



*"...tell the next generation..."*

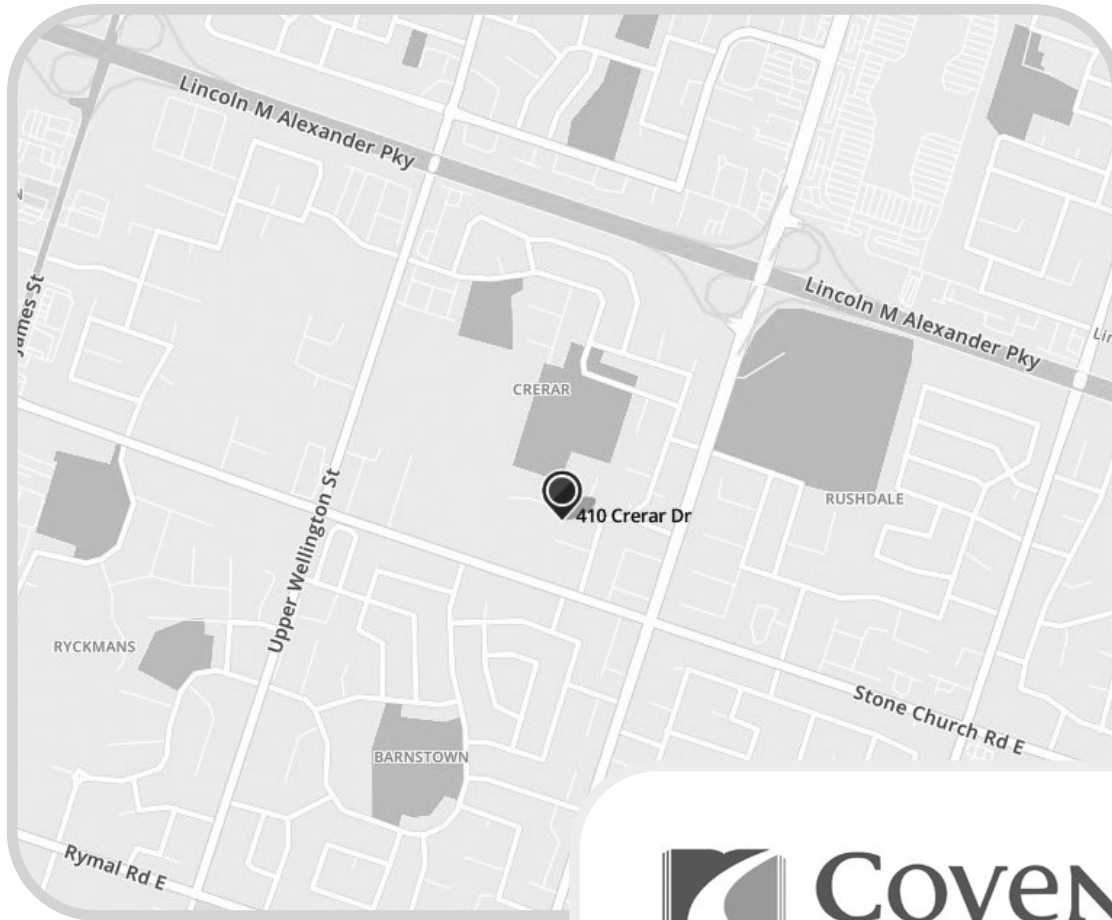
PSALM 78:4

# ACADEMIC CALENDAR

**2023  
2024**



# ACADEMIC CALENDAR 2023-2024



*"...tell the next generation..."*

PSALM 78:4

**Address:**

410 Crerar Drive  
Hamilton, Ontario, Canada

**Office Hours:**

Monday - Friday 8:30 a.m. to 4:30 p.m.

**Emergency Numbers:**

Police / Fire / Medical Emergency - Call 911

**Nearest Emergency Department:**

Juravinski Cancer Centre - Hamilton Health Sciences  
Address: 699 Concession St, Hamilton, ON L8V 5C2  
Phone: 905.521.2100

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# CONTACT INFORMATION

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Hamilton, ON L9A 5K3

**FOR APPLICATIONS:** Admissions Office  
admissions@covenantteacherscollege.com

# COLLEGE PERSONNEL

## PRINCIPAL AND CEO

**C. van Halen-Faber**, BA; M.Ed.; PhD  
Administration: Principal  
Dean of Students  
Accreditation Coordinator  
Registrar - Transcripts and Student Records  
Foundations:  
Special Education;  
Survey of Children's Literature;  
Introduction to Educational Research

## FACULTY

**M. den Hollander**, BA; B.Ed.; M.Ed.; OCT  
Administration: Recruitment and Admissions Officer  
Foundations:  
Church History;  
Foundations of Reformed Education;  
Foundations of Curriculum  
Curriculum and Instruction:  
Teaching in the Primary/Junior; Junior/  
Intermediate Divisions:  
Teaching Studies 3/5; 4/6

**J. Huizenga**, B.Sc.; B.Ed.; M.Ed.; PhD; OCT  
Administration: Program Coordinator  
Foundations:  
History of Education;  
Mathematics for Elementary Teachers;  
Science for Elementary Teachers  
Learning Theories and Assessment  
Curriculum and Instruction:  
Mathematics;  
Science and Technology;  
Teaching in the Primary/Junior; Junior/  
Intermediate Divisions:  
Teaching Studies 1/3; 4

**M. Wieske**, Dip. Ed.; MA; Ed.D. (Candidate)  
Administration: Practicum Coordinator  
Foundations:  
Schooling, Government, and Society;  
Child Development;  
Foundations of Reformed Ethics and  
Standards of Practice, Geography for  
Elementary Teachers, History for Elementary  
Teachers  
Curriculum and Instruction:  
Social Studies;  
Teaching in the Primary/Junior; Junior/  
Intermediate Divisions:  
Teaching Studies 1/7, 2/8, 4

## ADJUNCT FACULTY

**D. G. J. Agema**, M. Div.  
Foundations:  
Bible Study: Survey of Old and New Testament  
1, 2

**B. Faber**, BA (Hons); D.Phil.  
Foundations:  
Perspectives on Literature;  
Survey of English Literature

## SESSIONAL INSTRUCTORS

**R. VanAndel**, B.A., Dip.Ed.  
Foundations:  
Exploring Writing and Reading Through  
Literature (1, 2)

**C. Van Eerden**, B.Ed.; BA; OCT  
Curriculum and Instruction:  
The Arts: Visual Arts

**C. Vanderpol**, B.A.Sc.; M.Ed.  
Curriculum and Instruction:  
Language Arts: Reading;  
Language Arts: Writing

**D. Vandersluis**, BA  
Curriculum and Instruction:  
The Arts: Music

**T. Wildeboer**, B.Sc. (Kin); B.Ed.; M.Ed.; OCT  
Curriculum and Instruction:  
Health and Physical Education

## ADMINISTRATIVE STAFF

**E. Boeringa**,  
Librarian  
**A. Ravensbergen**  
Administrative Assistant  
Financial Aid Administrator

**M. Temple**  
Financial Administrator

**J. van Leeuwen**  
Office Administrator  
Financial Aid Officer

# SCHEDULE OF DATES 2023-2024

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## FALL SEMESTER

September 5	CCRTC Orientation Day
September 6	First day of classes Fall Semester
October 9	Thanksgiving Day
October 20	Practicum Observation Day (EDU 1, DT 1)
October 23 - November 17	Practicum session 1 (EDU 1, EDU 2, DT 3)
October 30 - November 17	Practicum session 1 (DT 1, DT 2)
October 26-27	Compass Reformed Educators Convention
November 20	Practicum portfolio preparation day
November 22	Practicum portfolios due
December 14	Last day of classes Fall Semester
December 15 - 22	Final exams Fall Semester
December 25 - January 5	Christmas Break



# SCHEDULE OF DATES 2023-2024

## WINTER SEMESTER

January 8	First day of classes Winter Semester
February 19	Family Day
February 20 - March 28	Practicum session 2 (EDU 1, EDU 2, DT 3)
February 20 - 22	Theme Week (DT 1, DT 2)
February 26 - March 28	Practicum session 2 (DT 1, DT 2)
March 11 - 15	March Break
March 29	Good Friday
April 1	Easter Monday (no classes)
April 3	Practicum portfolios due (EDU 1, EDU 2, DT 1, DT 2, DT 3)
May 2	Last day of classes Winter Semester
May 3 - 10	Final exams Winter Semester
May 20	Victoria Day
May 22	Graduation - <i>Class of 2024</i>

# COVENANT CANADIAN REFORMED TEACHERS COLLEGE

*Striving to be the definitive source for Reformed teacher training.*

## 1. INTRODUCING COVENANT CANADIAN REFORMED TEACHERS COLLEGE (CCRTC)

### 1.1 MISSION AND PURPOSE

“Covenant Canadian Reformed Teachers College strives to be the definitive source for Reformed teacher training through providing academic teacher training and professional development in faithful submission to the Word of God, summarized in the confessional standards:

*The Belgic Confession, the Heidelberg Catechism, and the Canons of Dort.”*

(Mission Statement Policy <sup>(105)</sup>)

Acknowledging God’s faithfulness and blessings, CCRTC actively strives to be the definitive source for Reformed teacher training, by offering two full-time programs of study leading to a Diploma of Education and a Diploma of Teaching. These pre-service teacher education programs are structured to provide teacher candidates with a high quality education which is firmly principled, theoretically sound, and practical.

CCRTC also offers opportunities for ongoing professional development of practising teachers.

### 1.2 INSTITUTIONAL HISTORY

The first steps to establish a Canadian Reformed institution for the training of teachers were taken in 1976 at a meeting of the League of Canadian Reformed School Societies. Two years later, the Canadian Reformed Teachers College Association was formed with representatives from Ontario, Manitoba, Alberta, and British Columbia school societies serving as a Board of Governors. The CCRTC opened in September of 1981, with two full-time lecturers, two part-time instructors, and six students.

During the first years, classes were held in the Cornerstone Canadian Reformed Church building in Hamilton. CCRTC operated from its own premises on Mohawk Road from 1988 to 1998 when it moved into its present facilities. Enrolment has been relatively stable and over the years CCRTC has graduated over 280 students, many of whom are currently employed by Reformed Christian schools across Canada.

### 1.3 INSTITUTIONAL STATUS

CCRTC is a non-accredited, non-profit institution.

# 1. INTRODUCING CCRTC

## 1.4 ACADEMIC PRINCIPLES

Faculty and students have the right to expect that all teaching and learning be conducted within the context of the institutional purpose as described above. CCRTC practises academic freedom in scholarly activities, along with the associated rights and responsibilities.

CCRTC recognizes that academic freedom makes intellectual discourse, critique, and commitment possible. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for insight into truth and knowledge. Therefore, informed by their common faith in God and in adherence to the College's statement of purpose, the institution, faculty, staff and students have the right to academic freedom, meaning the unhindered and responsible investigation of ideas. Faculty members are encouraged to investigate a wide variety of resources pertinent to the achievement of the learning outcomes of courses being taught as documented in course syllabi. Faculty members are also expected to encourage their students to do the same. The material investigated should lead to a free exchange of ideas and then to a collaborative testing and challenging of the views presented without fear of discrimination or reprisal.

## 1.5 CCRTC AND REFORMED CHRISTIAN EDUCATION

CCRTC serves Reformed Christian schools and their supporting communities by preparing teachers for these schools and by providing in-service support for practicing teachers. CCRTC, therefore, carries out its task within the broader context of Reformed Christian education. Both the content and the delivery of its programs

reflect the same principled perspectives or hallmarks that give Reformed education its distinctive identity:

- *Reformed education is covenantal in character:* God establishes his covenant as the binding relationship of love with his people. God sets apart children of believers, gives them rich promises, and calls them to obedience. Reformed education is an expression of covenant obedience whereby God's covenant children are educated as children of the King.
- *Reformed education is confessional:* The confessional nature of Reformed education maintains that God makes himself clearly and fully known to us by his holy and divine Word. In light of their covenant identity, children, teachers, and parents confess that all of life is governed by the Word of God which is the basis for all knowledge and truth.
- *Reformed education recognizes the antithesis.* God's Word teaches that God established enmity, setting apart a people to love, serve, and worship him. Reformed education equips covenant children with the knowledge and skills that enable them to live discerning lives as prophets, priests, and kings to the praise of God's glory.
- *Reformed education functions in unity of purpose between home, school, and church:* Within the covenant community, telling the next generation the glorious deeds of the Lord, is a distinct privilege and responsibility. When home, school, and church work together with respect to the education of the children, their concerted effort blesses all members of the communion of saints.

Teacher candidates at CCRTC learn how these hallmarks inform the practice of Reformed Christian schools. The nurture and growth of the whole child – physical, spiritual, social, emotional, and intellectual well-being – is reflected in educational programs and

# 1. INTRODUCING CCRTC

methodological practices that foster intellectual curiosity, critical thinking, and discernment. This concern also informs the assessment and discipline practices of Reformed Christian schools. Teachers recognize the importance of a purposeful transfer of responsibility from teachers to students in preparing children to be salt and light in the world.

## 1.6 PROFILE OF A REFORMED TEACHER CANDIDATE

A Christian who desires to become a teacher and who has chosen to attend a Christian pre-service teacher education program will typically be guided by a sense of vocation or calling that characterizes the teaching profession. Preparing oneself for entering this profession means developing one's personal professional knowledge. This involves a process of becoming which is supported by a close-knit cohort structure and is articulated by reflective practice and self-assessment. The teacher education programs at Covenant Canadian Reformed Teachers College are designed to enable the teacher candidate to grow and develop in three intersecting areas, namely, knowledge, skills, and commitment.

In keeping with its purpose, with the Reformed Christian schools it serves, and with the *Ontario Foundations of Professional Practice*, CCRTC seeks to graduate teacher candidates who can teach effectively by demonstrating:

### Knowledge of

- the Bible, the Reformed confessions, and Church history
- the distinctive character of Reformed education and its application to schooling
- the inter-connectedness of theory and practice
- the standards of practice and conduct for teachers in Ontario
- legislation and government policy for education in Ontario

- learning theory and the stages of child development
- curriculum theory, design, and approaches to teaching and learning
- school curricula and the application of expectations outlined in Ontario's Ministry of Education curriculum documents
- assessment and evaluation strategies and tools.

### Skill in

- applying principles of Reformed education to their work in the classroom
- analyzing and evaluating information, perspectives, and theories in order to make discerning and sound instructional decisions
- communicating effectively with a variety of audiences, both in speech and in writing
- devising and executing instructional plans that will optimize the learning of all students
- selecting and incorporating a variety of instructional and assessment strategies into their teaching practice
- modifying and refining their teaching practice through ongoing reflection and inquiry.

### Commitment to

- using their talents and gifts for God's glory and the benefit of others
- exemplifying ethical standards of care, respect, trust, and integrity
- equipping students to be "salt and light" (*The Bible*, Matthew 5:13-16) as faithful witnesses and beacons of hope in society
- creating a school and classroom environment where students are safe and protected
- fostering the growth of the whole person
- fostering literacy, in its broadest sense, across the curriculum
- encouraging student learning in a manner that stimulates intellectual curiosity, critical thinking, and discernment
- working with others in a spirit of Christian professionalism
- pursuing academic and professional excellence by means of ongoing reflection, inquiry, self-assessment, and professional development.

# 1. INTRODUCING CCRTC

## 1.7 ACADEMIC AND PROFESSIONAL STANDARDS

The programs leading to the Diploma of Education and the Diploma of Teaching provide the teacher-candidate with a firmly principled, soundly theoretical, and highly practical teacher education program. CCRTC has developed Degree/Diploma Level Expectations (DLEs) for its current Diploma of Education and Diploma of Teaching programs. The DLEs provide a framework of academic standards for these programs while reflecting the institution's graduate expectations as described in the Profile of a Reformed Teacher Candidate.

In structuring the DLEs, CCRTC follows the Ontario Qualifications Framework (OQF) determined by the Postsecondary Education Quality Assessment Board (PEQAB) of the Ontario Ministry of Colleges and Universities [Source: Ontario Qualifications Framework: <https://www.ontario.ca/page/ontario-qualifications-framework>.] The rationale for these expectations includes the need to be able to compare academic credits from one institution to another. CCRTC's DLEs apply the OQF expectations, and do so in a manner that reflects the College's mission, ethos, values, and culture.

The DLEs are divided into six broad categories:

1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Application of knowledge
4. Communication skills
5. Autonomy and professional capacity
6. Awareness of limits of knowledge

The Diploma of Education and the Diploma of Teaching programs are designed to reflect a program of professional education that meets the standards described in Ontario Regulation 347/02. Both programs seek to meet the expectations outlined in the *Professional Learning Framework for the Teaching Profession* published by the Ontario College of Teachers (OCT) in which the standards of practice and the ethical standards for the teaching profession are described. In developing its programs, CCRTC ensures that course outcomes address the core content areas listed in Schedule 1 of Regulation 347/02 and described in the OCT *Accreditation Resource Guide*.

## 2. GOVERNANCE

### 2.1 OBJECTS OF INCORPORATION

Covenant Canadian Reformed Teachers College (CCRTC) was established on October 18, 1980 and incorporated on March 26, 1991. The *Objects of Incorporation* are:

- a. The maintenance and operation of a College for the academic training of teachers in accordance with the Basis of the Corporation, namely, the infallible Word of God, which is summarized in the Confessional Statements of the Canadian and American Reformed Churches.
- b. To carry on educational programs in order to promote generally the knowledge respecting teaching methods, teaching skills and teaching aids, through research, education and publication and distribution of books, papers, reports, periodicals, and pamphlets, and to provide funds to charitable organizations which carry on such educational purposes.

*(Letters Patent, 1991)*

In keeping with these Objects, CCRTC is governed by the By-laws adopted in February, 2010. The By-laws of the corporation are available upon request.

### 2.2 MEMBERSHIP AND FINANCES

The members of CCRTC are school societies established within Canadian/American church communities in Ontario, Manitoba, Alberta, British Columbia, and Washington. Each member school society delegates a person who will serve as a member of the Board of Governors.

CCRTC is a non-publicly funded, non-profit institution. CCRTC meets its financial obligations from income derived from annual membership fees paid by member school societies, from tuition fees, and from donations received from individuals and businesses.

CCRTC is a charitable organization and issues tax receipts.

### 2.3 BOARD OF GOVERNORS

The Board of Governors is responsible for the direction and operation of CCRTC. It consists of an Executive Committee and of Board members who are delegated by member school societies and appointed by the Board of Governors.

For specific information, please contact the College at [covenant@covenantteacherscollege.com](mailto:covenant@covenantteacherscollege.com).

## 3.1 ACADEMIC ENTRANCE REQUIREMENTS

### DIPLOMA OF EDUCATION

For admission to the two-year program leading to a *Diploma of Education*, applicants must minimally hold a Bachelor's degree from an accredited university or college (e.g., Bachelor of Arts, Bachelor of Science).

Applicants will select a program focus to prepare them for teaching in either the Primary/Junior (P/J) or Junior/Intermediate (J/I) areas of concentration, and must meet the applicable criteria. For additional information, contact the Recruitment and Admissions Officer.

### DIPLOMA OF TEACHING

For admission to the three-year program leading to a *Diploma of Teaching*, applicants must hold a secondary school diploma qualifying them for university entrance: a minimum of six Grade 12 courses taken at the University (code U) or University/College (code M) level.

Teacher candidates in this program will prepare themselves for a teaching career in elementary schools. It is important, therefore, that applicants have a broad academic background.

### HOME-SCHOOLED APPLICANTS

An applicant whose academic background consists of home education may be admitted on the basis of evidence of each of the following:

- a minimum ACT score of 25 or SAT score of 1250 (out of 1600), to be submitted by the application deadline
- a grade 12 equivalency including the completion of courses that qualify the student for university entrance
- a learning portfolio that documents the applicant's secondary school program in place of submitting secondary school transcripts.

Anyone interested in applying is strongly advised to contact the Admissions Office early to ensure all required documentation is submitted by the February 1 deadline.

### INTERNATIONAL STUDENTS\*

All applicants whose first language is not English must provide evidence of proficiency in English (i.e., in reading, listening, speaking, and writing) in order to be admitted to CCRTC. Proficiency is demonstrated through the completion of the Test of English as a Foreign Language (TOEFL) with a total score of:

- 580 (paper-based test); or
- 100 (internet-based test including speaking and writing scores of 27 each, listening and reading scores of 24 each).

Applicants must submit a TOEFL (or its equivalent) score report as part of the application procedure. All correspondence between CCRTC and the applicant will be conducted in English.

*\*CCRTC is currently not accepting foreign student applications.*

## 3.2 APPLICATION PROCEDURE

The following steps describe the application procedure:

1. Prospective applicants contact the Recruitment and Admissions Officer in order to initiate the application process. CCRTC strongly encourages applicants to arrange a site visit during this initial stage. During the visit, prospective applicants have the opportunity to attend classes, discuss their enrollment options, and review the Application Package\* which contains forms for:
  - **Application for Admission**
  - **Academic Information**
  - **Personal Essay**
  - **Official transcripts of results of Secondary and Post-secondary studies**
  - **References (3)**

*\*Please note that the admission forms are available on the CCRTC website.*

2. An interview is mandatory for applicants who are members of a non-supporting Reformed

## 3. ADMISSIONS

Christian church. The Principal or designate and a member of the Board of Governors will be present at this interview.

3. Applicants arrange to have official transcripts from previously attended educational institutions (high school, university, etc.) sent directly to the Admissions Office.
4. Applicants arrange to have three letters of reference (academic, pastoral, personal/employment) attesting to the applicant's suitability for admission to CCRTC. Letters must be written on the forms provided by CCRTC and sent directly to the Admissions Office.
5. Applicants fill in the remaining forms and forward them together with a \$30 non-refundable application processing fee to:  
**CCRTC Admissions Office**  
**410 Crerar Drive**  
**Hamilton, ON L9A 5K3**
6. All required documents and the processing fee must reach CCRTC by February 1.
7. It is the applicant's responsibility to submit a final transcript as soon as it becomes available.

### 3.3 ADMISSION PROCEDURE

Upon receipt of all admission documents, the following admission procedure will be administered as per CCRTC student admission policy:

1. The faculty will review the documents and will propose each applicant to the program division of the Program and Personnel Committee (PPC-P) for (non) admission to one of CCRTC's programs.
2. The PPC-P may consider late applications.
3. Recommendations for admission are submitted by the PPC-P to the Board of Governors for approval.
4. Upon the recommendation of the PPC-P, the Board may consider applicants who do not meet the standard admission requirements. The conditions for such admission shall be included in the Offer of Admission and placed in the student's file.
5. Applicants will receive written notice of the

Board's decision.

6. Within two weeks after receipt of this notice from the Board, applicants shall notify CCRTC of their acceptance using the Acceptance Form provided for that purpose.

### 3.4 UPON ADMISSION INTO A CCRTC PROGRAM

1. Upon admission into one of the programs at CCRTC, students will be asked to sign the Registration Agreement. They will also be issued a CCRTC email address for use in all College communications.
2. Registered students will be granted access to the CCRTC Online Resource Environment (CORE). This dedicated website provides access to the CCRTC Student Handbook. The handbook contains useful and helpful information, including the various policies the College adheres to in order to protect and assist the student. It is the student's responsibility to become familiar with the handbook. CORE also contains reference materials that are relevant to the program (e.g., *The CCRTC Practicum Handbook*). Note that instructors may also use Google Classroom to share course material.
3. At all times it is the student's responsibility to act in keeping with CCRTC's mission and purpose when using information technology (IT). Details of CCRTC's expectations regarding the use of electronic means of communication can be found in the Acceptable IT Use Policy <sup>(215)</sup> in the CCRTC Student Handbook.
4. A student who has been accepted into one of CCRTC's programs is required to provide the following documentation in order to be eligible for practicum placements:
  - a. a doctor's certificate stating that the student has tested TB-negative on a One Step Tuberculin Skin Test Screening.
  - b. proof that a vulnerable sector screening check has been conducted on persons of 18 years or older.



## 4. FINANCIAL INFORMATION

### 4.1 FEES AND METHOD OF PAYMENT

Tuition fees are determined by the Board of Governors and are subject to annual review. Current fees have been set as follows:

**2023-2024 • \$8,417**  
**2024-2025 • \$8,670**

CCRTC is completely funded by the members of the Canadian and American Reformed Churches and/or its supporting school societies. If a student is not a member of one of these churches, a donation of 50% above the published tuition fee will be required.

All tuition fees must be paid in full by the first day of school in September. These fees must be paid by cheque, or money order payable to Covenant CRTC. These fees may also be paid by e-Transfer to **covenant@covenantteacherscollege.com**. A receipt will be issued upon payment. Enrolment is not complete until all fees have been received by the CCRTC Office.

### 4.2 TUITION REFUNDS

A student who withdraws from the program shall inform the Board of Governors in writing and include a request for tuition refund, if applicable, as per Tuition Refund Policy <sup>(209)</sup>.

CCRTC's refund policy reflects Ontario Ministry of Colleges and Universities policy as follows:

#### FALL SEMESTER

Withdrawal Date	Percentage of Total Tuition Refunded
Within 7 days	100%
Within 14 days	90%
Within 21 days	85%
Within 28 days	80%
Within 35 days	75%
Within 42 days	70%
Within 49 days	65%
Within 56 days	60%
After 56 days	50%

#### WINTER SEMESTER

Withdrawal Date	Percentage of Total Tuition Refunded
Within 7 days	45%
Within 14 days	40%
Within 21 days	35%
Within 28 days	30%
Within 35 days	25%
Within 42 days	20%
Within 49 days	15%
Within 56 days	10%
Within 63 days	5%
After 56 days	No refund

A request for a refund from a student withdrawing from a program must be in writing as per Tuition Refund Policy <sup>(209)</sup>.

### 4.3 FINANCIAL ASSISTANCE

#### ONTARIO STUDENT ASSISTANCE PROGRAM

Students enrolled in the *Diploma of Education* or the *Diploma of Teaching* program of study may be eligible for loans, grants, or awards granted under the Ontario Student Assistance Program (OSAP).

Details may be found on the OSAP website:  
<https://osap.gov.on.ca/>

## 4. FINANCIAL INFORMATION

### HARVEST ENDOWMENT FOUNDATION BURSARY PROGRAM

In support for Reformed Christian teacher training, the Harvest Endowment Foundation has initiated a program whereby students, who attend CCRTC and intend to teach in a school affiliated with the League of Canadian Reformed School Societies, may apply to receive financial support in the form of a bursary or tuition assistance.

Details may be found on the Harvest Endowment Foundation website:

***<https://harvestfoundation.ca/CCRTC-Student-Support/>***

### EDUCATION LINE OF CREDIT

Most chartered banks in Canada can provide an Education Line of Credit for qualified students. With an Education Line of Credit, the student pays interest only on the money actually used and not on the total credit limit. Students should contact their local bank for further information.

### TUITION AND ENROLMENT CERTIFICATE (T2202 TAX FORM)

All full-time students will receive a T2202 tax form late in February for tuition fees paid between January and December of the previous year. A \$10 charge shall apply for a duplicate T2202 form.

It is the responsibility of graduating students to supply the Office Administrator with up-to-date contact information.

## 4.4 TEXTBOOKS AND SUPPLIES

Prior to the start of each semester, students receive a textbook list and are expected to purchase textbooks as required by their instructors. Textbooks are selected on the basis of their usefulness with respect to course learning outcomes, as well as their usefulness to practising teachers.

Textbooks are available for purchase through CCRTC. Students may expect an annual textbook cost that falls in the range of \$700 - \$800 per academic year. There may be an additional course fee for any courses requiring particular materials (e.g., art supplies, recorders). Textbooks along with applicable invoices are distributed at the beginning of each semester. Payment of invoices is expected upon receipt of same.

## 4.5 DUPLICATION AND PRINTING

All students are charged an annual nonrefundable fee of \$65.00, which includes a duplication and printing fee for course-related materials. This fee will be included with the book invoice issued in January at the start of the second semester.

Students are required to pay \$0.10 per page for personal use of College duplication/printing facilities.

## 5. ACADEMIC REGULATIONS

### 5.1 ACADEMIC INTEGRITY

Academic integrity refers to a high standard of moral uprightness and honesty in the delivery of and participation in the academic programs at Covenant Canadian Reformed Teachers College (CCRTC). Faculty, students, and staff work together to promote good academic practice in an atmosphere of trust and support.

The faculty is expected to provide students with clear directions about scholarly and academic practices. Faculty members will also provide adequate support to help students fulfill course requirements.

Students are expected to demonstrate good work habits by completing assignments punctually, conscientiously, and in accordance with standard academic practices. Students are expected to display honesty and deal fairly with fellow students by being active and responsible participants in collaborative learning sessions and projects.

CCRTC seeks to uphold good academic practice and, therefore, all forms of suspected academic dishonesty will result in a meeting between the instructor and the student, and may result in academic penalty. Documentation describing the offence and the subsequent outcome will be placed in the student's file. Practices that are considered forms of academic dishonesty include:

- unacknowledged use, whether intentional or unintentional, of the ideas and work of others whether that be in written, oral, or graphic form (plagiarism)
- seeking double credit for a single assignment submitted to two different instructors in two different courses without the prior consent of both instructors
- claiming authorship of a paper or assignment completed by someone else.

### 5.2 STUDENT RECORDS AND PRIVACY OF INFORMATION POLICY

In signing the Registration Agreement at the start of the academic year, a student acknowledges the right of CCRTC to collect and maintain personal information under its Student Records and Privacy of Information Policy <sup>(210)</sup>. Signing the Use of Photographs Waiver allows CCRTC to use any photographs in which a student may appear for College-approved publications.

CCRTC is committed to protecting the confidentiality and privacy of the personal information in every reasonable manner. CCRTC will not disclose the confidential contents of a student's record outside CCRTC, unless compelled by law to do so, or when authorized in writing by the student. An electronic record of a student's achievement is preserved permanently.

#### STUDENT ACCESS

Students have the right to inspect all documents contained in their own records, with the exception of documents which have been supplied to or by CCRTC with the understanding that they remain confidential (e.g., letters of reference).

#### PUBLIC OR THIRD PARTY ACCESS

It is CCRTC policy to make available to all legitimate inquirers the following information:

- confirmation of registration during a particular semester
- confirmation of program completion and graduation.

All other information (e.g., requests from credit bureaus, parents) will be disclosed only with the student's written consent.

## 5. ACADEMIC REGULATIONS

### LEGALLY MANDATED ACCESS

Specific records may be provided to persons or agencies pursuant to a subpoena, warrant or court order directing the release of this information; to Statistics Canada and the Ministry of Colleges and Universities in connection with enrolment audits; or in accordance with the requirements of duly constituted licensing or certification bodies.

### EMERGENCY DISCLOSURES

In emergency situations involving the health and safety of an individual, the Principal may authorize release of personal information if such a release is deemed to be in the best interest of the student. The student will then be informed of the disclosure.

### TRANSCRIPTS

A copy of the student's current transcript will be placed in the student's file. Decisions with respect to probation or dismissal (academic or disciplinary) will be reflected on the transcript.

Copies of student transcripts will be released upon request for up to 25 years after a student leaves CCRTC. A student's signature or request via a personal email address is required for such a release. Transcripts released to the student directly will be marked "Issued to Student".

In compliance with the Ministry of Colleges and Universities, academic records will be retained for a period of 75 years. In the event CCRTC ceases to exist, academic records will be retained by the Canadian Reformed Theological Seminary (CRTS).

### 5.3 ACADEMIC YEAR

The academic year of CCRTC runs from the beginning of September to the end of May and as a rule observes the same holidays as the elementary/secondary schools in Ontario.

The academic year is divided into a Fall Semester and a Winter Semester.

### 5.4 ATTENDANCE

All components of the program must be completed in full: Students are expected to attend all classes, theme weeks, orientation/observation days, and practicum sessions. CCRTC maintains an active participation policy and keeps a record of attendance. Students are expected to inform the Office before 9:00 a.m. in order to report an absence. Sickness and family/personal emergencies constitute valid reasons for absence. CCRTC reserves the right to request a doctor's certificate as medical proof of a prolonged absence.

Should a student be absent for more than 10 cumulative instructional days per semester, without due cause, this may result in the student being withdrawn from the program. If a student is to be absent during a practice-teaching session, the student must notify the associate teacher or the school Principal, as well as the supervising CCRTC faculty member.

### 5.5 COMPONENTS OF COLLEGE PROGRAMS

The pre-service programs offered at CCRTC consist of two components:

- an academic component consisting of approximately 12 weeks of course work per semester
- a practicum component consisting of:
  - nine weeks of practice teaching per academic year for students in the Diploma of Education program
  - seven weeks of practice teaching for year one and two, and nine weeks in year three in the Diploma of Teaching program.

## 5. ACADEMIC REGULATIONS

### 5.6 COURSE SYLLABI

Instructors will distribute a syllabus for each course at the beginning of each semester. A syllabus serves as a contract to which both instructor and students are held. In addition to the course description, format, texts, requirements and evaluation, and course schedule, the syllabus may also include specific expectations an instructor has throughout the course.

Deadlines will stand as published. Should changes be necessary, students will be informed and consensus shall be sought.

### 5.7 COURSE CREDIT AND LOAD

Unless indicated otherwise, courses offered at CCRTC are full-credit courses based on three hours of class contact per week for a 12 week semester for a total of 36 hours of class contact time per course.

A typical study load for Diploma of Education and Diploma of Teaching consists of the equivalent of six full-credit courses per semester. Students may expect 18 to 20 hours of class contact time per week.

### 5.8 PRACTICE TEACHING

Teacher candidates in the Diploma of Education program will be placed in schools that follow the Ontario curriculum. Their associate teachers will be members of the Ontario College of Teachers.

Teacher candidates in the Diploma of Teaching program gain field experience by means of practicum placements in schools in Ontario and/or in the provinces of Manitoba, Alberta, and British Columbia. Some placements may be arranged with Reformed schools in the United States (e.g., Washington, Michigan).

Teacher candidates will have access to the current *CCRTC Practicum Handbook*. This document outlines the requirements of the practicum program for each year and each program.

The *CCRTC Practicum Handbook*, including the assessment forms, is also available to associate teachers and may be found on the CCRTC website.

In compliance with local school requirements, CCRTC will not place a teacher candidate in a school if a vulnerable sector proof and/or TB-status free certificate has not been submitted to the College by the teacher candidate.

### 5.9 EVALUATION OF STUDENT LEARNING

#### ACADEMIC COMPONENT

In addition to in-class participation and overall preparedness, students will be evaluated on the basis of at least three of the following:

- term quizzes and tests and/or a final exam
- portfolio assignment; instructional unit plan
- formal papers (e.g., essays, position papers)
- critical book and/or article reviews
- seminar presentations; oral reports
- performance tasks.

As a rule, when evaluating student assignments faculty members shall use the CCRTC Grading Criteria Guideline published in the *CCRTC Student Handbook*.

#### PRACTICUM COMPONENT

The practicum component of a teacher candidate's work is evaluated by a faculty supervisor on the basis of the teacher candidate's practicum portfolio which consists of:

- two lesson plans selected by the teacher candidate

## 5. ACADEMIC REGULATIONS

- two lesson reflections based on the selected lesson plans
- daily log book entries
- the associate teacher's evaluation reports
- the faculty supervisor's observation report
- a collection of all lesson plans, schedules, activities, notes, etc. pertaining to the session.

The final practicum in year two of the Diploma of Education program and year three of the Diploma of Teaching program is evaluated on the basis of the following components:

- the associate teacher's evaluation reports
- the Principal's (or designate's) observation report
- CCRTC supervisor's observation report
- the content and presentation of the student's practicum portfolio
- log book entries for weeks one and two of this session
- a detailed reflection on the culminating experience.

The practicum evaluation process includes an exit conversation between the teacher candidate and the supervising faculty member.

### 5.10 ASSIGNMENTS

Written and oral assignments constitute an important part of course requirements. Instructors will advise students of due dates for assignments by means of a course syllabus. Such requirements can be changed only after mutual consultation and agreement. Instructors will provide written guidelines and/or assistance as needed.

Students are expected to complete all assignments with diligence and academic integrity (Section 5.1). Students are urged to consult with their instructors during all stages of assignment preparation.

### STANDARD EXPECTATIONS FOR WRITTEN ASSIGNMENTS

Unless otherwise indicated by an instructor, all written assignments should:

- be word-processed, double-spaced, and page-numbered.
- be clearly identified by a title page.
- adhere to the referencing format of the American Psychological Association (APA).

### LATE ASSIGNMENTS

Instructors reserve the right to impose a penalty on assignments submitted after their due dates unless a student has requested and received an extension.

## 5.11 EXAMINATIONS

An examination week is held toward the end of each semester. Students will receive advance notice of the examination schedule by means of an exam timetable.

Course syllabi will indicate the weighting of final and mid-term exams. As a rule, an examination will not exceed 25% of the final grade for a course.

Students who must be absent from an examination because of illness or a significant personal emergency must notify CCRTC prior to the start of the examination. CCRTC reserves the right to request a doctor's certificate to confirm an illness. Opportunity to make up a missed examination will be scheduled by CCRTC.

Unless specifically requested by an instructor, students shall not bring electronic devices, notes, or books into the examination room.

The normal duration of an examination is two hours. Students must remain in the examination room for at least 45 minutes. If needed, students

# 5. ACADEMIC REGULATIONS

may receive a maximum of 15 additional minutes to finish an examination.

The student is responsible for submitting all parts of a completed examination to the faculty supervisor.

Students with recognized disabilities may request special accommodations (e.g., use of assistive devices, additional time) to write examinations.

Graded exams will not be returned, but a student may request to view his/her graded exam.

## 5.12 GRADING AND GRADE REPORTS

### STUDENT PROGRESS REPORTS

Twice during an academic year, students receive a report on their progress. The Fall Semester report is dated January 15; the Winter Semester report is dated June 5. No final transcripts will be released until a student's account has been paid in full and all library materials returned.

### GRADING

All designated course and practicum work will be assessed and awarded a numerical grade according to the following scale:

#### EXCEPTIONAL

A+ 90 - 100 %

#### EXCELLENT

A 80 - 89 %

#### GOOD

B+ 75 - 79 %

B 70 - 74 %

#### FAIR

C+ 65 - 69 %

C 60 - 64 %

#### POOR

D+ 55 - 59 %

D 50 - 54 %

#### FAILURE

F 0 - 49 %

To obtain credit for a course, a student must achieve a minimum of 50% in that course.

A student must maintain an overall average of 70% in the academic component of his/her program in order to continue in his/her program and/or to be considered eligible for graduation.

When a student does not achieve the expected average, his/her academic progress will be reviewed by the faculty. A student may be placed on probation as the result of such a review.

A student is required to maintain an average of 70% in practicum work in order to remain in the practicum component of his/her program. A student may continue the academic component of his/her program even though he/she is not going to complete the practicum component. An *Academic Certificate* may be issued upon the successful completion of course work.

## 5.13 COURSE FAILURE

A student who fails one or more courses may request the opportunity to repeat these courses when they become available. Generally, courses are repeated either in the following academic year, or as part of a two- or three-year cycle.

In consultation with the faculty, a student entering the final year of studies may be offered an alternative course option to make up any lost credits.

CCRTC reserves the right to stipulate the length of time that a student will be given to make up the required credits.

## 5. ACADEMIC REGULATIONS

### 5.14 REAPPRAISAL OF FINAL GRADES

Under exceptional circumstances, a student may request a reappraisal of a final grade. This applies to situations in which there is reasonable evidence that an instructor has made an error in assigning the final grade or has treated the student unfairly.

A reappraisal of a final grade must be initiated by the student within two weeks of receiving the grades, and must be directed to the instructor. The instructor will respond in writing within two weeks of receiving the request for a reappraisal and will copy the Principal on this correspondence.

Should a student not be satisfied with the process of the reappraisal of his/her final grade, he/she may follow the steps of a formal grievance procedure outlined in the Student Conflict Resolution Policy <sup>(208)</sup>.

### 5.15 PENALTY AND DISMISSAL PROCEDURE

A teacher candidate's status at CCRTC will be subject to review when there are concerns about:

- academic performance or integrity
- professional conduct in schools
- general standards of conduct.

Such a review is initiated by the Principal, involves the faculty, and is reported to the Executive Committee of the Board. The outcome of the review process may lead to a letter of warning, disciplinary penalty, or dismissal. The final decision to dismiss a teacher candidate

requires the approval of the Board, and will be communicated in writing. Details with respect to the appeal procedure are outlined in the letter of dismissal. A copy of the Board's decision will be placed in the teacher candidate's file. If a teacher candidate is dismissed from CCRTC for academic reasons, the transcript will reflect this decision.

### 5.16 GRADUATION REQUIREMENTS

In order to be considered eligible for graduation, teacher candidates in the Diploma of Education program must have:

- completed a total of 24 academic courses with an overall minimum average of 70%
- completed a total of 4 practicum placements with an overall minimum average of 70%.

In order to be considered eligible for graduation, teacher candidates in the Diploma of Teaching program must have:

- completed a total of 36 academic courses by completing all course work with an overall minimum average of 70%
- completed a total of 6 practicum placements with an overall minimum average of 70%.

In addition, teacher candidates in both programs must have:

- completed a professional portfolio
- paid all fees, dues and other costs stipulated by the Board
- returned all library and other College materials prior to graduation.



### 6.1 STANDARDS OF CONDUCT

As Christian believers, all persons involved in the Covenant Canadian Reformed Teachers College (CCRTC) community will conduct themselves socially and academically in a manner that reflects Biblical norms. Created by God the Father and redeemed by God the Son, Christian believers exhibit the fruit of the Holy Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (*The Bible*, Galatians 5:22-23). In thought, word, and deed, faculty and students at CCRTC are expected to reflect who they are in Christ through their attitude, behaviour, dress, and interaction with others. Additional details may be found in the Course of Conduct Policy <sup>(106)</sup> adopted by the Board of Governors.

At all times, the course of conduct displayed by a teacher candidate ought to reflect a sense of vocational professionalism. This includes interactions with faculty, staff, and fellow teacher candidates, students at the College, with students and school personnel during practicum placements, and with the broader community.

### 6.2 HARASSMENT AND DISCRIMINATION

Adherence to Christian standards for behaviour also implies that teacher candidates, faculty, and staff may expect to work and interact in an environment that is safe and supportive and free of any form of harassment or discrimination. CCRTC applies the following definitions in implementing its Harassment and Discrimination Policy <sup>(207)</sup> :

- *Harassment* refers to any improper behaviour by a student or instructor that is directed at and offensive to another student or instructor, and which the perpetrator knows, or should reasonably have known, would be unwelcome. It comprises objectionable conduct, comment, or display made on either a one-time or continuous basis that

demeans, belittles, or causes personal humiliation or embarrassment to a student or instructor. It includes harassment within the meaning of the *Canadian Human Rights Act* (i.e., based on any of the prohibited grounds of discrimination listed in that Act).

- *Sexual harassment* refers to any conduct, comment, gesture, or contact of a sexual nature, whether on a one-time basis or in a series of incidents, that might reasonably be expected to cause offence or humiliation to a student or instructor. Generally, sexual harassment is deliberate, unsolicited, coercive, and one-sided. Both male and female students or instructors may be the victim or the perpetrator.
- *Discrimination* refers to the denial of rights, benefits, justice, equitable treatment or access to facilities available to others, to an individual or group of people because of their race, age, gender, handicap or other defining characteristics.
- *Abuse of authority* is a form of harassment which occurs when an instructor improperly uses the power and authority inherent in his/her position in order to force compliance from a student. It includes intimidation, threats, blackmail, and coercion.

If a teacher candidate believes that harassment or discrimination has occurred, the procedure outlined in the Grievances and Appeals section below may be initiated.

### 6.3 GRIEVANCES AND APPEALS

There may be times that a disagreement or conflict arises between a student and a faculty or staff member. If a student has sufficient grounds to launch formal expression of complaint against a faculty or staff member, he/she should follow the Student Conflict Resolution Policy <sup>(208)</sup> procedure described below:

#### LEVEL 1

The student shall speak directly with the faculty member (principle of Matthew 18,

## 6. COLLEGE LIFE

*The Bible*). It is to be expected that most issues will be resolved at this level.

### LEVEL 2

If the matter is not resolved, the student may appeal to the Principal. The Principal meets with the two parties and either negotiates a solution or renders a judgment.

### LEVEL 3

If the matter is still not resolved, the student may appeal the Principal's decision to the Executive Committee of the Board. The Executive Committee will hear the student, the faculty member, and the Principal. On the basis of this hearing, the Executive Committee makes a decision and communicates its decision in writing to all parties involved.

In case a decision of reconciliation or judgment cannot be reached at Level 3, the matter shall be placed before an impartial mediation committee. The decision of this committee is binding and will be conveyed in writing to all parties.

If the student grievance involves a significant claim of harassment or discrimination, the student may elect to begin the grievance process at Level 2.

Note that the full text of the policy is included in the *CCRTC Student Handbook*.

## 6.4 USE OF COLLEGE FACILITIES

Normally, the building is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Students who wish to work at CCRTC after hours may make arrangements with a faculty member. College premises are a no smoking/vaping area and consumption of cannabis is prohibited.

## 6.5 COLLEGE LIBRARY

The library serves as a resource centre for faculty and students, as well as school communities affiliated with the League of Canadian Reformed School Societies. Presently, it houses a collection of 15,000 volumes, CDs, DVDs, videos, journals, and curriculum support kits. In addition, registered students and faculty have access to the EBSCO *Education Full Text* electronic database. The library houses the *Tony VanderVen Collection* consisting of a complete set of the Caldecott Medal and Newbery Medal books, and the *Dr. Frederika G. Oosterhoff Collection* comprised of books dealing with history and worldview topics.

All library materials are catalogued using the Dewey Decimal system. Some materials are limited to in-library use only. The library catalogue of holdings can be accessed via the CCRTC website. Thematic pathfinders have been created for ease of reference.

CCRTC library cards are issued to all registered students. Those who wish to borrow library materials shall use the self-checkout station. A patron is expected to adhere to circulation policies, and shall assume full responsibility for all borrowed materials.

As a rule, the library is designated as a quiet study area.

## 6.6 DEVOTIONS

Faculty and students take turns leading the opening devotions at the beginning of each day of classes. Typically, students lead in devotions before lunch and faculty members do so at the close of the final class of the day.

### 6.7 CANCELLATION OF CLASSES

In cases of inclement weather, students are advised to check the CCRTC website for updates.

### 6.8 STUDENT CENTRE

An attractive lounge offers students opportunities to interact and socialize between classes. Students have access to the kitchen facilities. All students are responsible for keeping this public space tidy.

### 6.9 STUDENT COUNCIL

Each year the student body elects a Student Council which consists of one representative from each year and program. The Student Council nominates representatives on the Academic Council and the Teacher Education Advisory Committee (TEAC), organizes and coordinates special events, and maintains open lines of communication with the faculty through the faculty liaison.

### 6.10 TIMETABLES

Weekly timetables are made available before each new semester begins. As a rule, classes are held Monday through Thursday from 9:00 a.m. to 3:00 p.m. Irregular class hours will be indicated on the timetable. Exceptions in the weekly timetable will be announced at morning openings.

A separate timetable is prepared for each semester's examination period.

### 6.11 PART-TIME STUDENTS

CCRTC courses are open to other interested persons and to practising teachers who wish to take them as stand alone in-service professional development courses.

### 6.12 IT USE AND INTERNET ACCESS

In adherence with the College's mission and purpose, students are expected to make legal, responsible, and respectful use of information technology.

CCRTC offers wireless internet access to students and faculty.

College-issued email addresses shall be used for all communications.

At all times on and off campus, IT use shall be compliant with CCRTC's Acceptable IT Use Policy <sup>(215)</sup>.

### 6.13 COPYRIGHT

Students and faculty are expected to adhere to CCRTC's Copyright Policy <sup>(228)</sup>. The College maintains a copying license for print materials through Access Copyright, The Canadian Copyright Licensing Agency. Students and faculty are expected to abide by the copyright guidelines. A summary of these guidelines is posted at all photocopiers.

### 6.14 ACCOMMODATION

Students who need accommodation in Hamilton may request assistance from the CCRTC Office.

## 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

### DOMAIN:

### COURSES:

#### Foundation Studies

EDU 101 Bible Study: Survey of Old and New Testament 1  
EDU 102 Bible Study: Survey of Old and New Testament 2  
EDU 104 Church History 1: From Pentecost to Renaissance\*  
EDU 105 Church History 2: From Renaissance to Revolution\*  
EDU 106 Church History 3: From Revolution to the Present  
EDU 107 Church History 4: From Pentecost to the 19<sup>th</sup> Century\*  
EDU 201 Foundations of Reformed Education  
EDU 202 Foundations of Curriculum in a Christian Context  
EDU 203 Introduction to Educational Research  
EDU 204 History of Education  
EDU 205 Schooling, Government, and Society  
EDU 206 Mathematics for Elementary Teachers (Optional)  
EDU 303 Child Development  
EDU 304 Special Education  
EDU 305 Learning Theories and Assessment  
EDU 503 Perspectives on Literature\*  
EDU 504 Survey of Children's Literature\*  
EDU 506 Foundations of Reformed Identity and Worldview  
EDU 507 Foundations of Reformed Ethics and Standards of Practice

*\* Teacher candidates will complete one of the Church History and one of the Literature courses.*

#### Curriculum and Instruction

EDU 402 French as a Second Language  
EDU 404 Language: Reading  
EDU 405 Language: Writing  
EDU 407 Mathematics  
EDU 409 Health and Physical Education  
EDU 410 Science and Technology  
EDU 411 Social Studies: History and Geography  
EDU 413 The Arts: Music and Visual Arts  
EDU 607 Teaching Studies 1: Introduction to Teaching  
EDU 608 Teaching Studies 2: Technology in the Classroom  
EDU 609 Teaching Studies 3: Planning for Instruction; Differentiated Instruction  
EDU 610 Teaching Studies 4: Entering the Teaching Profession  
EDU 900s Independent Study Courses\*\*

*\*\*Available to teacher candidates with a J/I area of concentration.*

## 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

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### DOMAIN:

### COURSES:

#### **Practica**

EDU 707 Field Experience: Practicum 1 [4 weeks]

EDU 708 Field Experience: Practicum 2 [5 weeks]

EDU 709 Field Experience: Practicum 3 [4 weeks]

EDU 710 Field Experience: Practicum 4 [5 weeks]

*90 days of practicum placements in total.*

#### **Professional Portfolio**

EDU 800

# 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

## 7.1 COURSE CREDITS AND CODES

Courses have a value of three credits and are typically one semester in duration at three hours of contact time per week.

The prefix EDU refers to courses leading to the Diploma of Education. All courses are identified by a 3-digit number (e.g., 307). The first digit indicates the course group to which a course belongs:

FOUNDATIONS	100.	RELIGIOUS STUDIES
	200.	EDUCATION STUDIES
	300.	STUDIES IN EDUCATIONAL PSYCHOLOGY
	500.	CULTURE, ETHICS, AND WORLDVIEW STUDIES
CURRICULUM AND INSTRUCTION	400.	CURRICULUM STUDIES
	600.	TEACHING STUDIES
	900.	INDEPENDENT STUDY COURSES (J/I PROGRAM FOCUS)
PRACTICA	700.	FIELD EXPERIENCE: PRACTICA
PROFESSIONAL PORTFOLIO	800.	PROFESSIONAL PORTFOLIO

The second and third digits refer to the number of a course within a course group (e.g., 105 is the fifth course offered in the Religious Studies group).

## 7.2 COURSE DESCRIPTIONS: DIPLOMA OF EDUCATION

### FOUNDATIONS

Foundations consists of courses that prepare teacher candidates with foundational religious/philosophical/theoretical and cultural/social/political-context understandings needed to teach in a Reformed Christian school. While links will inevitably be made with classroom practice and realities of the culture in which we live, the emphasis is on developing thoughtful understanding, knowledge, skills, and commitment that will serve as the teacher candidate's critical basis for and outlook on Reformed Christian education. Foundations comprises four course groups: Religious Studies, Education Studies, Educational Psychology, and Culture, Ethics, and Worldview Studies.

### 100. RELIGIOUS STUDIES

Religious Studies consist of courses designed to help teacher candidates cultivate a foundational and thoughtful understanding of the content and message of the Bible, as well as the history of the Christian Church from Pentecost to today. These courses will equip teacher candidates to teach Bible and Church History in the P/J or J/I area of concentration.

## 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

### **EDU 101 BIBLE STUDY: SURVEY OF OLD AND NEW TESTAMENT 1** (3.0 credits)

This course is a survey of the main contents of Biblical history from Genesis 1 to the Captivity of Judah. This period also includes the Wisdom Literature of the Old Testament and the most of the Old Testament Prophets. The course will identify thematic lines that run through this part of Biblical history. An outline of each narrative Bible books will be presented, as well as the main themes in each of these books. The aim of the course is to help teacher candidates in their preparation for teaching Biblical history by looking at the main themes and lines in the history of redemption. This will expose them to a thematic lesson planning approach. Teacher candidates are required to make presentations on topics connected to the customs and ceremonies of the Old Testament as well as to the world of the Old Testament. Choices for these presentations will reflect the teacher candidate's P/J or J/I area of concentration.

### **EDU 102 BIBLE STUDY: SURVEY OF OLD AND NEW TESTAMENT 2** (3.0 credits)

This course is a survey of the main contents of Biblical history from the Captivity of Judah to the end of Acts. This includes the time between the Old and New Testament and the New Testament Letters. The course will identify thematic lines that run through this part of Biblical history. An outline of each narrative Bible book will be presented, as well as the main themes in each of these books. The aim of the course is to help teacher candidates in their preparation for teaching Biblical history by looking at the main themes and lines in the history of redemption. This will expose them to a thematic lesson planning approach. Teacher candidates are required to make presentations on topics connected to the time between the Testaments and the Gospels. Choices for these presentations will reflect the teacher candidate's P/J or J/I area of concentration.

### **EDU 104 CHURCH HISTORY 1: FROM PENTECOST TO RENAISSANCE\*** (3.0 credits)

This course traces the history of the church of Jesus Christ from Pentecost (c. 30) through the fall of the Roman Empire to the concluding centuries of the Middle Ages and the Renaissance (c. 1400). Topics focus on the struggle of the church against heresy, persecution, domination by the state, and papal hierarchy. The history of the church will be studied within the larger context of the history of the western world including the rise of Islam, the Byzantine empire and many individuals, movements and events which have shaped both the church and the modern world. Teacher Candidates will also consider church history as a subject taught in Reformed Christian schools by studying a conceptual framework for teaching church history that highlights the main themes and strands which can be seen in the study of how the Son of God gathers, defends, preserves His church by His Word and Spirit. Although the course takes a high level thematic approach to this historical period, teacher candidates will have opportunities to study a specific movement, organization, event, or individual in greater detail.

### **EDU 105 CHURCH HISTORY 2: FROM RENAISSANCE TO REVOLUTION\*** (3.0 credits)

This course traces the history of the church of Jesus Christ from the Renaissance (c. 1400) through the ages of the Reformation and Enlightenment to the 18th-century revival and missionary movements (c. 1800). Reformation is followed by division as the church of Jesus Christ struggles to live by the word of God in an increasingly humanistic world climate leading up to the French Revolution. A divided Christian church begins to bring the gospel to the ends of the earth during the 17th and 18th centuries. Although the course takes a high level thematic approach to this historical period, teacher candidates will have opportunities to study a specific movement, organization, event, or individual in greater detail.

# 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

## **EDU 106 CHURCH HISTORY 3: FROM REVOLUTION TO THE PRESENT INCLUDING DEVELOPMENTS IN NORTH AMERICA**

(3.0 credits)

This course traces the history of Reformed churches in the Netherlands after c. 1800 and their North American “daughter” churches, with particular attention for the roots and ecclesiastical contacts of the Canadian Reformed Churches. It explores the origins of various other churches on the Atlantic seaboard in the 17th and 18th centuries, their establishment in Canada after the American Revolution, and their current presence and characteristics as “neighbourhood churches”. The course incorporates the pedagogy of teaching Church History.

## **EDU 107 CHURCH HISTORY 4: FROM PENTECOST TO THE 19TH CENTURY\***

(3.0 credits)

This course traces the history of the Church of Jesus Christ with a European emphasis. The first part (Early Christian Church to the Middle Ages), focuses on the struggle of the Church against heresy, persecution, domination by the state, and papal hierarchy. The second part focuses on developments from the Renaissance (c. 1400) through the ages of Reformation and Enlightenment, to the 18th century revival and missionary movements (c. 1800).

Although the course takes a high level thematic approach to this historical period, teacher candidates will have opportunities to study a specific movement, organization, event, or individual in greater detail.

*\* Teacher candidates will complete one of EDU 104, EDU 105, or EDU 107.*

## **200. EDUCATION STUDIES**

Education Studies consist of courses that help teacher candidates develop a biblically sound view of the nature and purpose of Reformed education by exposing them to philosophical and worldview perspectives that underlie education. Through the lens of a Reformed Christian worldview teacher candidates will critically examine various curriculum perspectives, conduct educational research and come to understand their role as teachers in the school and in the community.

### **EDU 201 FOUNDATIONS OF REFORMED EDUCATION**

(3.0 credits)

This course examines the structure of a Reformed Christian school in which Biblical instruction across the entire curriculum is normative. The ethical standards of care, respect, trust, and integrity that shape professional practice are also examined in light of a Biblical perspective. Relationships between home, school, and church are explored, with a special emphasis on the home-school (parent-teacher) relationship in the teaching and learning setting of the classroom.

### **EDU 202 FOUNDATIONS OF CURRICULUM IN A CHRISTIAN CONTEXT**

(3.0 credits)

An introduction to the elements and development of curriculum at various levels (from philosophical to practical units of study), and associated issues and tensions. Teacher candidates examine a variety of curriculum orientations and how they are reflected in the Ontario curriculum and curricula in other Canadian provinces, in educational journals, and in secular and Christian textbooks/units of study. Applying the theory, teacher candidates prepare a critique of a pre-made and marketed lesson applicable to their P/J or J/I area of concentration as well as a curriculum or textbook proposal for use in a Reformed Christian school.



# 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

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## **EDU 203 INTRODUCTION TO EDUCATIONAL RESEARCH** (3.0 credits)

Given the significance of research in today's educational settings, this course introduces teacher candidates to various research designs, methods, and approaches, and to the tenets of doing educational research responsibly. Teacher candidates learn how to design, research, and report on an inquiry topic related to education in the elementary and/or secondary school setting. Teacher candidates will select a topic that is relevant to their P/J or J/I area of concentration. With the guidance of a faculty advisor, they will experience how to access, interpret, evaluate and use educational research literature. Using a collegial and collaborative approach, they will collect and use data responsibly in conjunction with other information and knowledge. Teacher candidates will be expected to share their research with faculty and fellow-students in a formal presentation setting. The evaluation of the final project will include a second reader selected from the faculty.

## **EDU 204 HISTORY OF EDUCATION** (3.0 credits)

This course provides a historical survey of education in its social and political context from the Greeks and Romans to Western civilization, with a focus on developments in Canada and specifically in Ontario from about 1800 to today. Ideas associated with theories of education and educational philosophies will be explained in their historical context as we also examine ways in which these ideas continue to influence the purpose and practice of education today. The roles of people (children, parents, educators) and institutions (schools, church, state) are considered, especially as teacher candidates learn about the education of Indigenous children past and present, and as they explore the history of Reformed Christian schools.

## **EDU 205 SCHOOLING, GOVERNMENT, AND SOCIETY** (3.0 credits)

This course focuses on the legal and moral duties, rights, and responsibilities of teachers in the context of *The Standards of Practice for the Teaching Profession* articulated by the Ontario College of Teachers. Legislation, government policies, and regulations regarding education in Ontario are reviewed in relation to their applicability to Reformed Christian schools. Issues of particular relevance to today's society will also be discussed in light of the teacher's role within a school setting.

## **EDU 206 MATHEMATICS FOR ELEMENTARY TEACHERS** (3.0 credits, optional\*)

This course provides an opportunity for teacher candidates to review a number of mathematical topics and skills from each of the strands within the current *Ontario Mathematics Curriculum*. Problem solving and an understanding that mathematics is the study of patterns are integral to this course. Through practice, the course is intended to prepare teacher candidates to confidently teach mathematics within their P/J or J/I area of concentration in Christian elementary schools.

*\* Teacher candidates may avail themselves of the opportunity to enroll in this optional course in order to increase their confidence in mathematics. The course may be taken for additional credit and will be reflected on the final transcript.*

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## **300. STUDIES IN EDUCATIONAL PSYCHOLOGY**

Studies in Educational Psychology consist of courses that focus on foundational theories and research on physical, cognitive, and psychosocial development. Attention will be paid to learning theories and assessment, diversity among learners, and provisions for students with special needs. A primary emphasis in these courses is the development of a sound understanding of the covenant child as an image-bearer of God.

# 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

## **EDU 303 CHILD DEVELOPMENT**

(3.0 credits)

This course presents a brief historical overview of childhood and the child's place in culture, society, family, and school. The physical, cognitive, and psycho-social dimensions of child development are examined from the beginning of life at conception, and special attention is paid to the school-aged and adolescent youngster. Throughout the course explicit connections will be made to learning and to current issues that affect schooling.

## **EDU 304 SPECIAL EDUCATION**

(3.0 credits)

This course acquaints the teacher candidate with a wide range of children with special needs within a typical classroom setting in a Reformed Christian school.

Suggestions for early detection, referral, modifications and accommodations of programs and resources are presented. In addition, specific teaching approaches (e.g., differentiated instruction) and the role of the teacher in implementing IEPs will be introduced. Topics such as anxiety and depression will receive special emphasis. Teacher candidates will be expected to tailor their readings and assignments to reflect their P/J or J/I area of concentration.

## **EDU 305 LEARNING THEORIES AND ASSESSMENT**

(3.0 credits)

This course provides some of the theoretical and practical underpinnings of teaching, learning, and assessment. An overview of behaviorist, cognitive, and constructivist theories of learning is provided and their relevance to the classroom setting is examined and evaluated from the Biblical perspective that every child is uniquely created by God. Assessment is positioned as a vital component of learning and therefore the purpose and practice of assessment for, as, and of learning is thoroughly explored. The Ontario Ministry of Education document, *Growing Success*, forms a central resource for this course. Teacher candidates are expected

to apply the course assignments in a way that reflects their P/J or J/I area of concentration.

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## **500. CULTURE, ETHICS, AND WORLDVIEW STUDIES**

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Culture, Ethics, and Worldview Studies consist of courses designed to help teacher candidates develop a discerning mind as Reformed Christian teachers living in the midst of an ever-changing culture. Through these courses, teacher candidates will apply Biblical norms and values to the study of literary works, ethics, worldview and apologetics, and standards of professional practice.

## **EDU 503 PERSPECTIVES ON LITERATURE**

(3.0 credits)

This course introduces teacher candidates to perspectives on literature from the classical, medieval, modern, and post-modern eras, and it invites teacher candidates to develop their own perspective on literature in the light of Scripture and the Reformed confessions. As a seminar-style class, teacher candidates take a leading role in the discussion of assigned readings throughout the course.

## **EDU 504 SURVEY OF CHILDREN'S LITERATURE**

(3.0 credits)

This course is a survey of literary genres reflected in children's books. Teacher candidates will explore the role of children's literature as a reflection of culture throughout all times and places, including the challenges of critical literacy and censorship. The course is intended to broaden the teacher candidate's own knowledge of children's books across a wide range of age, interest, fiction/non-fiction categories suitable for the P/J or J/I area of concentration. In addition to developing an extensive annotated bibliography of their own readings, teacher candidates will familiarize themselves with the body of work of one author or illustrator of their choice. Special attention will be paid to Indigenous writings and award-winning books (e.g., Canadian Children's Book

# 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

Centre, Newbery, Caldecott). The use of trade books to structure and support a classroom language arts program will be emphasized throughout the course.

## **EDU 506 FOUNDATIONS OF REFORMED IDENTITY AND WORLDVIEW**

(3.0 credits)

Focusing on the personal professional identity formation of a teacher candidate, this course engages the participants in exploring their personality and learning characteristics with a view to how these might impact future teacher student, teacher-parent, and teacher-colleague relationships.

In addition, teacher candidates will explore aspects of their professional and societal context and will seek to find answers to questions that are common among today's Christians in the Western world with a view of their chosen vocation as future teachers

## **EDU 507 FOUNDATIONS OF REFORMED ETHICS AND STANDARDS OF PRACTICE**

(3.0 credits)

The norms of Scripture and the principles derived from the Ten Commandments will be applied to ethical issues in society and education. Special attention will be given to the Ontario College of Teachers' *Ethical Standards for the Teaching Profession* and their implications for professional practice in Reformed Christian schools. One module focuses on Christian intellectual character development for teacher candidates and the application in the P/J or J/I area of concentration.

## **CURRICULUM AND INSTRUCTION**

Curriculum and Instruction courses prepare teacher candidates with knowledge and understanding of content, skills, and pedagogies needed to thoughtfully plan, teach, and assess learning in the P/J or J/I divisions in Reformed Christian schools. Teacher candidates will actively engage with the Ontario Ministry of Education curriculum and other relevant documents.

Curriculum and Instruction comprises three course groups: Curriculum Studies, Independent Studies, and Teaching Studies.

## **400. CURRICULUM STUDIES**

Curriculum Studies consist of courses that provide teacher candidates with subject-specific content and pedagogical knowledge specific to such content. These courses equip teacher candidates with background knowledge and an understanding of the nature and purpose of the various disciplines in the elementary and/or secondary school curriculum. Teacher candidates will be equipped with skills for planning, teaching, and assessment in the context of specific disciplines. Curriculum Studies courses are linked to the expectations outlined in Ontario Ministry of Education curriculum documents, and reflect the applications to Reformed Christian schools.

## **EDU 402 FRENCH AS A SECOND LANGUAGE**

(3.0 credits)

The focus is two-fold: Improving one's own French language skills and becoming a responsible, competent, and creative French language teacher with P/J or J/I area of concentration applications to elementary schools. Through a variety of activities, teacher candidates will practice listening, speaking, reading, and writing French in the context of French culture studies. Assignments and activities are designed to provide teacher candidates with ideas and activities for future classroom applications.

## **EDU 404 LANGUAGE: READING**

(3.0 credits)

This course is an introduction to the teaching of language arts in the elementary school. With a focus on their P/J or J/I area of concentration, teacher candidates will examine connections among the six components of language arts: reading, listening, speaking, representing, viewing, and writing. Although the emphasis is on the reading component, teacher candidates

## 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

will be equipped to implement a well-balanced language arts program that reflects the Ontario Language Arts curriculum. Theoretical issues as well as practical classroom applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined.

### **EDU 405 LANGUAGE: WRITING**

(3.0 credits)

This course focuses on teaching elementary school children to write effectively in a variety of genres. Based on the Ontario Language Arts curriculum and building on the connection between writing and reading, teacher candidates are introduced to the traits of good writing and the process of writing. Teacher candidates will also be introduced to frameworks used in elementary schools for teaching the language arts (e.g., Four Blocks, 6+1 Traits of Writing). This course has a dual focus: the development of teacher candidates' own writing and the teaching of writing across the P/J or J/I area of concentration in the elementary school. Teacher candidates are shown how to design teaching activities as well as checklists and rubrics that help the teacher assess not only the content and form of students' writing, but also how well children use the process of writing.

### **EDU 407 MATHEMATICS**

(3.0 credits)

This course provides an introduction to the curricular and pedagogical knowledge associated with teaching and learning mathematics in Christian elementary and secondary schools. Teacher candidates will learn to plan a mathematics lesson while being mindful of the subject, the learning activity, and the student. With a view to their P/J or J/I area of concentration, teacher candidates will work closely with the current *Ontario Mathematics Curriculum*, becoming familiar with the content strands, mathematical processes, and social-emotional learning skills associated with learning mathematics.

### **EDU 409 HEALTH AND PHYSICAL EDUCATION**

(3.0 credits)

This course is an introduction to the teaching of physical education in the context of a Biblical orientation to the subject content, theory, and practice. Movement concept and skill, physical fitness, personal health and wellness, skill mechanics, activity/games skill development, and positive social skills development form the core of the course. Instructional effectiveness, lesson planning and delivery, long-term organization and evaluation, and structuring student participation are also included. The teacher candidate's P/J or J/I area of concentration will be addressed using the Ontario Curriculum Grades 1-8 Health and Physical Education.

### **EDU 410 SCIENCE AND TECHNOLOGY**

(3.0 credits)

This course provides an introduction to the curricular and pedagogical knowledge associated with teaching and learning science and technology in Christian elementary and secondary schools. Teacher candidates will learn to plan a science and technology lesson and unit while being mindful of the subject, the learning activity, and the student. With a view to their P/J or J/I area of concentration, teacher candidates will work closely with the current *Ontario Science and Technology Curriculum* becoming familiar with the content strands, fundamental concepts and STEM skills associated with learning science.

### **EDU 411 SOCIAL STUDIES: HISTORY AND GEOGRAPHY**

(3.0 credits)

This course prepares teacher candidates for teaching social studies, history and geography in their P/J or J/I area of concentration. The course examines the purpose, content, teaching/learning, and assessment of Social Studies, with specific reference to the Ontario curriculum. Teacher candidates will explore and investigate some of the contributions various First Nations, Métis, and Inuit communities and

## 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

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individuals have made to Canada, as well as some of the contributions that various settler/newcomer groups have made and are making to shape our Canadian identity.

### **EDU 413 THE ARTS: MUSIC AND VISUAL ARTS**

(3.0 credits)

This course consists of two modules: One dealing with music in which the place of music in today's Reformed Christian classroom is explored, with an emphasis on developing the teacher candidate's skills in learning and teaching music at the P/J or J/I area of concentration. Music theory and music history are reviewed, and teaching strategies based on the Kodaly and Orff methods are introduced. Practice in leading singing and in playing the recorder is provided.

The second module acquaints teacher candidates with the language of the visual arts, explores a variety of forms, and investigates a wide variety of materials and equipment. This course aims to equip teacher candidates with the knowledge and skills to teach art with confidence and imagination in their P/J or J/I area of concentration, fostering in their students a greater appreciation for the aesthetic dimensions of God's creation.

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### **900. INDEPENDENT STUDY COURSES**

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In consideration of professional goals and personal interests, a teacher candidate with a J/I area of concentration, who meets the teaching subject requirement, and who is interested in teaching at the high school, may request to be enrolled in a 3-credit independent study course. Such a course will be coordinated and supervised by a designated faculty member and may involve a faculty associate (e.g., a high school teacher). A course syllabus will be designed to include course expectations, readings, and assessment activities.

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### **600. TEACHING STUDIES: TEACHING IN THE P/J OR J/I AREA OF CONCENTRATION**

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Teaching Studies consist of courses informed by educational theory to help teacher candidates develop knowledge, skills, and commitment for effective classroom practice at the P/J or J/I divisions in Reformed Christian schools. Beginning with an introduction to teaching and initial practicum preparation, the courses develop readiness for the teaching profession through a focus on skills such as classroom management, narration as a teaching methodology, differentiated instruction, lesson planning, use of technology, and unit design.

#### **EDU 607 TEACHING STUDIES 1: INTRODUCTION TO TEACHING**

(3.0 credits)

Throughout this course, teacher candidates are introduced to fundamentals of teaching, including lesson and unit planning, curriculum, as well as classroom management and discipline. Through these means, teacher candidates will begin to consider their responsibility to create and maintain the environment for learning. As they prepare initial lesson plans, teacher candidates will interact with the Ontario curriculum while being mindful of who their students are. With a view to their P/J or J/I area of concentration, teacher candidates will also develop a unit plan and a classroom management plan.

#### **EDU 608 TEACHING STUDIES 2: TECHNOLOGY IN THE CLASSROOM**

(3.0 credits)

Teacher candidates will examine the place of information and communication technology in teaching and learning, with a view to their P/J or J/I areas of concentration. This includes the theoretical elements (e.g., a Biblical worldview in relation to technology, current research, and a critical review of how we manage the impact technology has on our lives) as well as practical applications. The emphasis will be both on teaching and on learning with technology.

# 7. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

Teacher candidates will be expected to apply their learning by developing an online lesson, as well as a digital professional portfolio.

## **EDU 609 TEACHING STUDIES 3: PLANNING FOR INSTRUCTION; DIFFERENTIATED INSTRUCTION** (3.0 credits)

With specific references to their P/J or J/I area of concentration, teacher candidates will learn and apply the Understanding by Design model to all aspects of unit planning and delivery. Included in this course is an in-depth review of the application of differentiated instruction as an effective means of reaching all learners in a Reformed Christian school.

## **EDU 610 TEACHING STUDIES 4: ENTERING THE TEACHING PROFESSION** (3.0 credits)

In this culminating course, teacher candidates will examine the professional qualities and characteristics necessary to become a successful teacher in the P/J or J/I divisions. Topics include reporting student progress and parent-teacher conferences, a review of the application and appointment process, contracts and salary schedules, handbooks and policies, short- and long-term planning, and preparing to enter the teaching profession in a Reformed Christian school.

## **PRACTICA**

### **700. FIELD EXPERIENCE: PRACTICA**

The practicum experience is designed to provide teacher candidates the opportunity to put theory into practice. During classroom placements, teacher candidates will observe and practise teaching, while developing their lesson planning, lesson delivery, and assessment skills. Practicum placements

reflecting their P/J or J/I area of concentration also allow teacher candidates to acquire the skills to work with colleagues, develop their understanding of students, and respond to a wide range of student needs. With a minimum of 90 days in the classroom, teacher candidates are required to demonstrate narrative reflective practice and self-assessment by providing a practicum portfolio of artifacts (including a logbook) as evidence of their learning in key areas. Additional details may be found in the *CCRTC Practicum Handbook*.

### **DIPLOMA OF EDUCATION PRACTICA**

<b>EDU 707</b> Practicum 1	4 weeks
<b>EDU 708</b> Practicum 2	5 weeks
<b>EDU 709</b> Practicum 3	4 weeks
<b>EDU 710</b> Practicum 4	5 weeks
Total field experience	18 weeks

## **PROFESSIONAL PORTFOLIO**

### **800. PROFESSIONAL PORTFOLIO**

Teacher candidates are required to develop a digital professional portfolio that reflects the narrative of the teacher candidate's personal and professional growth and development. Components of the portfolio are incorporated into several courses in the program. In their final year at CCRTC, teacher candidates complete their portfolios in preparation for the application, interview, and hiring process. A digital professional portfolio should contain items such as: A cover letter, a résumé, statements of Reformed Christian education and faith, summaries of practicum experiences and learning, and examples of work as teachers-to-be (e.g., unit plan, classroom management plan, personal philosophy of education).

## 8. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

### DOMAIN:

### COURSES:

#### Foundations

DT 101 Bible Study: Survey of Old and New Testament 1  
DT 102 Bible Study: Survey of Old and New Testament 2  
DT 104 Church History 1: From Pentecost to the Renaissance  
DT 105 Church History 2: From Renaissance to Revolution  
DT 106 Church History 3: From Revolution to the Present  
DT 201 Foundations of Reformed Education  
DT 202 Foundations of Curriculum in a Christian Context  
DT 203 Introduction to Educational Research  
DT 204 History of Education  
DT 205 Schooling, Government, and Society  
DT 206 Mathematics for Elementary Teachers  
DT 207 Science for Elementary Teachers  
DT 208 Geography for Elementary Teachers  
DT 209 History for Elementary Teachers  
DT 301 Learning Theories  
DT 302 Assessment  
DT 303 Child Development  
DT 304 Special Education  
DT 501 Survey of English Literature 1: Anglo-Saxon to Neo-Classical  
DT 502 Survey of English Literature 2: Romantic to Postmodern  
DT 503 Exploring Writing and Reading Through Literature (1, 2)  
DT 504 Survey of Children's Literature  
DT 505 Perspectives on Literature  
DT 506 Foundations of Reformed Identity and Worldview  
DT 507 Foundations of Reformed Ethics and Standards of Practice

#### Curriculum and Instruction

DT 401 The Arts: Visual Arts  
DT 402 French as a Second Language 1  
DT 403 French as a Second Language 2  
DT 404 Language: Reading  
DT 405 Language: Writing  
DT 407 Mathematics  
DT 408 The Arts: Music  
DT 409 Health and Physical Education  
DT 410 Science and Technology  
DT 411 Social Studies: History and Geography  
DT 412 Social Studies: History  
DT 413 Social Studies: Geography  
DT 601 Teaching Studies 1: Introduction to Teaching;  
DT 602 Teaching Studies 2: Technology in the Classroom  
DT 603 Teaching Studies 3: Teaching for Understanding;  
Classroom Management  
DT 604 Teaching Studies 4: Narration and Other Approaches to  
Teaching and Learning  
DT 605 Teaching Studies 5: Planning for Instruction;  
Differentiated Instruction  
DT 606 Teaching Studies 6: Entering the Teaching Profession

## 8. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

### DOMAIN:

### COURSES:

#### Practica

DT 701 Field Experience: Practicum 1 [3 weeks]

DT 702 Field Experience: Practicum 2 [4 weeks]

DT 703 Field Experience: Practicum 3 [3 weeks]

DT 704 Field Experience: Practicum 4 [4 weeks]

DT 705 Field Experience: Practicum 5 [4 weeks]

DT 706 Field Experience: Practicum 6 [5 weeks]

*115 days of practicum placements in the three-year program.*

#### Professional Portfolio

DT 800

#### Theme-based Studies

DT 900 Series: Special Focus Topics

### 8.1 COURSE CREDITS AND CODES

Courses have a value of three credits and are typically one semester in duration at three hours of contact time per week.

The prefix DT refers to courses leading to the Diploma of Teaching. All courses are identified by a 3-digit number (e.g., 307). The first digit indicates the course group to which a course belongs:

#### FOUNDATIONS

100. RELIGIOUS STUDIES

200. EDUCATION STUDIES

300. STUDIES IN EDUCATIONAL PSYCHOLOGY

500. CULTURE, ETHICS, AND WORLDVIEW STUDIES

#### CURRICULUM AND INSTRUCTION

400. CURRICULUM STUDIES

600. TEACHING STUDIES

#### PRACTICA

700. FIELD EXPERIENCE: PRACTICA

#### PROFESSIONAL PORTFOLIO

800. PROFESSIONAL PORTFOLIO

#### THEME-BASED STUDIES

900. SPECIAL FOCUS TOPICS

The second and third digits refer to the number of a course within a course group (e.g., 105 is the fifth course offered in the Religious Studies group).



# 8. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

## 8.2 COURSE DESCRIPTIONS: DIPLOMA OF TEACHING

### FOUNDATIONS

Foundations courses prepare teacher candidates with foundational religious/philosophical/theoretical and cultural/social/political-context understandings needed to teach in a Reformed Christian school. While links will inevitably be made with classroom practice and realities of the culture in which they live, the emphasis is on developing thoughtful understanding, knowledge, skills, and commitment that will serve as the teacher candidates' critical basis for and outlook on Reformed Christian education. Foundations comprises four course groups: Religious Studies, Education Studies, Educational Psychology, and Culture, Ethics, and Worldview Studies.

### 100. RELIGIOUS STUDIES

Religious Studies consist of courses designed to help teacher candidates cultivate a foundational and thoughtful understanding of the content and message of the Bible, as well as the history of the Christian Church from Pentecost to today.

#### **DT 101 BIBLE STUDY: SURVEY OF OLD AND NEW TESTAMENT 1** (3.0 credits)

This course will survey the main contents of Biblical History from Genesis 1 to the Captivity of Judah. This period also includes the Wisdom Literature and the most of the Old Testament Prophets. The course will identify thematic lines that run through this part of Biblical history. An outline of each narrative Bible books will be presented, as well as the main themes in each of these books. The aim of the course is to help teacher candidates in their preparation for teaching Biblical history by looking at the main themes and lines in the history of redemption. This will expose them to a thematic lesson planning approach. Teacher candidates are required to make presentations on topics

connected to the customs and ceremonies of the Old Testament as well as to the world of the Old Testament.

#### **DT 102 BIBLE STUDY: SURVEY OF OLD AND NEW TESTAMENT 2** (3.0 credits)

This course will survey the main contents of Biblical history from the captivity of Judah to the end of Acts. This includes the time between the Old and New Testament and the New Testament Letters. The course will identify thematic lines that run through this part of Biblical history. An outline of each narrative Bible books will be presented, as well as the main themes in each of these books. The aim of the course is to help teacher candidates in their preparation for teaching Biblical history by looking at the main themes and lines in the history of redemption. This will expose them to a thematic lesson planning approach. Teacher candidates are required to make presentations on topics connected to the time between the Testaments and the Gospels.

#### **DT 104 CHURCH HISTORY 1: FROM PENTECOST TO THE RENAISSANCE** (3.0 credits)

This course traces the history of the church of Jesus Christ from Pentecost (c. 30) through the fall of the Roman Empire to the concluding centuries of the Middle Ages and the Renaissance (c. 1400). Topics focus on the struggle of the church against heresy, persecution, domination by the state, and papal hierarchy. The history of the church will be studied within the larger context of the history of the western world including the rise of Islam, the Byzantine empire and many individuals, movements and events which have shaped both the church and the modern world. Teacher Candidates will also consider church history as a subject taught in Reformed Christian schools by studying a conceptual framework for teaching church history that highlights the

## 8. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

main themes and strands which can be seen in the study of how the Son of God gathers, defends, preserves His church by His Word and Spirit. Although the course takes a high level thematic approach to this historical period, teacher candidates will have opportunities to study a specific movement, organization, event, or individual in greater detail.

### **DT 105 CHURCH HISTORY 2: FROM RENAISSANCE TO REVOLUTION** (3.0 credits)

This course traces the history of the church of Jesus Christ from the Renaissance (c. 1400) through the ages of the Reformation and Enlightenment to the 18th-century revival and missionary movements (c. 1800). Reformation is followed by division as the church of Jesus Christ struggles to live by the word of God in an increasingly humanistic world climate leading up to the French Revolution. A divided Christian church begins to bring the gospel to the ends of the earth during the 17th and 18th centuries. Although the course takes a high level thematic approach to this historical period, teacher candidates will have opportunities to study a specific movement, organization, event, or individual in greater detail

### **DT 106 CHURCH HISTORY 3: FROM REVOLUTION TO THE PRESENT INCLUDING DEVELOPMENTS IN NORTH AMERICA** (3.0 credits)

This course traces the history of Reformed churches in the Netherlands after ca.1800 and their North American “daughter” churches, with particular attention for the roots and ecclesiastical contacts of the Canadian Reformed Churches. It explores the origins of various other churches on the Atlantic seaboard in the 17th and 18th centuries, their establishment in Canada after the American Revolution, and their current presence and characteristics as “neighbourhood churches”. The course incorporates the pedagogy of teaching Church History.

## **200. EDUCATION STUDIES**

Education Studies consist of courses that help teacher candidates develop a biblically sound view of the nature and purpose of Reformed education by exposing them to philosophical and worldview perspectives that underlie education. Through the lens of a Reformed Christian worldview teacher candidates will critically examine various curriculum perspectives, conduct educational research and come to understand their role as teachers in the school and in the community.

### **DT 201 FOUNDATIONS OF REFORMED EDUCATION** (3.0 credits)

This course examines the structure of a Reformed Christian school in which biblical instruction across the entire curriculum is normative. The ethical standards of care, respect, trust, and integrity that shape professional practice are also examined in light of a Biblical perspective. Relationships between home, school, and church are explored, with a special emphasis on the home-school (parent-teacher) relationship in the teaching and learning setting of the classroom.

### **DT 202 FOUNDATIONS OF CURRICULUM IN A CHRISTIAN CONTEXT** (3.0 credits)

An introduction to the elements and development of curriculum at various levels (from philosophical to practical units of study), and associated issues and tensions Teacher candidates examine a variety of curriculum orientations and how they are reflected in the Ontario curriculum and curricula in other Canadian provinces, in educational journals, and in secular and Christian textbooks/units of study. Applying the theory, teacher candidates prepare a critique of a pre-made and marketed lesson, as well as a curriculum or textbook proposal for use in a Reformed Christian school.

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### **DT 203 INTRODUCTION TO EDUCATIONAL RESEARCH** (3.0 credits)

Given the significance of research in today's educational settings, this course introduces teacher candidates to various research designs, methods, and approaches, and to the tenets of doing educational research responsibly. Teacher candidates learn how to design, research, and report on an inquiry topic related to education in the elementary school setting. With the guidance of a faculty advisor, they will experience how to access, interpret, evaluate and use educational research literature. Using a collegial and collaborative approach, they will collect and use data responsibly in conjunction with other information and knowledge. Teacher candidates will be expected to share their research with faculty and fellow-teacher candidates in a formal presentation setting. The evaluation of the final project will include a second reader selected from the faculty.

### **DT 204 HISTORY OF EDUCATION** (3.0 credits)

This course provides a historical survey of the purpose and practice of education in its social and political context from the Greeks and Romans to Western civilization, with a focus on developments in Canada and specifically in Ontario from about 1800 to today. Ideas associated with theories of education and educational philosophies will be explained in their historical context as we also examine ways in which these ideas continue to influence the purpose and practice of education today. The roles of people (children, parents, educators) and institutions (schools, church, state) are considered, especially as teacher candidates learn about the education of Indigenous children past and present, and as they explore the history of Reformed Christian schools.

### **DT 205 SCHOOLING, GOVERNMENT, AND SOCIETY** (3.0 credits)

This course focuses on the legal and moral duties, rights, and responsibilities of teachers in the context of *The Standards of Practice for the Teaching Profession* articulated by the Ontario College of Teachers. Legislation, government policies and regulations regarding education in Ontario are reviewed in relation to the applicability to Reformed Christian schools. Issues of particular relevance to today's society will also be discussed in light of the teacher's role within a school setting.

### **DT 206 MATHEMATICS FOR ELEMENTARY TEACHERS** (3.0 credits)

This course provides an opportunity for teacher candidates to review a number of mathematical topics and skills from each of the strands within the current *Ontario Mathematics Curriculum*. Problem solving and an understanding that mathematics is the study of patterns are integral to this course. Through practice, the course is intended to prepare teacher candidates to confidently teach mathematics in Christian elementary schools.

### **DT 207 SCIENCE FOR ELEMENTARY TEACHERS** (3.0 credits)

This course is intended to prepare teacher candidates to confidently teach science in Christian elementary schools. Teacher candidates will review a number of science topics within the current Ontario Science and Technology Curriculum, as framed by the fundamental concepts of science. By conducting science demonstrations, teacher candidates will model STEM skills used to investigate science concepts and make connections between science and technology and the world around us. Teacher candidates will develop an appreciation for the nature of science by researching past and current Christian scientists.

## 8. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

### **DT 208 GEOGRAPHY FOR ELEMENTARY TEACHERS** (3.0 credits)

This course provides an opportunity for teacher candidates to examine the purpose, content, teaching/learning, and assessment of the geography component of Social Studies in the elementary school with specific reference to the Ontario curriculum. Besides examining God's creative power in Canadian and world geographic formations, this course looks at concepts of geographic thinking, geographic patterns and processes, and interrelationships within and between earth's physical environments and human communities. This course also provides an opportunity for teacher candidates to explore current issues with the environmental and climate change issues.

### **DT 209 HISTORY FOR ELEMENTARY TEACHERS** (3.0 credits)

This course provides an opportunity for teacher candidates to examine the purpose, content, teaching/learning, and assessment of the history component of Social Studies in the elementary school with specific reference to the Ontario curriculum. Throughout the course, God's guiding hand in the history of peoples and nations, including Canada, will be emphasized. This course looks at concepts such as historical thinking, primary and secondary sources, and interrelationships within and between human communities.

This course also provides an opportunity for teacher candidates to explore a historical period or event in a non-Western culture.

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### **300. STUDIES IN EDUCATIONAL PSYCHOLOGY**

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Studies in Educational Psychology consist of courses that focus on foundational theory and research on physical, cognitive, and psycho-social development. Attention will be paid to learning theories and assessment, diversity among learners, and provisions for students with special needs. A primary emphasis in these courses is the development of a sound understanding of the covenant child as an image-bearer of God.

### **DT 301 LEARNING THEORIES** (3.0 credits)

Throughout this course, teacher candidates are introduced to the theoretical underpinnings associated with learning. An overview of behaviorist, cognitive, and constructivist theories of learning is provided and their relevance to the classroom setting is examined and evaluated from the Biblical perspective that every child is uniquely created by God. While the thoughts and ideas of educational theorists such as J. Piaget and L. Vygotsky will be explored, teacher candidates will also be challenged to consider and articulate their own perspective of learning.

### **DT 302 ASSESSMENT** (3.0 credits)

This course introduces teacher candidates to assessment in education. It is based on the premise that the assessment for, as, and of learning is a vital component of the instructional process and that the primary purpose is the improvement of learning. Topics include traditional and authentic assessment, use of rubrics, differentiated instruction and assessment, and portfolio assessment. This course includes a detailed study of the Ontario Ministry of Education document *Growing Success*.

### **DT 303 CHILD DEVELOPMENT** (3.0 credits)

This course presents a brief historical overview of childhood and the child's place in culture, society, family, and school. The physical, cognitive, and psycho-social dimensions of child development are examined from the beginning of life at conception, and special attention is paid to the school-aged and adolescent youngster. Throughout the course explicit connections will be made to learning and to current issues that affect schooling.

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## **DT 304 SPECIAL EDUCATION** (3.0 credits)

This course acquaints teacher candidates with a wide range of children with special needs within a typical classroom setting in a Reformed Christian school.

Suggestions for early detection, referral, and accommodations and modifications of programs and resources are presented. In addition, specific teaching approaches (e.g., differentiated instruction) and the role of the teacher in implementing IEPs will be introduced. Topics such as anxiety and depression will receive special emphasis. Teacher candidates will be expected to tailor their readings and assignments to reflect their teaching interests.

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## **500. CULTURE, ETHICS, AND WORLDVIEW STUDIES**

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Culture, Ethics, and Worldview Studies consist of courses designed to help teacher candidates develop a discerning mind as Reformed Christian teachers living in the midst of an ever-changing culture. Through these courses, teacher candidates will apply Biblical norms and values to the study of literary works, ethics, worldview and apologetics, and standards of professional practice.

### **SURVEY OF ENGLISH LITERATURE**

A two-year chronological survey of British literature, this course explores major themes in the history of literature, especially as these themes reflect man's relationship with his God, his neighbour and his environment. While the course will help teacher candidates develop specific skills in close readings of the major genres of literature (poetry, prose and plays), it will also develop a literary appreciation that is rooted in a biblical world- and life-view. By means of class discussions, brief presentations, and written assignments, teacher candidates will learn to articulate clearly and persuasively their responses to literature. Some attention will be paid to the writing of academic essays.

## **DT 501 ANGLO-SAXON TO NEO-CLASSICAL** (3.0 credits)

An examination of seminal works over the period, including a major work by Shakespeare, with some emphasis on historical and cultural contexts as a means to better understanding individual texts and the development of English literature overall. Teacher candidates will develop their academic writing and research skills.

## **DT 502 ROMANTIC TO POSTMODERN** (3.0 credits)

A study of poetic, dramatic and prose forms from a wide range of historical periods and social contexts. Through textual analysis and close reading, this course acquaints teacher candidates with the characteristic techniques and styles of influential writers and movements within English literature. Teacher candidates will continue to advance their abilities in essay writing and assessing secondary sources.

## **DT 503 EXPLORING WRITING AND READING THROUGH LITERATURE (1, 2)** (3.0 credits)

Teacher candidates will explore aspects of writing and reading through a variety of literary works representing different cultures and genres. Through these explorations, and by means of class discussions, brief presentations, and written assignments, the teacher candidate's own reading and writing skills will be strengthened and expanded.

## **DT 504 SURVEY OF CHILDREN'S LITERATURE** (3.0 credits)

This course is a survey of literary genres reflected in children's books. Teacher candidates will explore the role of children's literature as a reflection of culture throughout all times and places, including the challenges of critical literacy and censorship. The course is intended to broaden the teacher candidate's own knowledge of children's books across a wide range of age, interest, fiction/non-fiction categories. In addition to developing an extensive annotated bibliography of their own

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readings, teacher candidates will familiarize themselves with the body of work of one author or illustrator of their choice. Special attention will be paid to Indigenous writings and award-winning books (e.g., Canadian Children's Book Centre, Newbery, Caldecott). The use of trade books to structure and support a classroom language arts program will be emphasized throughout the course.

### **DT 505 PERSPECTIVES ON LITERATURE** (3.0 credits)

This course explores the connections between philosophy and theories of reading in the classical, medieval, modern and post-modern eras. The approaches to literature in these four major phases in the history of ideas will be related to major paradigms of thought in order to examine how people's foundational beliefs shape their perspective on literature. We will illustrate the perspectives offered by the philosophies in the theoretical writings with representative selections of literature, art and music.

### **DT 506 FOUNDATIONS OF REFORMED IDENTITY AND WORLDVIEW** (3.0 credits)

Focusing on the personal professional identity formation of a teacher candidate, this course engages the participants in exploring their personality and learning characteristics with a view to how these might impact future teacher student, teacher-parent, and teacher-colleague relationships.

In addition, teacher candidates will explore aspects of their professional and societal context and will seek to find answers to questions that are common among today's Christians in the Western world with a view of their chosen vocation as future teachers.

### **DT 507 FOUNDATIONS OF REFORMED ETHICS AND STANDARDS OF PRACTICE** (3.0 credits)

The norms of Scripture and the principles derived from the Ten Commandments will be applied to ethical issues in society and education. Special attention will be given to the Ontario College of Teachers' *Ethical Standards for the Teaching Profession* and their implications for professional practice in Reformed Christian schools. One module focuses on Christian intellectual character development for teacher candidates and the application in a classroom setting.

## **CURRICULUM AND INSTRUCTION**

Curriculum and Instruction courses prepare teacher candidates with knowledge and understanding of content, skills, and pedagogies needed to thoughtfully plan, teach, and assess learning in Reformed Christian schools. Teacher candidates will actively engage with the Ontario curriculum and provincial policy documents. Curriculum and Instruction comprises two course groups: Curriculum Studies and Teaching Studies.

### **400. CURRICULUM STUDIES**

Curriculum Studies consist of courses that provide teacher candidates with subject-specific content and pedagogical knowledge specific to such content. These courses equip teacher candidates with background knowledge and an understanding of the nature and purpose of the various disciplines in the elementary and/or secondary school curriculum. Teacher candidates will be equipped with skills for planning, teaching, and assessment in the context of specific disciplines. Curriculum Studies courses are linked to the expectations outlined in Ontario Ministry of Education curriculum documents, and reflect the applications to Reformed Christian schools.

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### **DT 401 THE ARTS: VISUAL ARTS** (3.0 credits)

This course builds on the Ontario The Arts Curriculum and acquaints teacher candidates with the language of art, explores art in its variety of forms, and investigates a wide variety of materials and equipment. This course aims to equip teacher candidates with the knowledge and skills to teach art with confidence and imagination, fostering in their students a greater appreciation for the aesthetic dimensions of God's creation.

### **DT 402 FRENCH AS A SECOND LANGUAGE 1** (3.0 credits)

### **DT 403 FRENCH AS A SECOND LANGUAGE 2** (3.0 credits)

Both courses aim to improve a teacher candidate's own French language skills and are offered at the general or advanced level, depending on the teacher candidate's prior knowledge and experience. Both courses also promote the teacher candidate's growth and development in becoming a responsible, competent, and creative French language teacher in the elementary school. Through a variety of activities, students will practice listening, speaking, reading, and writing French in the context of French culture studies. Assignments and activities are designed to provide students with ideas and activities for future classroom applications.

### **DT 404 LANGUAGE: READING** (3.0 credits)

This course is an introduction to the teaching of language arts in the elementary school. Teacher candidates will examine connections among the six components of language arts: reading, listening, speaking, representing, viewing, and writing. Although the emphasis is on the reading component, teacher candidates will be equipped to implement a well-balanced language arts program that reflects the Ontario Language Arts Curriculum.

Theoretical issues as well as practical classroom applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined.

### **DT 405 LANGUAGE: WRITING** (3.0 credits)

This course focuses on teaching elementary school children to write effectively in a variety of genres. Based on the Ontario Language Arts Curriculum and building on the connection between writing and reading, teacher candidates are introduced to the traits of good writing and the process of writing. Teacher candidates will also be introduced to frameworks used in elementary schools for teaching the language arts (e.g., Four Blocks, 6+1 Traits of Writing). This course has a dual focus: the development of teacher candidates' own writing and the teaching of writing across the grades in the elementary school. Teacher candidates are shown how to design teaching activities as well as checklists and rubrics that help the teacher assess not only the content and form of students' writing, but also how well children use the process of writing.

### **DT 407 MATHEMATICS** (3.0 credits)

This course provides an introduction to the curricular and pedagogical knowledge associated with teaching and learning mathematics in Christian elementary schools. Teacher candidates will learn to plan a mathematics lesson while being mindful of the subject, the learning activity, and the student. By working closely with the current *Ontario Mathematics Curriculum*, teacher candidates will become familiar with the content strands, mathematical processes, and social-emotional learning skills associated with learning mathematics.

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### **DT 408 THE ARTS: MUSIC** (3.0 credits)

This course builds on the Ontario The Arts Curriculum and explores the place of music in today's Christian classroom with an emphasis on developing the teacher candidate's own skills in learning and teaching music at the elementary level. Music theory and music history are reviewed, and teaching strategies based on the Kodaly and Orff methods are introduced. Practice in leading singing and in playing the recorder is provided.

### **DT 409 HEALTH AND PHYSICAL EDUCATION** (3.0 credits)

This course is an introduction to the teaching of physical education in the context of a biblical orientation to the subject content, theory, and practice. Movement concept and skill, physical fitness, personal health and wellness, skill mechanics, activity/games skill development, and positive social skills development form the core of the course. Instructional effectiveness, lesson planning and delivery, long-term organization and evaluation, and structuring student participation are also included using the Ontario Curriculum Grades 1-8 Health and Physical Education.

### **DT 410 SCIENCE AND TECHNOLOGY** (3.0 credits)

This course provides an introduction to the curricular and pedagogical knowledge associated with teaching and learning science and technology in Christian elementary schools. Teacher candidates will learn to plan a science and technology lesson and unit while being mindful of the subject, the learning activity, and the student. By working closely with the current *Ontario Science and Technology Curriculum*, teacher candidates will become familiar with the content strands, fundamental concepts and STEM skills associated with learning science.

### **DT 411 SOCIAL STUDIES** (3.0 credits)

This course prepares teacher candidates for teaching social studies in the elementary and middle school (K-8). The course examines the purpose, content, teaching/learning, and assessment of Social Studies, with specific reference to the Ontario curriculum. Teacher candidates will explore and investigate some of the contributions various First Nations, Métis, and Inuit communities and individuals have made to Canada, as well as some of the contributions that various settler/newcomer groups have made and are making to shape our Canadian identity.

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## **600. TEACHING STUDIES**

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Teaching Studies consist of courses informed by educational theory to help teacher candidates develop skills for effective classroom practice. Beginning with an introduction to teaching and initial practicum preparation, the courses develop readiness for induction into the teaching profession through a focus on skills such as classroom management, narration as a teaching methodology, differentiated instruction, lesson planning, use of technology, and unit design.

### **DT 601 TEACHING STUDIES 1: INTRODUCTION TO TEACHING** (3.0 credits)

The focus of this course is on lesson planning, essential presentation skills, introduction to curriculum, and preparation for practicum placement. Teacher candidates are given the opportunity to develop skills in narration particularly as it applies to the teaching of Bible.

### **DT 602 TEACHING STUDIES 2: TECHNOLOGY IN THE CLASSROOM** (3.0 credits)

Teacher candidates will examine the place of information and communication technology



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in teaching and learning. This includes the theoretical elements (e.g., a Biblical worldview in relation to technology, current research, and a critical review of how we manage the impact technology has on our lives) as well as practical applications. The emphasis will be both on teaching and on learning with technology. Teacher candidates will be expected to apply their learning by developing an online lesson as well as a digital professional portfolio.

### **DT 603** TEACHING STUDIES 3: TEACHING FOR UNDERSTANDING; CLASSROOM MANAGEMENT (3.0 credits)

This course provides teacher candidates with an opportunity to explore practical ways of creating the environment for learning. Teacher candidates will study classroom management and discipline, crafting a classroom management plan that will be included in their professional portfolio. As they plan to teach for complete understanding, teacher candidates will critically examine learning objectives and assessment tasks in light of various facets of understanding. Teacher candidates will also investigate and present a number of instructional strategies designed to help students learn.

### **DT 604** TEACHING STUDIES 4: NARRATION AND OTHER APPROACHES TO TEACHING AND LEARNING (3.0 credits)

This course offers first-hand experience with story telling as a teaching method across the curriculum, and it presents a global overview of various approaches to teaching and learning, with a specific focus on 21ST Century Learning. Through critical analysis and collaboration, teacher candidates will examine underlying assumptions about the roles of teachers and students in the teaching/learning process. Teacher candidates will investigate specific approaches to teaching and learning that are employed within Christian schools, including

classical education, deeper learning, and competencies-based learning.

### **DT 605** TEACHING STUDIES 5: PLANNING FOR INSTRUCTION; DIFFERENTIATED INSTRUCTION (3.0 credits)

In this course teacher candidates will learn and apply the Understanding by Design model to all aspects of unit planning and delivery. Included in this course is an in-depth review of the application of differentiated instruction as a means of reaching all learners in a Reformed Christian school.

### **DT 606** TEACHING STUDIES 6: ENTERING THE TEACHING PROFESSION (3.0 credits)

In this culminating course, teacher candidates will examine the professional qualities and characteristics necessary to become a successful teacher. Topics include reporting student progress and parent-teacher conferences, a review of the application and appointment process, contracts and salary schedules, handbooks and policies, short- and long-term planning, and preparing to enter the teaching profession in a Reformed Christian school.

## **PRACTICA**

### **700. FIELD EXPERIENCE: PRACTICA**

The practicum experience is designed to provide teacher candidates the opportunity to put theory into practice. During classroom placements, teacher candidates will observe and practise teaching, while developing their lesson planning, lesson delivery, and assessment skills. Practicum placements across various grade levels allow teacher candidates to acquire the skills to work with colleagues, develop their understanding of students, and respond to a

## 8. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

wide range of student needs. With a minimum of 115 days in the classroom, teacher candidates are required to demonstrate narrative reflective practice and self-assessment by providing a practicum portfolio of artifacts (including a logbook) as evidence of their learning in key areas.

### DIPLOMA OF TEACHING PRACTICA

<b>DT 701</b>	Practicum 1	3 weeks
<b>DT 702</b>	Practicum 2	4 weeks
<b>DT 703</b>	Practicum 3	3 weeks
<b>DT 704</b>	Practicum 4	4 weeks
<b>DT 705</b>	Practicum 5	4 weeks
<b>DT 706</b>	Practicum 6	5 weeks
Total Field Experience		23 weeks

### PROFESSIONAL PORTFOLIO

#### 800. PROFESSIONAL PORTFOLIO

Teacher candidates are required to develop a digital professional portfolio that reflects the narrative of the teacher candidate's personal and professional growth and development. Components of the portfolio are incorporated into several courses in the program. In their final year at CCRTC, teacher candidates complete their portfolios in preparation for the application, interview, and hiring process. A professional portfolio should contain items such as: A cover

letter, a résumé, statements of Reformed Christian education and faith, summaries of practicum experiences and learning, and examples of work as teachers-to-be (e.g., unit plan, classroom management plan, personal philosophy of education).

### THEME-BASED STUDIES

#### 900. SPECIAL FOCUS TOPICS

During the Winter Semester, teacher candidates in the first and second year of the Diploma of Teaching program participate in a week long exploration of a thematic topic. The intent of these theme weeks is to broaden and deepen the personal knowledge of teacher candidates. Participation is reflected as a pass/fail on the transcript. Theme week topics include multiculturalism, poverty in the city, persons living with special needs, holocaust studies, foreign mission, Indigenous studies, and municipal affairs.





# Covenant

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