

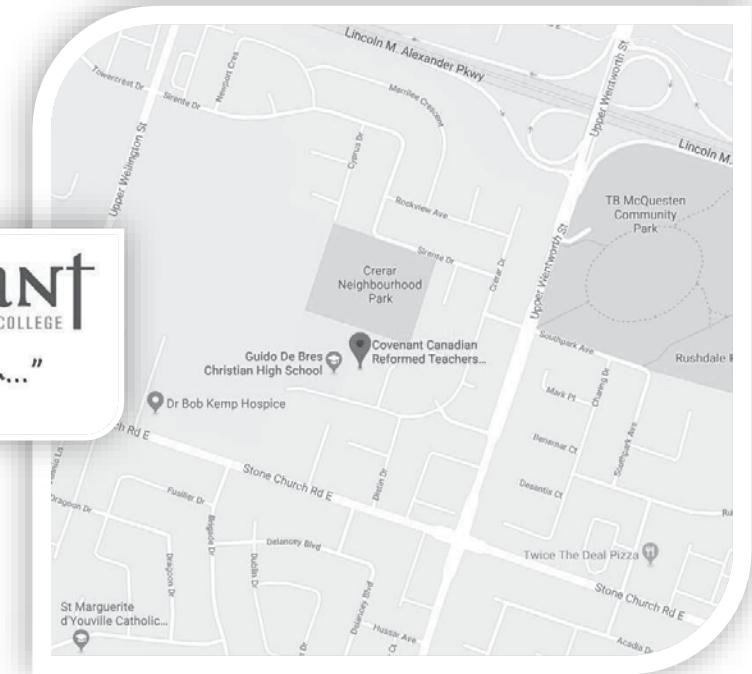
ACADEMIC CALENDAR 2019-2020




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

PSALM 78:4

ACADEMIC CALENDAR 2019-2020





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Hamilton Ontario Canada

 410 Crerar Drive
Hamilton ON
L9A 5K3

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 covenant@covenantteacherscollege.com

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Monday - Friday 8:30 a.m. to 5:00 p.m.

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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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eleanorb@covenantteacherscollege.com

STREET ADDRESS: 410 Crerar Drive
Hamilton, ON

POSTAL ADDRESS: Covenant Canadian Reformed Teachers College
410 Crerar Drive
Hamilton, ON L9A 5K3

FOR APPLICATIONS: Admissions Office
Covenant Canadian Reformed Teachers College
410 Crerar Drive
Hamilton, ON L9A 5K3

COLLEGE PERSONNEL

FULL-TIME FACULTY

C. van Halen-Faber, BA; M.Ed.; PhD
Administration: Principal
Dean of Students
Accreditation Coordinator
Registrar - Transcripts and Student Records
Curriculum Methods Studies: The Arts: Music
Studies in Educational Psychology:
Special Education
Education Studies:
Foundations of Reformed Education;
Introduction to Educational Research
Academic and Professional Studies:
Survey of Children's Literature

J. Huizenga, B.Sc.; B.Ed.; M.Ed.; OCT
Administration: OSAP Liaison
Curriculum Methods Studies:
Mathematics;
Science and Technology
Education Studies:
History of Education;
Mathematics for Elementary Teachers
Studies in Educational Psychology:
Assessment;
Learning Theories
Teaching Studies: Teaching at the Primary/Junior;
Junior/Intermediate Divisions:
Teaching Studies 3

K. Sikkema, Dutch Teaching Certificate; BA; M.Ed.
Administration: Registrar - Admissions
Education Studies: Foundations of Curriculum
Foundational and Religious Studies:
Church History 1, 2, 3, 4
Teaching Studies: Teaching at the Primary/Junior;
Junior/Intermediate Divisions:
Teaching Studies 4, 5/9

M. Wieske, Dip. Ed.; MA
Administration: Practicum Coordinator;
Practicum Guidelines
Curriculum Methods Studies: Social Studies
Education Studies:
Schooling, Government, and Society
Studies in Educational Psychology:
Learning Theories;
Child Development
Foundations of Reformed Ethics and Standards
of Practice
Teaching Studies: Teaching at the Primary/Junior;
Junior/Intermediate Divisions:
Teaching Studies 1/7, 2/8, 6/10

ADJUNCT FACULTY

D. G. J. Agema, M. Div.
Foundational and Religious Studies:
Bible Study: Survey of Old and New Testament
1, 2;
Reformed Doctrine: Survey of Reformed and
Presbyterian Confessions;
Reformed Doctrine and Biblical History

T. Boisvert, BA
Curriculum Methods Studies: French

B. Faber, BA (Hons); D.Phil.
Academic and Professional Studies:
Foundations of Reformed Identity;
Perspectives on Literature

J. Kingma, OTC; BA (Hons); M.Ed.; OCT
Curriculum Methods Studies:
Language Arts – Writing;

SESSIONAL INSTRUCTORS

S. Sikma, BA (Hons); MA
Academic and Professional Studies:
Survey of English Literature 1, 2

C. Van Eerden, B.Ed., BA
Curriculum Methods Studies: The Arts: Visual Arts

T. Wildeboer, B.Sc. (Kin); B.Ed.; OCT
Curriculum Methods Studies: Health and Physical
Education

ADMINISTRATIVE STAFF

E. Boeringa, Library Technician
(Tuesday, Wednesday)

D. Van Huisstede, Administrator, Financial
Aid Officer
(Tuesday, Thursday)

J. van Leeuwen, Administrative Assistant,
Financial Aid Administrator

C. van Halen-Faber, PhD, Financial Aid
Administrator

SCHEDULE OF DATES 2019-2020

FALL SEMESTER

September 3	CCRTC Orientation Day
September 4	First day of classes Fall Semester
October 4	Practicum Observation Day (EDU 1, DT 1)
October 14	Thanksgiving Day
October 18	Practicum Observation Day (EDU 1, DT 1)
October 24-25	CRTA Convention
October 28 – November 15	Practicum session 1 for all students
November 18	Practicum portfolio preparation day
November 20	Practicum portfolios due
December 12	Last day of classes Fall Semester
December 13 – 19	Final exams Fall Semester
December 23 – January 3	Christmas Break

SCHEDULE OF DATES 2019-2020

WINTER SEMESTER

January 6	First day of classes Winter Semester
February 17	Family Day
February 18 – March 27	Practicum session 2 (EDU 1, DT 3)
February 18 – March 13	Practicum session 2 (DT 1, 2)
March 16 – 20	March Break
March 23 – 26	Theme Week (DT 1, 2)
March 25	Practicum portfolios due (DT 1, 2)
April 1	Practicum portfolios due (EDU 1, DT 3)
April 10	Good Friday
April 13	Easter Monday
April 30	Last day of classes Winter Semester
May 1 – 7	Final exams Winter Semester
May 18	Victoria Day
May 22	Graduation - <i>Class of 2020</i>

COVENANT CANADIAN REFORMED TEACHERS COLLEGE

Covenant... the definitive source for Reformed teacher training

1. INTRODUCING COVENANT CANADIAN REFORMED TEACHERS COLLEGE (CCRTC)

1.1 STATEMENT OF PURPOSE

Covenant Canadian Reformed Teachers College has been established to provide academic teacher training and professional development in faithful submission to the Word of God as summarized in the confessional standards adhered to by the Canadian Reformed Churches:

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

In keeping with its purpose as the definitive source for Reformed teacher training in Ontario, CCRTC offers programs leading to a Diploma of Education and a Diploma of Teaching. Both programs are structured to provide students with a high quality education which is firmly principled, theoretically sound as well as practical. In addition, CCRTC seeks to serve the schools by providing opportunities for the professional development of in-service teachers. This includes a program of part-time studies intended for practicing teachers and leading to the Certificate of Reformed Education.

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 250 students, many of whom are currently employed by Canadian Reformed schools across Canada.

1.3 INSTITUTIONAL STATUS

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

1. INTRODUCING CCRTC

1.4 ACADEMIC PRINCIPLES

The 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 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 material pertinent to the achievement of the learning outcomes of the course being taught as documented in the course outline. 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 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 that give Reformed education its distinctive identity.

- *Reformed education is covenantal in character:* The binding relationship of love which God has established with his people is the framework within which children are to be nurtured in godliness and equipped to live out their calling as prophets, priests, and kings.
- *Reformed education is confessional in character:* Education is normative because all of life is governed by the Word of God.
- *Reformed education recognizes the antithesis.* Children are equipped with the knowledge and skills that enable them to live discerning lives to the honour and glory of God.
- *Reformed education functions in a unity of purpose of home, school, and church:* When home, school, and church are united with respect to the education of the children, the work of each benefits all in the communion of saints.

Students at CCRTC learn how these principles inform the practice of Reformed Christian schools. The Reformed school carries out its academic task in an environment where children are safe and protected and where their physical, spiritual, social, emotional, and intellectual well-being is nurtured. This concern with the growth of the whole child is reflected in educational programs and methodological practices that foster intellectual curiosity, critical thinking, and discernment. This concern also informs the assessment and discipline practices of Reformed 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

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
- orientations of curriculum design models and teaching methodologies
- 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
- modelling conduct characterized by love, care, compassion, justice, and integrity
- equipping students to be "salt and light" (The Bible, Matthew 5:13-16) as beneficial influences 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.

1.7 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 developing these DLEs, CCRTC has followed the published guidelines for degree level expectations developed by the Ontario Council of Academic Vice Presidents (OCAV, 2005/2007). 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 OCAV expectations in a manner that reflects the college's mission and ethos.

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. Awareness of limits of knowledge
6. Autonomy and professional capacity

In addition, the Diploma of Education and the Diploma of Teaching programs are designed to meet the professional expectations outlined in the *Professional Learning Framework for the Teaching Profession* (2016) 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 DLEs, CCRTC ensured that the language used reflects the professional outcomes contained in the OCT *Accreditation Resource Guide* (2017).

A comprehensive list of all of the DLEs for both programs as well as the professional expectations outlined in the OCT *Accreditation Resource Guide* (2017) can be viewed on the CCRTC website.

¹ <http://cou.on.ca/reports/guidelines-for-university-undergraduate-degree-level-expectations/>

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 Covenant Teachers College 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 it issues tax receipts.

2.3 BOARD OF GOVERNORS, 2019-2020

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.

EXECUTIVE

Chairman	Mr. R. Feenstra ^[2020]
Vice Chairman	Vacant
Secretary	Mrs. M. DeBoer ^[2020]
Treasurer	Mr. D. Witten ^[2022]
Past Chairman	Mr. K. Stel ^[2020]
Member-at-large	Mr. N. Helder ^[2020]

BOARD MEMBERS

Lynden, WA	Vacant
Chilliwack, BC	Vacant
Langley, BC	Mrs. H. Bulthuis ^[2022]
Smithers, BC	Mrs. J. Hofsink ^[2021]
Surrey, BC	Mr. H. Snijder ^[2020]
Calgary, AB	Vacant
Coaldale, AB	Vacant
Edmonton, AB	Mr. R. Veldkamp ^[2020]
Neerlandia, AB	Mr. Q. Harthoorn ^[2020]
Carman, MB	Mr. L. Lodder ^[2023]
Winnipeg, MB	Mr. H. Slaa ^[2021]
Amaranth, ON	Mr. J. Menken ^[2020]
Attercliffe, ON	Mr. J. Homan ^[2021]
Chatham, ON	Mrs. L. DeBoer ^[2023]
Fergus, ON (ECHS)	Mr. J. Jonker ^[2022]
Fergus, ON (MCS)	Mrs. J. DeBoer ^[2020]
Guelph, ON	Mrs. L. Penninga ^[2022]
Hamilton, ON (Guido)	Mr. H. Van Iperen ^[2021]
Hamilton, ON (Timothy)	Mrs. R. Woudenberg ^[2023]
London, ON	Vacant
Millgrove, ON	Vacant
Mount Hope, ON	Mrs. E. Dykstra ^[2023]
Ottawa, ON	Vacant
Owen Sound, ON	Vacant
Smithville, ON	Mr. K. Riesebosch ^[2023]
Woodbridge, ON	Mrs. B. DenBroeder ^[2022]

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 pass or honours undergraduate degree from an accredited university (e.g., Bachelor of Arts, Bachelor of Science).

Candidates will select a program specialization in the Primary/Junior (P/J) or Junior/Intermediate (J/I) divisions, and must meet the applicable criteria. For additional information, contact the registrar.

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.

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 STUDENTS

A student whose academic background is based upon home education may be admitted on the basis of evidence of each of the following:

- a minimum ACT score of 26 or SAT score of 1250 (out of 1600), to be submitted by the application deadline
- grade 12 equivalency including the completion of courses that qualify the student for university entrance
- a learning portfolio that documents the student's secondary school program in place of submitting secondary school transcripts.

Persons interested in applying are strongly advised to contact the Registrar-Admissions 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
- 250 (computer-based test including a minimum score of 55 of the Test of Spoken English); or
- 100 (internet-based test including speaking and writing scores of 27 each, listening and reading scores of 22 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.

Note: CCRTC is currently not accepting foreign student applications.

3.2 APPLICATION PROCEDURE

The following steps describe the application procedure:

1. Prospective applicants contact the principal or registrar in order to initiate the application process. CCRTC strongly encourages applicants to arrange a site visit during this initial stage. Applicants can discuss their enrolment with the principal and registrar and obtain an Application for Admission package which contains forms for:
 - **Application for admission**
 - **Academic information**
 - **Personal essay**
 - **Official transcripts of results of Secondary and Post-secondary studies**
 - **References (3)**
2. An interview is mandatory for non-Canadian/American Reformed applicants. A member

3. ADMISSIONS

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, community college, 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. International students are asked to supply English translations of foreign-language documents including the TOEFL score report.
6. 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
7. All required documents and the processing fee must reach CCRTC by February 1.
8. It is the applicant's responsibility to submit final transcripts as soon as they become available.

3.3 ADMISSION PROCEDURE

Upon receipt of all admission documents, the faculty and board will take the following steps to complete the application for admission process:

1. The faculty will review the documents and will propose each applicant to the board for (non) admission to one of CCRTC's programs.
2. The board may consider applicants who do not meet the standard admission requirements. Such applicants will be admitted on probation. The conditions for the probation will be stated in a student's records.
3. The board may consider late applications.
4. Applicants will receive written notice of the

board's decision.

5. 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, the student will receive an electronic copy of 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.
2. The student shall be issued a CCRTC email address for use in college communications. Students will be granted access to the CCRTC Online Resource Environment (CORE) by which instructors may choose to convey course-related materials. Note that Google Classroom may also be used as a communication platform. 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 ⁽²¹⁵⁾ policy in the CCRTC Student Handbook.
3. 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:

2019-2020 • \$7,547
2020-2021 • \$7,703

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 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 payed 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 administrator.

4.2 TUITION REFUNDS

CCRTC is a small college and is greatly affected by enrolment. For this reason, the Board of Governors has put in place a progressive refund policy based on the following time line:

- tuition paid is refundable on a pro-rata basis up until 63 days after the commencement of classes in the Winter Semester, less the application processing fee
- after 63 days, 100% of the tuition is non-refundable.

4.3 FINANCIAL ASSISTANCE

ONTARIO STUDENT ASSISTANCE PROGRAM

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

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

EDUCATION LINE OF CREDIT

Most of the 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. The student can pay down the principal amount at any time without penalty. Most banks have a six to twelve month period following graduation during which students are allowed to continue paying interest only. Students should contact their local bank for further information.

TUITION AND ENROLMENT CERTIFICATE (T2202A TAX FORM)

All full-time students will receive a T2202A 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 T2202A form.

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

4. FINANCIAL INFORMATION

4.4 TEXTBOOKS AND SUPPLIES

Students are expected to purchase textbooks as required by their instructors. Textbooks are selected on the basis of their usefulness within course structures, as well as their usefulness to practising teachers.

Textbooks are available 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

At the beginning of each academic year, each student is assigned an access code number for the photocopier. All students are charged an annual non-refundable duplication and printing fee of \$60 to cover college-related use of photocopiers and printers. 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 (double-dipping)
- claiming authorship of a paper or assignment completed by someone else.

5.2 STUDENT RECORDS AND PRIVACY OF INFORMATION POLICY

In accepting the offer of admission to CCRTC, a student acknowledges the right of CCRTC to collect and maintain personal information under its Student Records and Privacy of Information ⁽²¹⁰⁾ policy. This includes the use of 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 record outside CCRTC, unless compelled by law to do so, or when authorized by the student in writing. 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, police) will be disclosed only with the student's written consent.

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 Training, 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 is required for such a release. Transcripts released to the student directly will be marked "Issued to Student".

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.

An 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, orientation/observation days, and practicum sessions. CCRTC maintains an active participation policy and keeps a record of attendance. Students are expected to call CCRTC 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 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

Both programs offered by CCRTC consist of two components:

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

5.6 COURSE SYLLABI

Instructors will distribute a course syllabus at the beginning of each semester. This document will serve 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

Students in the Diploma of Education program will be placed in schools that follow the Ontario curriculum, with teachers who hold a valid Ontario Teachers Certificate.

Students 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 are arranged with Reformed schools in the United States (e.g., Washington, Michigan).

Each student will receive a current edition of the *Practicum Guidelines for Teacher Candidates*. This document outlines the requirements of the practicum program for each year and each program. A parallel document *Practicum Guidelines for Associate Teachers* may be found on CCRTC's website at www.covenantteacherscollege.com/resources/.

In compliance with local school requirements, CCRTC will not place a student teacher in a school if he/she has not submitted proof of a vulnerable sector check (available to those 18 years or older) and a doctor's certificate (see Section 3.4).

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 student's work is evaluated separately by a college supervisor on the basis of the student's practicum portfolio which consists of:

- two lesson plans selected by the student
- 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 (or induction) 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 induction experience.

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 instructors, 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 a special timetable. Both final and mid-term exams may be written during an examination week.

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/mid-term 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 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.

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

5.12 GRADING AND GRADE REPORTS

STUDENT PROGRESS REPORTS

Twice during an academic year, students receive a report on their progress. The first term report is dated January 15; the second term report is dated June 15. No final reports 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 on final transcripts 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 needs 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 all 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.

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

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.

Such a reappraisal 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 (see Section 6.3).

5.15 PENALTY AND DISMISSAL PROCEDURE

A student's status at CCRTC will be subject to review when there are concerns about his/her:

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

Such a review is initiated by the , 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 student requires the approval of the board, and will be communicated to the student 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 student's file. If a student is dismissed from CCRTC for academic reasons, the student's transcript will reflect this decision.

5.16 GRADUATION REQUIREMENTS

In order to be considered eligible for graduation, students 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, students 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, students in both programs must have:

- completed a professional portfolio
- paid all fees, dues and other costs by the date stipulated by the board
- returned all library and other college materials before 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). At all times, 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. Student teachers carry this same responsibility into the schools during practicum placements, into the broader church community, and into the world.

6.2 HARASSMENT AND DISCRIMINATION

Adherence to Christian standards for behaviour also implies that students, 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 ⁽²⁰⁷⁾ policy:

- *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 student believes that he/she is subject to harassment or discrimination, the student follows the procedure outlined in the Grievances and Appeals section below.

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 feels he/she has a grievance that affords reason for a formal expression of complaint against a faculty or staff member, he/she should follow the Student Conflict Resolution ⁽²⁰⁸⁾ policy procedure described below:

LEVEL 1

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

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.

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, 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 worldview issues.

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.

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 materials borrowed under his/her name.

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. As a rule, 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.

6.8 STUDENT CENTRE

An attractive lounge offers students opportunities to interact and socialize between classes. Students have access to the kitchen facilities and they take turns doing dishes. All students are responsible for keeping this public space tidy. Limited locker space is available for students.

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 organizes and coordinates special events and maintains open lines of communication with the faculty through the Dean of Students.

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

By scheduling some of its regular courses in the late afternoon and/or evening, CCRTC makes these courses available to other interested persons and to practising teachers who wish to take them as in-service professional development courses on a part-time basis.

6.12 COMPUTERS AND INTERNET ACCESS

CCRTC offers wireless internet access to students. A limited number of computer work stations are available for student use. Students are expected to make legal, responsible, and respectful use of all computers, including their own, while on CCRTC premises.

6.13 COPYRIGHT

CCRTC 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 Registrar-Admissions.

7.1 GENERAL PROGRAM OVERVIEW

The programs leading to the Diploma of Education and the Diploma of Teaching include eight areas of study:

1. FOUNDATIONAL AND RELIGIOUS STUDIES

These studies are comprised of two strands: the study of the Bible and the study of the history of the church. Courses in this area equip prospective teachers with knowledge and skills for teaching Bible and Church History to students at P/J or J/I levels

2. EDUCATION STUDIES

These studies are designed to help teacher candidates develop a biblically sound view of the nature and purpose of Reformed education, understand their role in developing and delivering the school curriculum, and engage in critical examination of educational theories and practices in the light of both secular and Reformed Christian curriculum orientations.

3. STUDIES IN EDUCATIONAL PSYCHOLOGY

These studies focus on foundational psychological theories and research on physical, cognitive, psycho-social development; learning theories; assessment for, as, and of learning; 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 child and his/her uniqueness as a creature of God in the context of Reformed Christian schooling.

4. CURRICULUM METHODS STUDIES

Curriculum methods courses provide teacher candidates with subject-specific content and pedagogical knowledge. They equip teacher candidates with background knowledge and an understanding of the nature and purpose of the subjects in the elementary and/or secondary school curriculum. Teacher candidates are also equipped with skills for planning, teaching, and assessment in the context of specific subject areas. Methods courses are linked to the expectations outlined in Ontario's Ministry of Education curriculum documents, and reflect the applications to Reformed Christian day schools.

5. ACADEMIC AND PROFESSIONAL STUDIES

Literature and philosophy offer significant contributions to our understanding of culture and society. To prepare them for their task in classrooms and schools, teacher candidates are offered courses designed to help them apply Biblical norms and values in order to appreciate, analyze, and critique literary works of their culture and to develop a discerning mind to evaluate changing world views and paradigms.

6. TEACHING STUDIES: TEACHING AT THE PRIMARY/JUNIOR; JUNIOR/INTERMEDIATE DIVISIONS

Teaching studies courses aim to assist teacher candidates in bridging educational theory and practice by preparing them for field work and exposing them to the teaching and planning skills needed for the classroom. Topics such as classroom management, teaching methodologies (e.g., narration), differentiated instruction, lesson planning, use of technology, and unit design are presented from a theoretical perspective with a strong emphasis on classroom application.

7. GENERAL PROGRAM DESCRIPTION

7. FIELD EXPERIENCE: PRACTICA

Teacher candidates learn to put theory into practice when they are placed in the classrooms to observe and practise the skills of teaching in the context of Reformed Christian schooling. Candidates are required to practice self-assessment and reflective practice by providing a practicum portfolio of artifacts (including a logbook) as evidence of their learning in key areas.

8. PROFESSIONAL PORTFOLIOS

Throughout the program, teacher candidates are required to develop a professional portfolio, preferably in the form of an (e)portfolio. The portfolio is intended to reflect 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 as minimum: 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, position paper).

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 the theme weeks is to broaden and deepen the knowledge base of teacher candidates. Participation is reflected in a pass/fail indication on the transcript. Theme week topics are chosen by the faculty with input from the students. Examples include multiculturalism, poverty in the city, persons living with special needs, holocaust studies, foreign mission, and indigenous studies.

8. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

COURSE CLUSTER:

COURSE TITLE:

Foundational and Religious Studies

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 19th Century
 EDU 108 Bible Study: Survey of Old and New Testament 1
 EDU 109 Bible Study: Survey of Old and New Testament 2

Education Studies

EDU 201 Foundations of Reformed Education
 EDU 202 Foundations of Curriculum in a Christian Context
 EDU 203 Introduction to Educational Research
 EDU 205 Mathematics for Elementary Teachers
 EDU 206 Schooling, Government, and Society

Studies in Educational Psychology

EDU 303 Child Development
 EDU 304 Special Education
 EDU 305 Learning Theories and Assessment

Curriculum Methods Studies

EDU 402 French as a Second Language
 EDU 404 Language Arts: Reading
 EDU 405 Language Arts: Writing
 EDU 407 Mathematics
 EDU 409 Physical Education and Health
 EDU 410 Science and Technology
 EDU 412 Social Studies: History and Geography
 EDU 413 The Arts: Music and Visual Arts

Academic and Professional Studies

EDU 503 Perspectives on Literature
 EDU 504 Survey of Children's Literature
 EDU 506 Foundations of Reformed Identity: Worldview and Apologetics
 EDU 507 Foundations of Reformed Ethics and Standards of Practice

Teaching Studies: Teaching at the Primary/Junior; Junior/Intermediate Divisions

EDU 607 Teaching Studies 1: Introduction to Teaching
 EDU 608 Teaching Studies 2: Teaching and Technology
 EDU 609 Teaching Studies 3: Planning for Instruction
 EDU 610 Teaching Studies 4: Induction

Field Experience: Practica

EDU 707 [3 weeks]
 EDU 708 [5 weeks]
 EDU 709 [3 weeks]
 EDU 710 [5 weeks]

80 days of practicum placements total and six in-school observation days during the Fall Semester.

Professional Portfolios

See: EDU 608 Teaching Studies 2: Developing a Professional (e)Portfolio

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.

All courses are identified by a 3-digit number (e.g., 307). The first digit indicates the cluster to which a course belongs:

- 100 FOUNDATIONAL AND RELIGIOUS STUDIES
- 200 EDUCATION STUDIES
- 300 STUDIES IN EDUCATIONAL PSYCHOLOGY
- 400 CURRICULUM METHODS STUDIES
- 500 ACADEMIC AND PROFESSIONAL STUDIES
- 600 TEACHING STUDIES - TEACHING AT THE PRIMARY/JUNIOR AND JUNIOR/INTERMEDIATE DIVISIONS
- 700 PRACTICUM AND FIELD PLACEMENTS
- 800 PROFESSIONAL PORTFOLIO

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

The prefix EDU refers to courses leading to the Diploma of Education.

8.2 COURSE DESCRIPTIONS: DIPLOMA OF EDUCATION

100 FOUNDATIONAL AND RELIGIOUS STUDIES

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. A.D. 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. Students conduct an independent research project on the increasingly apparent need for Reformation during the Renaissance; how it actually happened and was resisted in one relevant European country; and what became of it during the 17th and 18th centuries of Rationalism and the Enlightenment.

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. Students conduct an independent study on an aspect of Church historical developments prior and connecting to the Renaissance. Topics could include the Development of Heresies and Creeds; Persecution and Growth; Church, State, and Investiture; Islam and the Crusades.

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 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.

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).

EDU 108 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. Students 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 P/J or J/I teaching focus.

EDU 109 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 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. Students are required to make presentations on topics connected to the time between the Testaments and the Gospels. Choices for these presentations will reflect the P/J or J/I teaching focus.

200 EDUCATION STUDIES

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. 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. Students examine a variety of curriculum orientations and how they are reflected in the Ontario curriculum and educational journals, and applied in secular and Christian textbooks/units of study. Applying the theory, students prepare a critique of a curriculum unit applicable to their P/J or J/I specialization.

EDU 203 **Introduction to Educational Research** (3.0 credits)

Given the significance of research in today's educational settings, this course introduces students to various research designs, methods, and approaches, and to the tenets of doing educational research responsibly. Students learn how to design, research, and report on an inquiry topic related to education in the elementary and/or secondary school setting. Students will select a topic that is relevant to their P/J or J/I specializations. 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. Students 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 205 **Mathematics for Elementary Teachers** (3.0 credits, optional)

This course is a survey of mathematical topics within The Ontario Curriculum Grades 1-8 Mathematics: P/J specialists (grades 1-6) and junior/intermediate specialists (grades 4-10). Problem solving and conceptual understanding

will be an integral part of the course. Through practice, the course is intended to prepare teachers to teach mathematics in Christian elementary schools with confidence.

EDU 206 **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 Ontario College of Teachers document, *The Standards of Practice for the Teaching Profession* (OCT, 2016). 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.

300 STUDIES IN EDUCATIONAL PSYCHOLOGY

EDU 303 **Child Development** (3.0 credits)

This course presents a brief historical overview of the child and his/her 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 students with a wide range of special needs children within a typical classroom setting in a Reformed Christian school. Suggestions for early detection, referral, and initial modification of programs and materials 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. Students will be expected to tailor their readings and assignments to reflect their P/J or J/I specialization.

EDU 305 **Learning Theories and Assessment** (3.0 credits)

The first part of the course provides an overview of behaviourist, cognitive, and constructivist theories of learning. Their relevance to the classroom setting are examined and evaluated from the Biblical perspective that every child is uniquely created by God.

The second part of the course examines the role of assessment for, as, and of learning as a vital component of the instructional process. The Ontario Ministry of Education *Growing Success* document forms a central resource for this course. Topics include traditional testing, the use of rubrics and authentic, performance-based, portfolio assessment, and differentiated instruction and assessment. Students are expected to apply the course assignments in a way that reflects their P/J or J/I specialization.

400 CURRICULUM METHODS STUDIES

All curriculum methods courses offer a two-fold approach:

- The content of the discipline/subject is delineated and examined.
- Appropriate methodologies (including differentiated instruction), resources, and approaches for the teaching and learning of the subject area are presented.

Students are expected to become familiar with each subject as a course of study, and be able to place it in the context of a Christian worldview. All curriculum methods courses help students link specific subject areas to the learning expectations identified in Ontario's Ministry of Education curriculum documents. Practical applications to the classroom setting are central to all curriculum methods courses.

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 applications to elementary schools. 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.

EDU 404 **Language Arts – Reading** (3.0 credits)

This course is an introduction to the teaching of the language arts in the elementary school. With an emphasis on reading, the course examines connections among the six language arts: reading, writing, speaking, listening, representing, and viewing. By means of a survey of P/J and J/I reading practice, students will be equipped to implement a well-balanced language arts program. Theoretical issues as well as practical applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined.

EDU 405 **Language Arts – Writing** (3.0 credits)

This course is an introduction to the teaching of the language arts in the elementary school. With an emphasis on writing, the course examines connections among the six language arts: reading, writing, speaking, listening, representing, and viewing. By means of a survey of P/J and J/I writing practice, students will be equipped to implement a well-balanced writing program across the curriculum. Theoretical issues as well as practical applications (e.g., programming, planning, methodology, resources, assessment) are examined.

8. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

EDU 407 **Mathematics** (3.0 credits)

Introduction to the content and teaching methodology of mathematics in Christian elementary schools. Historical and theoretical underpinnings of mathematics education (e.g., constructivism, conceptual/procedural understanding) are explored in the context of teaching and learning mathematics. Students will become acquainted with *The Ontario Curriculum, Grades 1-8, Grades 9 and 10 Mathematics: primary/junior specialists (grades 1-6); junior/intermediate specialists (grades 4-10)*. Students will also consider the place of various mathematics programs (e.g., *JUMP, Saxon, Math Makes Sense*, etc.) in the development of a lesson plan for an elementary mathematics lesson.

EDU 409 **Physical Education and Health** (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 P/J and J/I specializations will be addressed using the *Ontario Curriculum Grades 1-8 Health and Physical Education*.

EDU 410 **Science and Technology** (3.0 credits)

Introduction to the content and teaching methodology of science in Christian elementary schools. Historical and theoretical underpinnings of science education (e.g., constructivism, conceptual understanding, inquiry method) are explored in the context of teaching and learning science. Students will become acquainted with the *Ontario Curriculum Grades 1-8 Science and Technology, Grades 9 and 10 Science: primary/junior specialists (grades 1-6); junior/intermediate specialists (grades 4-10)*.

EDU 412 **Social Studies - History and Geography** (3.0 credits)

This course provides an in-depth examination of the purpose, content, teaching/learning, and assessment of Social Studies/History and Geography in the elementary and middle school from a Biblical perspective. P/J and J/I specializations will be addressed through the application of the Ontario Curriculum. Special attention will be given to writing a position paper about a current topic and to developing a unit based on a historical novel.

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 student's skills in learning and teaching music at P/J and J/I. 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 students 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 P/J and J/I art with confidence and imagination, fostering in their students a greater appreciation for the aesthetic dimensions of God's creation.

8. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

500 ACADEMIC AND PROFESSIONAL STUDIES

EDU 503 **Perspectives on Literature** (3.0 credits)

This course introduces students to perspectives on literature from the classical, medieval, modern, and post-modern eras, and it invites students to develop their own perspective on literature in the light of Scripture and the Reformed confessions. As a seminar-style class, students 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 the literary genres found in children's books. Students 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 with a focus on a P/J or J/I area of specialization. In addition to developing an extensive annotated bibliography of their own readings, students will familiarize themselves with the body of work of one particular author/illustrator of 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.

EDU 506 **Foundations of Reformed Identity: Worldview and Apologetics** (3.0 credits)

Using a historical and chronological approach, the course presents a survey of main philosophical themes arising out of the history of Western thought. Students will seek to find answers to questions that are common among today's Christians in the Western world. Cognizant of their chosen vocation as future teachers, students will articulate a Christian worldview that will assist them in defending their faith in the context of society.

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 Ethical Standards for the Teaching Profession* (OCT, 2016) 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 P/J or J/I classroom setting.

600 TEACHING STUDIES: TEACHING AT THE PRIMARY/JUNIOR AND JUNIOR/INTERMEDIATE DIVISIONS

EDU 607 **Teaching Studies 1 – Introduction to Teaching** (3.0 credits)

This course focuses on lesson planning, essential presentation skills, classroom management, and preparation for practicum placement. Students are given opportunity to develop skills in narration particularly as it applies to the teaching of Bible. Students are expected to focus on readings and assignments in keeping with their P/J or J/I specialization.

8. PROGRAM OVERVIEW: DIPLOMA OF EDUCATION

EDU 608 Teaching Studies 2 – Teaching and Technology (3.0 credits)

With a view to their P/J or J/I specializations, students will examine the place of information and communication technology in teaching and learning. This includes the theoretical elements (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. Students will be expected to apply their learning by developing a technology guided lesson as well as a professional (e)portfolio.

EDU 609 Teaching Studies 3 – Planning for Instruction (3.0 credits)

With specific references to their P/J or J/I specialization, students will 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 – Induction (3.0 credits)

In this culminating course, students will examine the professional qualities and characteristics necessary to become a successful P/J or J/I 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.

700 FIELD EXPERIENCE: PRACTICA

Placements

Field experience comprises an important component of teacher candidates learning. Practice teaching offers students opportunities to develop competency across key areas: curriculum knowledge, planning, instruction, classroom management, and professionalism.

Practicum placements are arranged in cooperation with a school principal or his/her designate. Associate teachers, teacher candidates, school administration, and college supervisors follow the procedures and policies outlined in the CCRTC *Practicum Guidelines*.

Diploma of Education Practica

707-1	Practicum 1	3 weeks
708-2	Practicum 2	5 weeks
709-1	Practicum 3	3 weeks
710-2	Practicum 4	5 weeks
	Total field experience	16 weeks

800 PROFESSIONAL PORTFOLIO

Students are required to develop a professional (e)portfolio during their studies at CCRTC. The portfolio is intended to reflect the narrative of the teacher candidate's personal and professional growth and development. Components of the portfolio have been incorporated into various courses in both programs. In their final year at CCRTC, students complete their portfolios in preparation for the application, interview, and hiring process. A professional portfolio should contain: a cover letter, a résumé, statements of Reformed education and faith, summaries of practicum experiences and learning, and examples of work as teachers-to-be (e.g., unit plan, position paper).

9. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

COURSE CLUSTER:

COURSE TITLE:

Foundational and Religious Studies

DT 101 Bible Study: Survey of Old and New Testament 1
 DT 102 Bible Study: Survey of Old and New Testament 2
 DT 103 Biblical History and Reformed Doctrine
 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

Education Studies

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 Mathematics for Elementary Teachers
 DT 206 Schooling, Government, and Society

Studies in Educational Psychology

DT 301 Learning Theories
 DT 302 Assessment
 DT 303 Child Development
 DT 304 Special Education

Curriculum Methods Studies

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 Arts: Reading
 DT 405 Language Arts: Writing
 DT 407 Mathematics
 DT 408 The Arts: Music
 DT 409 Physical Education and Health
 DT 410 Science and Technology
 DT 411 Social Studies - History and Geography

Academic and Professional Studies

DT 501 Survey of English Literature 1: Anglo-Saxon to Neo-Classical (AD 1000-1800)
 DT 502 Survey of English Literature 2: Romantic to Postmodern (AD 1800-2000)
 DT 503 Perspectives on Literature
 DT 504 Survey of Children's Literature
 DT 507 Foundations of Reformed Ethics and Standards of Practice

9. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

COURSE CLUSTER:

COURSE TITLE:

Teaching Studies: Teaching at the Primary/ Junior; Junior/ Intermediate Divisions	DT 601 Teaching Studies 1
	DT 602 Teaching Studies 2
	DT 603 Teaching Studies 3
	DT 604 Teaching Studies 4
	DT 605 Teaching Studies 5
	DT 606 Teaching Studies 6

Field Experience: Practica	DT 701 [3 weeks]
	DT 702 [4 weeks]
	DT 703 [3 weeks]
	DT 704 [4 weeks]
	DT 705 [3 weeks]
	DT 706 [5 weeks]

110 days of practicum placements in the three-year program.

Professional Portfolios	See: DT 602 Teaching Studies 2: Developing a Professional (e)Portfolio
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Special Focus Topics	DT 900 Series
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9. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

9.1 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.

All courses are identified by a 3-digit number (e.g., 307). The first digit indicates the cluster to which a course belongs:

- 100 FOUNDATIONAL AND RELIGIOUS STUDIES
- 200 EDUCATION STUDIES
- 300 STUDIES IN EDUCATIONAL PSYCHOLOGY
- 400 CURRICULUM METHODS STUDIES
- 500 ACADEMIC AND PROFESSIONAL STUDIES
- 600 TEACHING STUDIES: TEACHING AT THE PRIMARY/JUNIOR DIVISION
- 700 PRACTICUM AND FIELD PLACEMENTS
- 800 PROFESSIONAL PORTFOLIO
- 900 SPECIAL FOCUS TOPICS

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

The prefix DT refers to courses leading to the Diploma of Teaching.

9.2 COURSE DESCRIPTIONS: DIPLOMA OF TEACHING

100 FOUNDATIONAL AND RELIGIOUS STUDIES

Bible Studies

The Bible courses provide students with an in-depth survey of the covenantal and redemptive history of God's self-revelation as recorded in the Bible. Background information from world history, geography, and archaeology relevant to the history of the bible will be included as appropriate. Emphasis will be placed on skills necessary for responsible and effective teaching of Bible history.

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. Students 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 P/J or J/I teaching focus.

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. Students are required to make presentations on topics connected to the time between the Testaments and the Gospels. Choices for these presentations will reflect the P/J or J/I teaching focus.

DT 103 Biblical History and Reformed Doctrine
(3.0 credits)

The teaching of Biblical History is to be done within the framework of the Reformed confessions. This perspective explains the two components of the course: Reformed Doctrine and Narration of Biblical History. This course builds on the other Bible courses (DT 101; DT 102).

Part 1 • Reformed Doctrine: Survey of Reformed and Presbyterian Confessions

This part of the course works within the context of the historical developments in the Reformed Christian churches hailing from the 16th Century Reformation. As such, the course deals with all the topics of Reformed doctrine by examining the Scriptural basis for each doctrine, and by studying the expressions and terms used in Scripture and confessions. Throughout the course, connections will be made to doctrinal issues in church history and to current doctrinal issues. Where applicable,

direct links to classroom practice will be made. The connection between doctrine and life, as well as between doctrine and personal faith will receive attention.

Part 2 • Narration of Biblical History

The purpose of this part of the course is to equip the student with the knowledge and skills necessary to prepare for teaching Biblical history, and in particular the narration of it. Teacher candidates will work with the main themes of the history of redemption and apply these to their P/J or J/I teaching focus. They will become acquainted with different approaches to working with the narratives of the Bible. The CARE templates will be used as the model for preparing Bible lessons. Although the emphasis of the course is on working properly with the material necessary for narration, the course will also pay attention to teaching Biblical History in different non-narration formats for the J/I level. The link with the Reformed confessions will be emphasized.

Church History Studies

These first two courses are offered in a 2-year cycle; the third course is offered every year. Although there is a chronological sequence, each course stands independent from the others. All three courses emphasize the use of themes to give structure and focus to church history. Each course has a dual focus: the content of church history and the pedagogical principles and methods for teaching church history.

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. A.D. 30) through the fall of the Roman Empire to the concluding centuries of the Middle Ages (c. 1400). Topics focus on the struggle of the church against heresy, persecution, domination by the state, and papal hierarchy.

200 EDUCATION STUDIES

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. 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. The course includes topics such as school governance and government relations.

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. Students examine a variety of curriculum orientations and how they are reflected in the Ontario curriculum and educational journals, and applied in secular and Christian textbooks/units of study. Applying the theory, students prepare a critique of a curriculum unit.

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 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. A divided Christian church begins to bring the gospel to the ends of the earth during the 17th and 18th centuries.

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.

DT 203 Introduction to Educational Research (3.0 credits)

Given the significance of research in today's educational settings, this course introduces students to various research designs, methods, and approaches, and to the tenets of doing educational research responsibly. Students learn how to design, research, and report on an inquiry topic related to education in the elementary and/or secondary school setting. Students will select a topic that is relevant to their P/J or J/I specializations. 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. Students 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.

DT 204 History of Education (3.0 credits)

A historical survey of the purpose and practice of education in its social and political context from the Greek and Roman to Western civilization in general, with a focus on developments in Canada and specifically in Ontario from about 1800 to today. Along with attention for the relevance of each era for today, special emphasis is placed on the role of the parents, the state, and the church.

DT 205 Mathematics for Elementary Teachers (3.0 credits)

This course is a survey of mathematical topics within the *Ontario Curriculum Grades 1-8 Mathematics* and taught in Christian elementary schools. Problem solving and conceptual understanding will be an integral part of the course. Through practice, the course is intended to prepare teachers to teach elementary school mathematics with confidence.

DT 206 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 Ontario College of Teachers document, *The Standards of Practice for the Teaching Profession* (OCT, 2016). 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.

300 STUDIES IN EDUCATIONAL PSYCHOLOGY

DT 301 Learning Theories (3.0 credits)

After a brief introduction to educational psychology, behaviourist, cognitive, and constructivist theories of learning and their application to the classroom setting are examined and evaluated from the Biblical perspective that every child is a unique creature of God. The work of theorists such as Pavlov, Skinner, Piaget, Bruner, Vygotsky and others will be introduced.

DT 302 Assessment (3.0 credits)

This course introduces students 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 the child and his/her 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.

DT 304 Special Education (3.0 credits)

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

Suggestions for early detection, referral, and initial modification of programs and materials 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. Students will be expected to tailor their readings and assignments to reflect their teaching interests.

400 CURRICULUM METHODS STUDIES

All curriculum methods courses offer a two-fold approach:

- The content of the discipline/subject is delineated and examined.
- Appropriate methodologies (including differentiated instruction), resources, and approaches for the teaching and learning of the subject area are presented.

Students are expected to become familiar with each subject as a course of study, and be able to place it in the context of a Christian worldview. All curriculum methods courses help students link specific subject areas to the learning expectations identified in Ontario's Ministry of Education curriculum documents. Practical applications to the classroom setting are central to all curriculum methods courses.

DT 401 The Arts – Visual Arts (3.0 credits)

This course acquaints students 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 focus on improving the student's own French language skills. Student achievement upon entrance to either course will determine whether a student takes a course at a general or advanced level. Both courses also promote student growth and development in becoming responsible, competent, and creative French language teachers for elementary schools. Through a variety of activities, students will practise 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 their future classrooms.

DT 404 Language Arts: Reading (3.0 credits)

This course is an introduction to the teaching of language arts in the elementary school. It examines connections among the six language arts: reading, listening, speaking, representing, viewing, and writing. Although the emphasis is on the reading component, students will be equipped to prepare a well-balanced language arts program for their future classrooms. Theoretical issues as well as practical classroom applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined.

DT 405 Language Arts: Writing (3.0 credits)

This course focuses on teaching elementary school children to write effectively in a variety of genres. Building on the connection between writing and reading, this course introduces students to the traits of good writing and the process of writing. Students 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 students' own writing and the teaching of writing across the various age levels of the elementary school. Students 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)

Introduction to the content and teaching methodology of mathematics in Christian elementary schools. Historical and theoretical underpinnings of mathematics education (e.g., constructivism, conceptual/procedural understanding) are explored in the context of teaching and learning mathematics. Students will become acquainted with *The Ontario Curriculum, Grades 1-8: Mathematics, 2005* through a thorough introduction to the five strands of the mathematics curriculum. Students will also consider the place of various mathematics programs (e.g., *JUMP*, *Saxon*, *Math Makes Sense*, etc.) in the development of a lesson plan for an elementary mathematics lesson.

DT 408 The Arts: Music (3.0 credits)

This course explores the place of music in today's Christian classroom with an emphasis on developing the students' 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 Physical Education and Health (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.

DT 410 Science and Technology (3.0 credits)

Introduction to the content and teaching methodology of science in Christian elementary schools. Historical and theoretical underpinnings of science education (e.g., constructivism, conceptual understanding, inquiry method) are explored in the context of teaching and learning science. Students will become acquainted with the *Ontario Curriculum Grades 1-8 Science and Technology*.

DT 411 Social Studies - History and Geography (3.0 credits)

This course examines the purpose, content, teaching/learning, and assessment of Social Studies/History and Geography in the elementary and middle school (K-8) from a Biblical perspective with special reference to the Ontario curriculum. Current events, Canadian icons, and indigenous awareness receive special attention.

500 ACADEMIC AND PROFESSIONAL STUDIES

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 tations, and written assignments, students 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 (AD 1000-1800) (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. Students will develop their academic writing and research skills.

DT 502 Romantic to Postmodern (AD 1800-2000) (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 students with the characteristic techniques and styles of influential writers and movements within English literature. Students will continue to advance their abilities in essay writing and assessing secondary sources.

DT 503 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.

9. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

DT 504 **Survey of Children's Literature** (3.0 credits)

This course is a survey of the literary genres found in children's books. Students 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 with a focus on a P/J or J/I area of specialization. In addition to developing an extensive annotated bibliography of their own readings, students will familiarize themselves with the body of work of one particular author/illustrator of 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 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 Ethical Standards for the Teaching Profession* (OCT, 2016) 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 P/J or J/I classroom setting.

600 **TEACHING AT THE PRIMARY/ JUNIOR DIVISION**

DT 601 **Teaching Studies 1** (3.0 credits)

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

DT 602 **Teaching Studies 2** (3.0 credits)

Students will examine the place of information and communication technology 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. Students will be expected to apply their learning by developing a technology-guided lesson as well as a professional (e)portfolio.

DT 603 **Teaching Studies 3** (3.0 credits)

The major focus of this course is on developing student understanding. Teacher candidates will be introduced to the six facets of understanding (Wiggins & McTighe, 2005) along with nine instructional strategies (Dean et al., 2012) that aim to develop student understanding. The last module in the course will provide an introduction to classroom management and discipline. Students will craft a classroom management plan that will be included in their professional portfolio.

9. PROGRAM OVERVIEW: DIPLOMA OF TEACHING

DT 604 **Teaching Studies 4** (3.0 credits)

This course develops a theoretical foundation for narration as methodology. Its practical application builds planning and delivery skills and confidence for narration as a teaching strategy across the curriculum. Other teaching methods and strategies will be reviewed also.

DT 605 **Teaching Studies 5** (3.0 credits)

With specific references to their P/J or J/I specialization, students will 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.

DT 606 **Teaching Studies 6: Induction** (3.0 credits)

In this culminating course, students 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.

700 **PRACTICUM**

Placements

Field experience comprises an important component of student learning. Practice teaching offers teacher candidates opportunities to develop competency across key areas: curriculum knowledge, planning, instruction, classroom management, and professionalism.

Practicum placements are arranged in cooperation with a school principal or his/

her designate. Associate teachers, teacher candidates, school administration, and college supervisors follow the procedures and policies in the CCRTC Practicum Guidelines.

Diploma of Teaching Practica

701-1	Practicum 1	3 weeks
702-2	Practicum 2	4 weeks
703-1	Practicum 3	3 weeks
704-2	Practicum 4	4 weeks
705-1	Practicum 5	3 weeks
706-2	Practicum 6	5 weeks
	Total Field Experience	22 weeks

800 **PROFESSIONAL PORTFOLIOS**

Students are required to develop a professional (e)portfolio during their studies at CCRTC. The portfolio is intended to reflect the narrative of the teacher candidate's personal and professional growth and development. Components of the portfolio have been incorporated into various courses in both programs. In their final year at CCRTC, students complete their portfolios in preparation for the application, interview, and hiring process. A professional portfolio should contain: a cover letter, a résumé, statements of Reformed education and faith, summaries of practicum experiences and learning, and examples of work as teachers-to-be (e.g., unit plan, position paper).

900 **SPECIAL FOCUS TOPICS**

From time to time, CCRTC offers to its students a concentrated study period or a seminar series intended to introduce the students to a topic which is directly relevant to teaching and learning. Examples include First Nations, multiculturalism, poverty, and technology. Students are expected to participate actively by engaging with the topic. A pass/fail evaluation will be included on the student's transcript.



Covenant

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