societal intervention and education change. This course examines current issues in educational practice including, poverty, sexuality, gender, religion, racism, tracking, and school reform.
*** Prerequisite: Completion of 30 credit hours. SOC 100 is recommended. ***

**EFDN 498 – Study Tour**

*EHE 258 Personal and Community Health*
The course focuses on basic background and content in health education, covering major areas such as environment, drugs, sex, consumer health, safety, mental health, nutrition, fitness, and aging.
* Note: Normally offered in winter only.*

*EHE 385 Introduction to Drug Education*
The physical, social, and psychological aspects of drug use, misuse and abuse, including pharmacological and rehabilitation problems. Particular emphasis is given to the methods of teaching.
EHE 487 Curriculum Content and Theories of Instruction in Family Life Education
Focus on the scope and purpose of family life and sex education. Emphasis will be on content, methods, and material from grades K-12.
*** Prerequisite: EHE 258 or permission of the health and physical education subject area. ***

ELIB 216 Children's Literature and the Elementary School Program
The selection, evaluation, and use of children’s literature for elementary classrooms and school libraries.

ELIB 326 Young Adult Literature and the High School Curriculum
The selection, evaluation, and use of young adult literature for high school classrooms.
* Note: Normally offered in winter only. *

*ELIT 101 Introduction to Literature Education, Kindergarten through Grade 6
This course, designed for students in the Arts Education Program, provides an historical and critical overview of orientations to literature curricula (cultural/historical, critical/responsive, and creative/productive); and with a variety of instructional methods for teaching literature and writing from kindergarten through grade 6.

ELIT 202 Introduction to Literature Education, Grades 7 Through 12
This course, designed for students in the Arts Education Program, concerns curricular issues and instructional methods for teaching literature and writing in grades 7 through 12. It provides a critical overview of curricula resulting from different schools of literary theory, and contrasts progressive and genre pedagogies with critical methods.

*ELNG 200 Linguistic Diversity and Teaching Language Arts
This course prepares future teachers to support children in learning to speak, read and write the English of the school. It covers the rule systems of language, contrasts among dialects, both first and second language acquisition, and the effects of poverty, transience and cultural diversity on literacy learning.
*** Prerequisite: ECS 110 or permission of the subject area. ***

ELNG 326 – Teaching English as a Second Language
Principles of ESL teaching, methodology of teaching, lesson and unit planning, and examination and preparation of teaching and testing materials at the elementary, secondary, and adult levels.
*** Prerequisite: ECS 100 or EPS 100 or relevant teaching experience, or permission of the subject area. ***

EMTH 200 - Implementation and Assessment of Problem Solving in Mathematics
An exploration into teaching mathematics from a problem solving perspective. Classification, representation and retrieval strategies, and their implications for students' mathematical thinking and classroom teaching are examined.
*** Prerequisite: Two university math courses, or permission of the subject area. ***
* Note: Math Majors - EMTH 200 is a Prerequisite for EMTH 300*

EMTH 325 – Number Sense for the Elementary School Mathematics Teacher
This course develops mathematical content knowledge related to number sense through multiple approaches to learning, including using manipulatives and technologies for mathematical sense-making and communications. Topics include whole number operations/computations, counting principles, multiplicative comparisons and reasoning, measurement, rounding, estimation, fractions, ratios, rates, proportions, percents, integers, rational and irrational numbers, and number theory.
EMTH 326 – Spatial Reasoning for the Elementary School Mathematics Teacher
This course develops mathematical content knowledge related to spatial reasoning through multiple approaches to learning, including the use of manipulatives and technologies for mathematical sense making and communications. Topics include 2-D and 3-D geometric thinking and representations, transformational geometry, congruence, similarity, proportional reasoning, symmetries, Non-Euclidean Geometry, topology and fractals.

EMTH 327 – Modeling & Representation for the Elementary School Mathematics Teacher
This course develops mathematical content knowledge related to modeling and representation through multiple approaches to learning, including using manipulatives and technologies for mathematical sense-making and communications. Topics include modeling and representing quantitative relationships (algebraically and graphically), patterns, linear/non-linear functions, proportional relationships, and real-world situations using statistics and probability.

*EMTH 335 – Curriculum and Instruction: Mathematics in the Elementary School
New approaches to structuring content and establishing strategies of teaching. Diagnosis and remediation, individualizing mathematics are included.

*** Prerequisite: 6 credit hours in mathematics and mathematics education courses or permission of the mathematics education subject area. ***

*EMTH 425 – Culturally Responsive Pedagogy in the Mathematics Classroom
In this course, students think critically about, and plan for, culturally responsive pedagogy (CRP) in school mathematics. Focusing on the theory and practice of CRP-related issues, including social justice, equity, Indigenous education, ethnomathematics, and linguistically diverse learners, the course is grounded in critical, anti-oppressive, and inquiry-based philosophies.

EMTH 426 – Research in Mathematics Curriculum, Instruction, and Assessment
Students engage in critical analysis and review of current research in mathematics curriculum, instruction and assessment. Drawing on critical and inquiry-based perspectives, the theory and practice of research in the field of mathematics education are explored in the contexts of SK mathematics curriculum development and individual classroom-based research.

*EMUS 101 Introduction to Music Education: Part I
EMUS 101 will prepare pre-service educators to teach elementary music in general classroom settings within the context of Pre K-12 Arts Education Curriculum.

*EMUS 202 Introduction to Music Education: Part II
EMUS 202 will prepare pre-service educators to teach middle years and secondary music in general classroom settings within the context of the Pre K-12 Arts Education Curriculum.

EMUS 320 Orff-Schulwerk Pedagogy
Orff-Schulwerk process is introduced through speech, singing, playing classroom instruments, movement.

*** Prerequisite: Permission of Subject Area Chair ***

EMUS 366 Methods and Materials for Class Choral Instruction
A course designed to survey current materials and practices with an emphasis on developing choral techniques required for a comprehensive choral program in the elementary, middle years, and secondary schools. * Note: Permission of the music education subject area is required to register. **
*EMUS 377  Methods and Materials for Class Instrumental Instruction
Designed to cover current materials and practices suitable to the comprehensive instrumental music program in elementary and secondary schools.

*** Prerequisite: MU 185, MU 186, and MU 187 or permission of the music education subject area.

*EOE 224 Introduction to Outdoor Education
A foundational course utilizing an interdisciplinary approach to the study of the nature and scope of outdoor education, its potential in the education process; techniques of conducting outdoor learning experiences.

*** Prerequisite: Second-year standing in the Faculty of Education. ***
* Note: Normally offered in fall semester only. *

EOE 338 Utilization of the Winter Environment for Outdoor Education
A developmental course in outdoor education using an interdisciplinary approach to the acquisition of personal skills, knowledge, and attitudes related to the winter outdoor environment.

*** Prerequisite: EOE 224 or permission of health and physical education subject area. ***
* Note: Normally offered in winter semester only. *

EPSY 217 Teaching as a Helping Profession
This course provides an overview of basic communication skills used in counselling settings but appropriate for the classroom. Students will also be provided with an opportunity to examine the role of social context in developing a non-stereotypic framework for communication. Emphasis is placed on understanding, self-awareness about their own personal biases, as well as effective communication skills development.

EPSY 323 Designing Learning Environments for the Inclusive Classroom
A dynamic non-categorical approach to assessment and instruction for students with diverse learning styles and disabilities within the regular classroom.

***Prerequisite: EPSY 322 or EPSY 400***

*EPSY 324 Individual Assessment and Differentiated Instruction in the Inclusive Classroom
A case study approach to assessment, instruction and evaluation of individual students with diverse needs. The emphasis is on effective collaboration to meet individual student needs.

***Prerequisite: EPSY 322 or EPSY 400***

*EPSY 326 Change, Collaboration and Consultation to Support Inclusive Education
The course explores theories and processes for planning, implementing and sustaining educational change. Course content includes processes for collaborating and consulting with teachers, families, paraprofessionals and other professionals to support inclusive education.

***Prerequisite: EPSY 322 or EPSY 400***

EPSY 328 Communication Disorders in the Inclusive Classroom
This course focuses on a range of communication disorders (including identifying characteristics). Educational implications are discussed and practical classroom management strategies presented.

***Prerequisite: EPSY 322 or EPSY 400***

EPSY 329 Enhancing Inclusive Classroom Management
A dynamic, systemic approach to the development of a positive classroom environment. The course will address a range of theoretical and practical approaches for prevention and intervention for behavioural
issues in the inclusive classroom with an emphasis on positive behavioural supports and interventions.  
***Prerequisite: EPSY 322 or EPSY 400***

**EPSY 331 Contemporary Trends in Inclusive Education**  
An exploration of contemporary trends and issues shaping the fields of inclusive and special education. Topics may include: functional assessment and positive behaviour support, self-advocacy and self-determination for students with developmental disabilities, issues of equity, gender, culture in inclusive education, and new curricula and pedagogies.  
*** Prerequisite: EPSY 322, EPSY 323, EPSY 324, and EPSY 328 ***

**EPSY 332 Selected Topics in Inclusive Education - an AA-ZZ series.**  
A course dealing with current topics in inclusive education.  
*** Prerequisite: EPSY 322 ***

**EPSY 333 Functional Behaviour Assessment and Positive Behaviour Support**  
This course provides the theoretical basis and extensive discussion and demonstration of current methods for conducting Functional Behaviour Assessments (FBA) and creating Positive Behaviour Supports (PBS) for persons who engage in challenging behaviours. Attention is paid to demonstrating how FBA and PBS planning can be effectively applied in inclusive education settings for students with a range of needs and characteristics.  
***Prerequisite: EPSY 322 or EPSY 400 ***

**EPSY 490AB – Teaching Student with Specific Learning Disabilities**  
Specific learning disabilities (referred to as specific learning disorders) can impact on a student’s academic performance, social skills, emotional wellbeing, and success in school. This course explores the characteristics associated with specific learning disorders, assessment and identification, implications for instruction, and effective instructional approaches across grade levels including Middle Years and High School. Topics include:

- Definition and prevalence of specific learning disorders (SLDs)
- Cognitive and memory differences associated with SLDs and the implications for instruction
- Social, emotional and behavioural needs associated with SLDs and strategies to promote student wellbeing
- Assessment processes for identification of SLDs and assessment for instruction and progress monitoring
- Evidence-based reading interventions for students with SLD including comprehension strategies at the Middle and Secondary levels
- Evidence-based strategies to improve written expression for students with SLD
- Effective instruction in content areas
- Differentiating instruction for students with learning disabilities in general education classrooms

The course may be used as a credit toward the Certificate of Extended Studies in Inclusive Education.

**ERDG 425 – Culturally Responsive Literacy Education**  
This critical multicultural literacy assessment and instruction course examines the purposes of literacy and assessment and provides teachers with knowledge and experience to design and implement assessment and instruction within broader views of culture, literacy and assessment. Normally in this course, students engage in instructing school-aged learners.  
***Prerequisites: For Elementary students: One of ELNG 200, 205 or ELNG 325; and one of ERDG 215, 310 or 317; For Secondary students: ELNG 300 and 350***
*ESCI 302 – Environmental Education
Theory and practice in environmental education, including the history and philosophy of environmental education, course design (K-12), and issues investigation.

ESST 369 Critical Literacy in Social Studies: Issues for Pedagogical Practice
An integrative and reflective investigation of pedagogical issues in social studies oriented to promote a critical literacy for social studies education.
*** Prerequisite: Internship and/or teaching experience. ***
* Note: Normally offered in winter semester only. *

*EVIS 101 Introduction to Visual Education
This course is designed specifically for students preparing for arts education, kindergarten through grade 12. Theory, content, and practice related to visual education will be presented.

EVIS 202 Approaches to Teaching Visual Education
This course is designed for students in the arts education program. Emphasis will be on approaches to teaching visual education, kindergarten through grade 12.

EVIS 326 Domains and Theories of Instruction: Visual Education
Critical analysis of curriculum theory and development in visual education; students will develop curriculum based on personal development, artistic heritage, art in society, and critical analysis.
*** Prerequisite: EVIS 101 and 202 or permission of the subject area***