



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

PSALM 78:4

# ACADEMIC CALENDAR

**2025  
2026**



# ACADEMIC CALENDAR 2025-2026



PSALM 78:4

**Address:**

410 Crerar Drive  
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**Nearest Emergency Department:**

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Phone: 905.521.2100

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# CONTACT INFORMATION & COLLEGE PERSONNEL

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# FACULTY & SESSIONAL INSTRUCTORS

## PRINCIPAL AND CEO

**C. van Halen-Faber**, BA; M.Ed.; PhD

Administration:

Dean of Students

Accreditation Coordinator

Registrar - Transcripts and Student Records

Foundations:

Special Education;

Survey of Children's Literature;

Curriculum and Instruction:

Language - Reading (J/I)

The Arts (Music)

Introduction to Educational Research

**T. Wildeboer**, B.Sc. (Kin); B.Ed.; M.Ed.; OCT

Curriculum and Instruction:

Health and Physical Education;

**J. Wynia**, BA; B.Ed.; M.Ed.; OCT

Foundations:

Bible Study:

Survey of Old and New Testament 1,2

## FACULTY

**L. de Visser**, BA; B.Ed.; M.Ed.; OCT

Foundations:

Foundations of Reformed Identity and  
Worldview;

History for Elementary Teachers;

History of Education;

Schooling, Government, and Society;

Foundations of Curriculum

Curriculum and Instruction:

Teaching in the Primary/Junior; Junior/

Intermediate Divisions:

Teaching Studies EDU3/DT5

**M. den Hollander**, BA; B.Ed.; M.Ed.; OCT

Administration:

Recruitment and Admissions Officer

Foundations:

Church History;

Foundations of Reformed Education

Curriculum and Instruction:

Teaching in the Primary/Junior; Junior/

Intermediate Divisions:

Teaching Studies DT3, EDU4/DT6

**M. Wieseke**, Dip.Ed.; MA; Ed.D.

Administration: Practicum Coordinator

Foundations:

Child Development;

Foundations of Reformed Ethics and  
Standards of Practice;

Geography for Elementary Teachers

Curriculum and Instruction:

Social Studies, History, and Geography

Teaching in the Primary/Junior; Junior/

Intermediate Divisions:

Teaching Studies EDU1/DT1, EDU2/DT2

## ACADEMIC DEAN

**J. Huizenga**, B.Sc.; B.Ed.; M.Ed.; PhD; OCT

Administration:

Program and Course Coordinator

Academic Council Chair

Foundations:

Mathematics for Elementary Teachers;

Science for Elementary Teachers;

Learning Theories and Assessment

Curriculum and Instruction:

Mathematics;

Science and Technology

## SESSIONAL INSTRUCTORS

**K. Harsevoort** BA.; Dip.Ed.

Curriculum and Instruction:

French as a Second Language

**R. VanAndel**, BA.; Dip.Ed.

Foundations:

Professional Writing and Reading  
Literature

**C. Van Eerden**, B.Ed.; BA; OCT

Curriculum and Instruction:

The Arts (Visual Arts)

**C. Vanderpol**, BA.Sc.; M.Ed.

Curriculum and Instruction:

Language Reading P/J)

Language Writing (P/J; J/I)

# SCHEDULE OF DATES 2025-2026

## FALL SEMESTER

September 2	CCRTC Orientation Day
September 3	First day of classes Fall Semester
October 13	Thanksgiving Day (No classes)
October 17	Practicum observation day (DT 1)
October 23 - 24	Compass Reformed Educators Convention
October 27 - November 14	Practicum session 1 (DT 1, DT 2)
November 17	Practicum portfolio preparation day
November 19	Practicum portfolios due (DT 1, DT 2)
October 27 - November 21	Practicum session 1 (EDU 2, DT 3)
November 26	Practicum portfolios due (EDU 2, DT 3)
December 11	Last day of classes Fall Semester
December 12 - 19	Final exams Fall Semester
December 22 - January 2	Christmas Break



# SCHEDULE OF DATES 2025-2026

## WINTER SEMESTER

January 5	First day of classes Winter Semester
February 16	Family Day (No classes)
February 17 - March 27	Practicum session 2 (EDU 2, DT 3)
February 17 - 19	Theme Week (DT 1, DT 2)
February 23 - March 27	Practicum session 2 (DT 1, DT 2)
March 16 - 20	March Break
April 1	Practicum portfolios due (EDU 2, DT 1, DT 2, DT 3)
April 3	Good Friday (No classes)
April 6	Easter Monday (No classes)
April 30	Last day of classes Winter Semester
May 1 - 8	Final exams Winter Semester
May 18	Victoria Day
May 20	Graduation - <i>Class of 2026</i>

# COVENANT CANADIAN REFORMED TEACHERS COLLEGE

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

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

### 1. INTRODUCING CCRTC

#### 1.1 MISSION AND PURPOSE

“Covenant Canadian Reformed Teachers College strives to be the definitive source for Reformed teacher training through providing academic and vocational teacher training and professional development in accordance with the *Holy Bible*, the infallible Word of God, summarized in the ecumenical creeds and confessional standards known as *The Belgic Confession*, *The Heidelberg Catechism*, and *The Canons of Dort*.”

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

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

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

#### 1.2 INSTITUTIONAL HISTORY

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

During the first years, classes were held in the Cornerstone Canadian Reformed Church building in Hamilton. CCRTC operated from its own premises on Mohawk Road from 1988 to 1998 when the College moved into its present facilities. Enrolment has been relatively stable and over the years CCRTC has graduated over 296 teacher candidates, many of whom are currently employed by Reformed Christian schools across Canada.

#### 1.3 INSTITUTIONAL STATUS

CCRTC is a non-accredited, non-profit institution

#### 1.4 ACADEMIC FREEDOM

Faculty and students have the right to expect that all teaching and learning be conducted

# 1. INTRODUCING CCRTC

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

## 1.5 CCRTC AND REFORMED CHRISTIAN EDUCATION

CCRTC serves Reformed Christian schools and their supporting communities by preparing teachers for these schools and by providing in-service support for practicing teachers. CCRTC, therefore, carries out its task within the broader context of Reformed Christian education. Adhering to Christ's Great Commandment (Mark 12:30-32), both the content and the delivery of its programs reflect the same principled perspectives or hallmarks that give Reformed education its distinctive identity:

- *Reformed education is covenantal in character:* God establishes his covenant as the binding relationship of love with his

people. God sets apart children of believers, gives them rich promises, and calls them to obedience. Reformed education is an expression of covenant obedience whereby God's covenant children are educated as children of the King.

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

Teacher candidates at CCRTC learn how these hallmarks inform the practice of Reformed Christian schools. The nurture and growth of the whole child – physical, spiritual, social, emotional, and intellectual well-being – is reflected in educational programs and methodological practices that foster intellectual curiosity, critical thinking, and discernment. This concern also informs the assessment and discipline practices of Reformed Christian schools. Teachers recognize the importance of a purposeful transfer of responsibility from teachers to students in preparing children to be salt and light in the world.

# 1. INTRODUCING CCRTC

## 1.6 PROFILE OF A REFORMED TEACHER CANDIDATE

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

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

### Knowledge of

- the Bible, the Reformed confessions, and Church history
- the distinctive character of Reformed education and its application to schooling
- the inter-connectedness of theory and practice
- the standards of practice and conduct for teachers in Ontario
- legislation and government policy for education in Ontario
- learning theory and the stages of child development
- curriculum theory, design, and approaches to teaching and learning
- school curricula and the application of expectations outlined in Ontario's Ministry of Education curriculum documents
- assessment and evaluation strategies and tools.

### Skill in

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

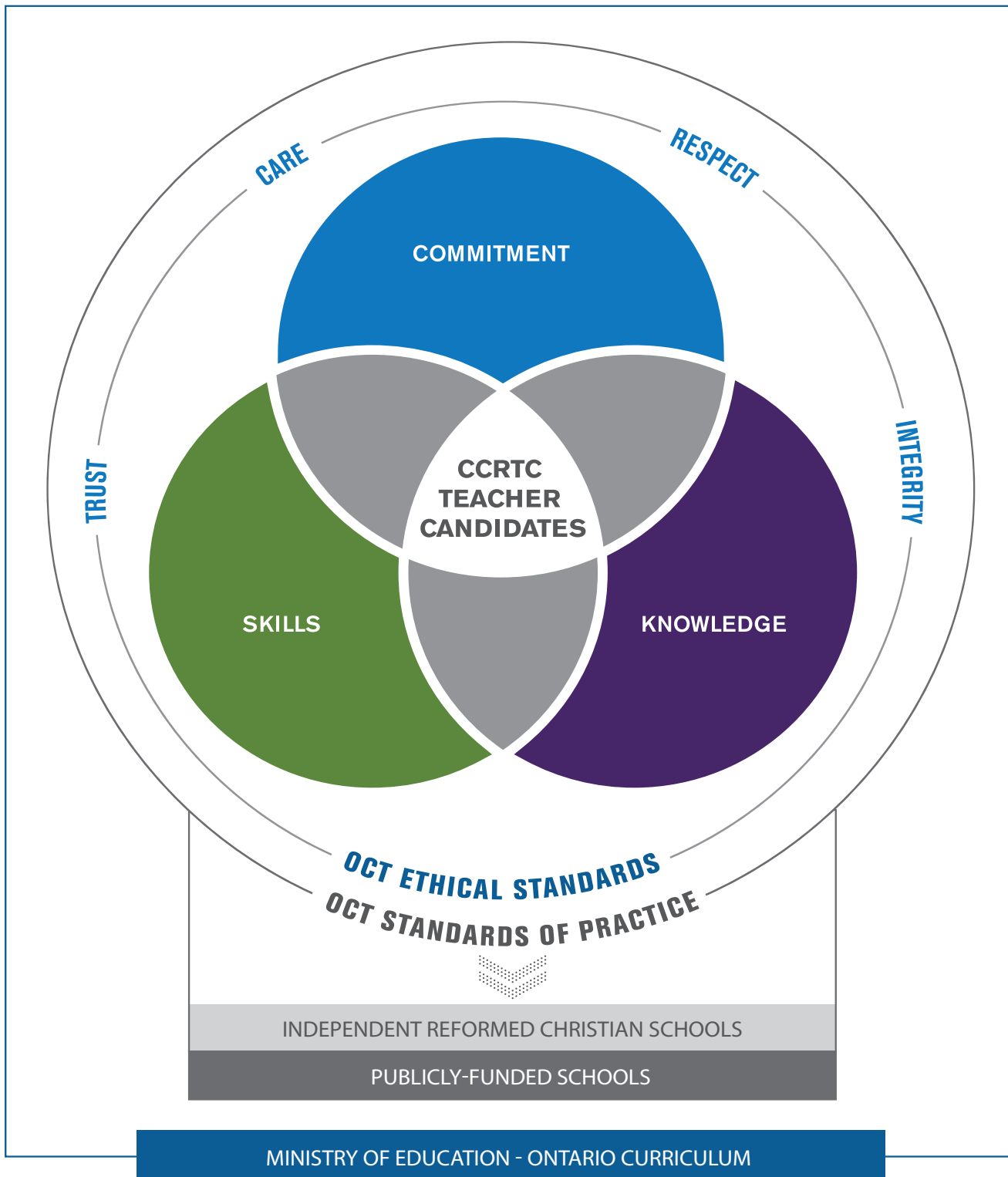
### Commitment to

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

# 1. INTRODUCING CCRTC

## 1.7 CONCEPTUAL FRAMEWORK

The conceptual framework of the College reflects the commitment supported by knowledge and skills. The framework is contextualized within the Ethical Standards and Standards of Practice of the Ontario College of Teachers and the curriculum expectations of the Ontario Ministry of Education.



# 1. INTRODUCING CCRTC

## 1.8 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 Diploma of Education and Diploma of Teaching programs. The DLEs provide a framework of academic standards for these programs while reflecting the institution's graduate expectations as described in the Profile of a Reformed Teacher Candidate.

In structuring its DLEs, CCRTC follows the Ontario Qualifications Framework (OQF) of the Postsecondary Education Quality Assessment Board (PEQAB) of Ontario. The rationale for these expectations includes the need to be able to compare academic credits from one institution to another. CCRTC's DLEs apply the OQF expectations, and do so in a manner that reflects the College's mission, ethos, values, and culture.

The DLEs are divided into six broad categories:

1. Depth and breadth of knowledge
2. Conceptual and methodological awareness/research and scholarship
3. Communication skills
4. Application of knowledge
5. Professional capacity/autonomy
6. Awareness of limits of knowledge

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

content areas listed in Schedule 1 of Regulation 347/02 and described in the OCT *Accreditation Resource Guide*.

## 2. GOVERNANCE

### 2.1 ARTICLES OF INCORPORATION

Covenant Canadian Reformed Teachers College (CCRTC) was established on October 18, 1980 and incorporated by Letters Patent on March 26, 1991. In compliance with the Ontario Not-for-profit Corporations Act, the Objects were amended in 2024 to read as follows:

1. The maintenance and operation of a college for the academic and vocational training of teachers in accordance with the *Holy Bible*, the infallible Word of God, summarized in the ecumenical creeds and the confessional standards known as: *The Belgic Confession*, *The Heidelberg Catechism*, and *The Canons of Dort*.
2. To provide programs and services that advance and support Reformed Christian education by means that include, but are not limited to, professional development for teachers, curriculum development, educational research, and publication of educational literature.
3. To do all such things as are incidental and ancillary to the attainment of the above purposes.

In keeping with the Articles of Amendment, CCRTC is governed by By-law No. 2024-1, which was approved by the Board of Governors on behalf of its member schools and is available upon request.

### 2.2 MEMBERSHIP AND FINANCES

The members of CCRTC are school societies established within Canadian/American church communities in Ontario, Manitoba, Alberta,



## 2. GOVERNANCE

British Columbia, and Washington. Each member school society appoints a person who will serve on the Board of Governors.

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

CCRTC is a charitable organization and issues tax receipts.

### 2.3 BOARD OF GOVERNORS

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

For specific information, please contact the College at **office@covenantteacherscollege.com**.

## 3. ADMISSIONS

### 3.1 ACADEMIC ENTRANCE REQUIREMENTS

#### DIPLOMA OF EDUCATION

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

Applicants will select an area of concentration to prepare them for teaching in either the Primary/Junior (P/J) or Junior/Intermediate (J/I) divisions and must meet the applicable criteria. Please contact the Recruitment and Admissions Officer for details.

#### DIPLOMA OF TEACHING

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

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

#### HOME-SCHOOLED APPLICANTS

An applicant whose academic background consists of home education will be considered for admission based on:

- an ACT score or SAT score to be submitted by the application deadline, and
- evidence of successful completion of grade 12 course work equivalent to University entrance requirements.

Please contact the Recruitment and Admissions Officer for details.

#### INTERNATIONAL STUDENTS\*

In order to be considered for admission, international applicants must provide proof of meeting the academic entrance requirements applicable to the program for which they apply. All applicants whose first language is not English must provide evidence (e.g., TOEFL test score) of proficiency in English (i.e., reading, listening, speaking, and writing).

All correspondence between CCRTC and the applicant will be conducted in English.

Please contact the Recruitment and Admissions Officer for details.

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

## 3. ADMISSIONS

### 3.2 APPLICATION PROCEDURE

The following steps describe the application procedure:

1. Prospective applicants contact the Recruitment and Admissions Officer, in order to initiate the application process. CCRTC strongly encourages applicants to arrange a site visit during this initial stage. During the visit, prospective applicants have the opportunity to attend classes, discuss their enrollment options, and review the application process. The application for admission includes the following components:

**Application for Admission**

- **Academic Information**
- **Personal Essay**
- **Official transcripts of results of**
- **Secondary and Post-secondary studies**
- **References (3)**

See <https://www.covenantteacherscollege.com/admissions/admission-information.html>

2. Applicants arrange to have official transcripts from previously attended educational institutions (high school, community college, university, etc.) sent directly to the Admissions Office.
3. 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.
4. Upon completing the forms, the applicant will submit them along with a non-refundable \$35 application processing fee. Documents and e-Transfers can be sent to [admissions@covenantteacherscollege.com](mailto:admissions@covenantteacherscollege.com) or mailed to

**:CCRTC Admissions Office  
410 Crerar Drive  
Hamilton, ON L9A 5K3**

5. All required documents and the processing

fee must reach CCRTC by February 1.

6. It is the applicant's responsibility to submit a final transcript as soon as it becomes available.
7. Upon accepting the offer of admission, applicants who are members of a non-supporting Reformed Christian church will be invited to attend a "Welcome to CCRTC" conversation with the Principal or designate and a member of the Board of Governors.

### 3.3 ADMISSION PROCEDURE

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

1. The faculty will review the documents and will propose each applicant to the Academic Program Committee (APC) for (non) admission to one of CCRTC's programs.
2. The APC may consider late applications.
3. Recommendations for admission are submitted by the APC to the Board of Governors for approval.
4. Under exceptional circumstances and at the recommendation of the APC, the Board may consider applicants who do not meet the standard admission requirements. The conditions for such admission shall be included in the Offer of Admission and placed in the student's file.
5. Applicants will receive written notice of the Board's decision.
6. Within two weeks after receipt of this notice from the Board, applicants shall notify CCRTC of their acceptance using the Acceptance Form provided for that purpose.

### 3.4 UPON ADMISSION INTO A CCRTC PROGRAM

1. Upon admission into one of the programs at CCRTC, students will be asked to sign the Registration Agreement and an Active



## 4. FINANCIAL INFORMATION

Participation form. They will also be issued a CCRTC email address for use in all College communications.

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

Current fees have been set as follows:

**2025-2026 • \$8930.00**  
**2026-2027 • To Be Determined**

CCRTC is completely funded by the members of the Canadian and American Reformed Churches and/or its supporting school societies. If a student is not a member of one of these churches, a donation of 50% above the published tuition fee is expected to off-set the donations received from members, school communities, and businesses affiliated with the Canadian and American Reformed Churches.

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

### 4.2 TUITION REFUNDS

A student who withdraws from the program shall inform the Board of Governors in writing and include a request for tuition refund, if applicable, as per Tuition Refund Policy <sup>(209)</sup>. CCRTC's refund policy reflects Ontario Ministry of Colleges, Universities, Research Excellence and Security policy as follows:

## 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.

#### FALL SEMESTER

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

## 4. FINANCIAL INFORMATION

### WINTER SEMESTER

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

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

### 4.3 FINANCIAL ASSISTANCE

#### ONTARIO STUDENT ASSISTANCE PROGRAM

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

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

#### HARVEST ENDOWMENT FOUNDATION BURSARY PROGRAM

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

Details may be found on the Harvest Endowment Foundation website:  
<https://harvestfoundation.ca/CCRTC-Student-Support/>

### EDUCATION LINE OF CREDIT

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

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

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

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

### 4.4 TEXTBOOKS AND SUPPLIES

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

Textbooks are available for purchase through CCRTC. Students may expect an annual textbook cost that falls in the range of \$900-\$1000 per academic year. There may be an additional course fee for any courses requiring particular materials (e.g., art supplies, recorders). Textbooks along with applicable invoices are distributed at the beginning of each semester. Payment of invoices is expected upon receipt of same.

### 4.5 DUPLICATION AND PRINTING

All students are charged an annual nonrefundable fee of \$65.00, which includes a

## 5. ACADEMIC REGULATIONS

duplication and printing fee for course-related materials. This fee will be included with the book invoice issued in January at the start of the second semester.

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

### 5. ACADEMIC REGULATIONS

#### 5.1 ACADEMIC INTEGRITY

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

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

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

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

- unacknowledged use, whether intentional

or unintentional, of the ideas and work of others whether that be in written, oral, or graphic form (plagiarism)

- unacknowledged use of generative artificial intelligence (e.g., ChatGPT)
- seeking double credit for a single assignment submitted to two different instructors in two different courses without the prior consent of both instructors
- claiming authorship of a paper or assignment completed by someone else.

#### 5.2 STUDENT RECORDS AND PRIVACY OF INFORMATION POLICY

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

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

##### STUDENT ACCESS

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

##### PUBLIC OR THIRD PARTY ACCESS

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

## 5. ACADEMIC REGULATIONS

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

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

### LEGALLY MANDATED ACCESS

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

### EMERGENCY DISCLOSURES

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

### TRANSCRIPTS

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

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

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

## 5.3 ACADEMIC YEAR

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

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

## 5.4 ATTENDANCE

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

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

## 5.5 COMPONENTS OF COLLEGE PROGRAMS

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

- an academic component consisting of approximately 11 weeks of course work per semester
- a practicum component consisting of:
  - nine weeks of practice teaching per

## 5. ACADEMIC REGULATIONS

academic year for students in the Diploma of Education program

- seven weeks of practice teaching for year one and two, and nine weeks in year three in the Diploma of Teaching program.

### 5.6 COURSE SYLLABI

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

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

### 5.7 COURSE CREDIT AND LOAD

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

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

### 5.8 PRACTICE TEACHING

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

Teacher candidates in the Diploma of Teaching

program gain field experience by means of practicum placements in schools in Ontario and/or in the provinces of Manitoba, Alberta, and British Columbia.

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

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

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

### 5.9 EVALUATION OF STUDENT LEARNING

#### ACADEMIC COMPONENT

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

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

As a rule, when evaluating student assignments faculty members shall use the CCRTC Grading Criteria Guideline published on *Student CORE (CCRTC Online Resources Environment)*.

#### PRACTICUM COMPONENT

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



## 5. ACADEMIC REGULATIONS

candidate's practicum portfolio which consists of:

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

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

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

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

### 5.10 ASSIGNMENTS

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

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

assignment preparation. Incomplete or missing assignments will result in a penalty.

### STANDARD EXPECTATIONS FOR WRITTEN ASSIGNMENTS

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

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

### LATE ASSIGNMENTS

Adherence to assignment due dates is important in maintaining the academic integrity of a course. If unable to meet a deadline, it is the teacher candidate's responsibility to inform the instructor well before the deadline and request an extension.

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

## 5.11 EXAMINATIONS

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

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

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

## 5. ACADEMIC REGULATIONS

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.

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

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

### 5.12 GRADING AND GRADE REPORTS

#### STUDENT PROGRESS REPORTS

Twice during an academic year, students receive a report on their progress. The Fall Semester report is dated January 15; the Winter Semester report is dated June 5. Final transcripts will be released when a student's account is paid in full and all library materials have been returned.

#### GRADING

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

##### EXCEPTIONAL

A+ 90 - 100 %

##### EXCELLENT

A 80 - 89 %

##### GOOD

B+ 75 - 79 %

B 70 - 74 %

##### FAIR

C+ 65 - 69 %

C 60 - 64 %

##### POOR

D+ 55 - 59 %

D 50 - 54 %

##### FAILURE

F 0 - 49 %

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

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

When a student does not achieve the expected average, the faculty will conduct an academic progress review. The student may be placed on academic probation as a result of such a review. Academic probation is designed as an alert that a student is not meeting the academic standards required for continued progress in a teacher education program. Academic probation may also be applied when there are concerns about a student's readiness for the teaching profession. Concerns may be prompted by indicators such as poor performance in key courses, consistent failure to meet deadlines, or feedback from associate teachers indicating a lack of professional disposition or readiness.

Academic probation involves structured support, which may include regular meetings with the Dean of Students, a success plan, or other conditions. Academic probation will be reviewed after one semester. If sufficient improvement is not made, or the student does not show sufficient academic or professional aptitude, the student may face dismissal from the program (see 5.15).

A student is required to maintain an average of 70% in practicum work in order to fulfill the

## 5. ACADEMIC REGULATIONS

required practicum component of the program. A student who fails to meet this average may opt to continue the academic component of the program. Upon successful completion of all course work, a *Certificate of Course Completion* will be issued.

### 5.13 COURSE FAILURE

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

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

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

### 5.14 REAPPRAISAL OF FINAL GRADES

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

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

Should a student not be satisfied with the process of the reappraisal of his/her final grade, he/she may follow the steps of a

formal grievance procedure outlined in the Student Conflict Resolution Policy <sup>(208)</sup>.

### 5.15 PENALTY AND DISMISSAL PROCEDURE

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

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

Such a review is initiated by the Principal, involves the faculty, and is reported to the Executive Committee of the Board. The outcome of the review process may lead to disciplinary penalty or dismissal (Student Expulsion Policy <sup>(221)</sup>). The final decision to dismiss a student will be communicated to the student in writing and will be reported to the Board. A student has the right to appeal a decision to dismiss (Student Conflict Resolution Policy <sup>(208)</sup>). Details with respect to the appeal procedure are outlined in the letter of dismissal and a copy will be placed in the student's file. If a student is dismissed from CCRTC for reasons of academic dishonesty, a notation will be placed on the student's transcript.

### 5.16 GRADUATION REQUIREMENTS

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

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

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

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



## 6. COLLEGE LIFE

In addition, teacher candidates in both programs must have:

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

## 6. COLLEGE LIFE

### 6.1 STANDARDS OF CONDUCT

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

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

### 6.2 HARASSMENT AND DISCRIMINATION

Adherence to Christian standards for behaviour also implies that teacher candidates, faculty,

and staff may expect to work and interact in an environment that is safe and supportive and free of any form of harassment or discrimination. CCRTC applies the following definitions in implementing its Harassment and Discrimination Policy <sup>(207)</sup>:

- *Harassment* refers to any improper behaviour by a student or instructor that is directed at and offensive to another student or instructor, and which the perpetrator knows, or should reasonably have known, would be unwelcome. It comprises objectionable conduct, comment, or display made on either a one-time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment to a student or instructor. It includes harassment within the meaning of the *Canadian Human Rights Act* (i.e., based on any of the prohibited grounds of discrimination listed in that Act).
- *Sexual harassment* refers to any conduct, comment, gesture, or contact of a sexual nature, whether on a one-time basis or in a series of incidents, that might reasonably be expected to cause offence or humiliation to a student or instructor. Generally, sexual harassment is deliberate, unsolicited, coercive, and one-sided.
- *Discrimination* refers to the denial of rights, benefits, justice, equitable treatment or access to facilities available to others, to an individual or group of people because of their race, age, gender, handicap or other defining characteristics.
- *Abuse of authority* is a form of harassment which occurs when an instructor improperly uses the power and authority inherent in his/her position in order to force compliance from a student. It includes intimidation, threats, blackmail, and coercion.

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

## 6. COLLEGE LIFE

### 6.3 GRIEVANCES AND APPEALS

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

#### LEVEL 1

The student shall speak directly with the faculty member (principle of Matthew 18, *The Bible*). It is to be expected that most issues will be resolved at this level.

#### LEVEL 2

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

#### LEVEL 3

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

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

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

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

### 6.4 USE OF COLLEGE FACILITIES

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

### 6.5 COLLEGE LIBRARY

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

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

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

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

## 6. COLLEGE LIFE

### 6.6 DEVOTIONS

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

### 6.7 CANCELLATION OF CLASSES

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

### 6.8 STUDENT CENTRE

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

### 6.9 STUDENT COUNCIL

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

### 6.10 TIMETABLES

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

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

### 6.11 PART-TIME STUDENTS

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

### 6.12 IT USE AND INTERNET ACCESS

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

CCRTC offers wireless internet access to students and faculty. College-issued email addresses shall be used for all communications.

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

### 6.13 COPYRIGHT

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

### 6.14 ACCOMMODATION

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

## 7. PROGRAMS OF STUDY

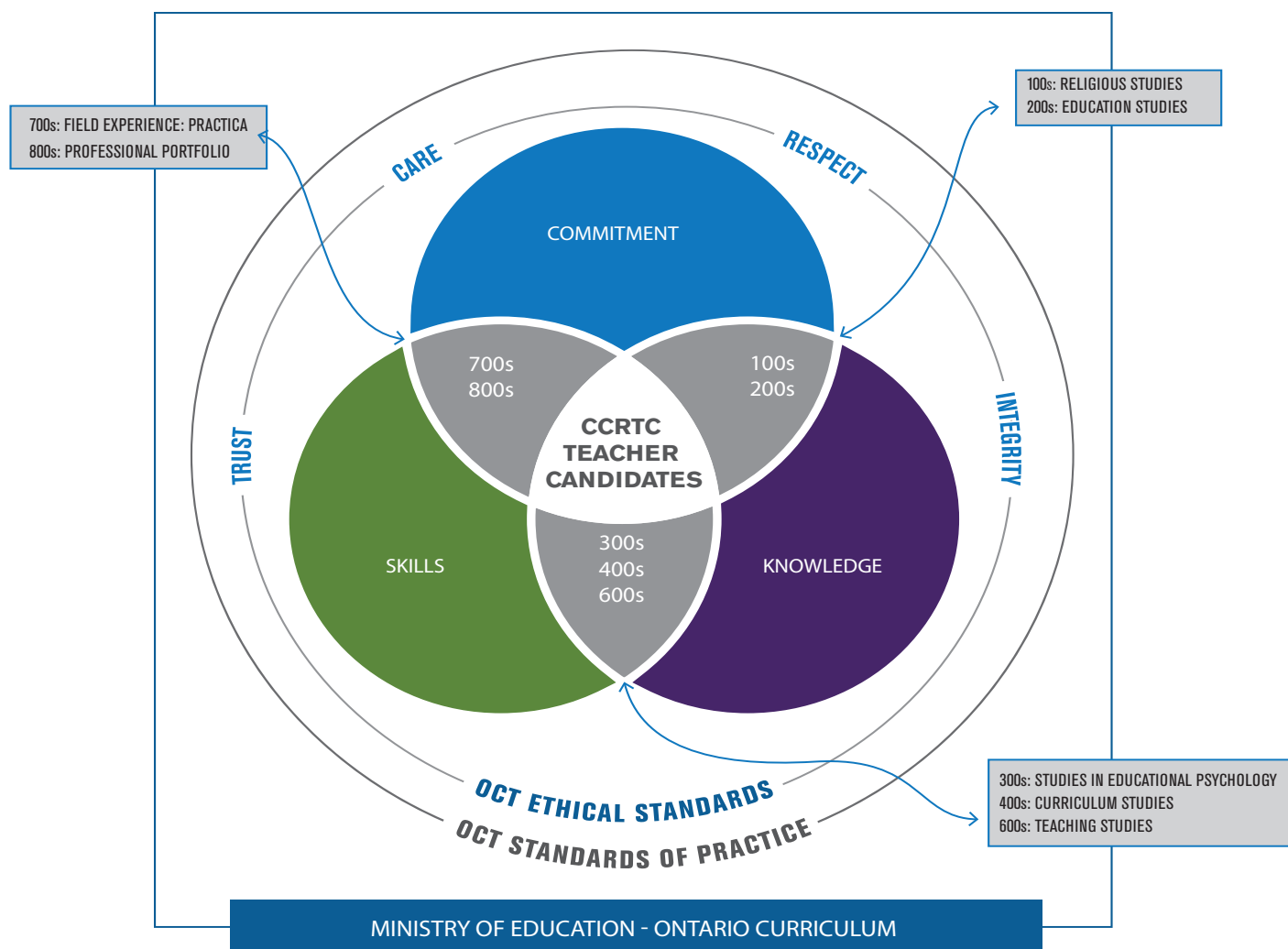
### 7. PROGRAMS OF STUDY

#### 7.1 PROGRAM FRAMEWORK

CCRTC's conceptual framework (see p.11) consists of the integrated elements of commitment, skills, and knowledge that shape the profile of a teacher candidate as a vocational professional who is ready and able to teach the Ontario curriculum. The conceptual framework is positioned within the ethical standards and standards of practice identified by the Ontario College of Teachers. CCRTC's program framework is implemented by means of the courses offered. Courses are organized into four broad categories or domains: Foundations, Curriculum and Instruction, Practica, and Professional Portfolio.

The Foundations and the Curriculum and Instruction domains each contain several course groups that prepare teacher candidates for teaching in their P/J (Gr. K-6) or J/I (Gr. 4-10) area of concentration. These course groups are located in the overlapping areas within two of the three elements that make up the conceptual framework. Likewise, the practica and the culminating professional portfolio are situated in an overlapping area.

An example of a CCTRC program framework is illustrated in the diagram below.



## 7. PROGRAMS OF STUDY

To ensure a clearly focused program, a number of general and specific learning outcomes have been identified. Each domain and course group has its own set of general outcomes, and each course within a course group focuses on some of these general outcomes as reflected in the specific learning goals of the course. Further, each course has its own specific learning outcomes that reflect elements of the core content of a teacher education program as it is identified by the Ontario College of Teachers.

The course prefix EDU or DT refers to courses leading to the Diploma of Education and Diploma of Teaching respectively.

FOUNDATIONS	100.	RELIGIOUS STUDIES
	200.	EDUCATION STUDIES
	300.	STUDIES IN EDUCATIONAL PSYCHOLOGY
	500.	CULTURE, ETHICS, AND WORLDVIEW STUDIES (DT ONLY)
CURRICULUM AND INSTRUCTION	400.	CURRICULUM STUDIES
	600.	TEACHING STUDIES
PRACTICA	700.	FIELD EXPERIENCE: PRACTICA
PROFESSIONAL PORTFOLIO	800.	PROFESSIONAL PORTFOLIO

Each course is identified by a 3-digit number (e.g., 307) where the first digit indicates the course group to which a course belongs.

Each course has a value of 3.0 credits and is typically one semester in duration at three hours of class contact time per week.

## 7. PROGRAMS OF STUDY

### 7.2 DIPLOMA OF EDUCATION: PROGRAM OVERVIEW

#### INTRODUCTION

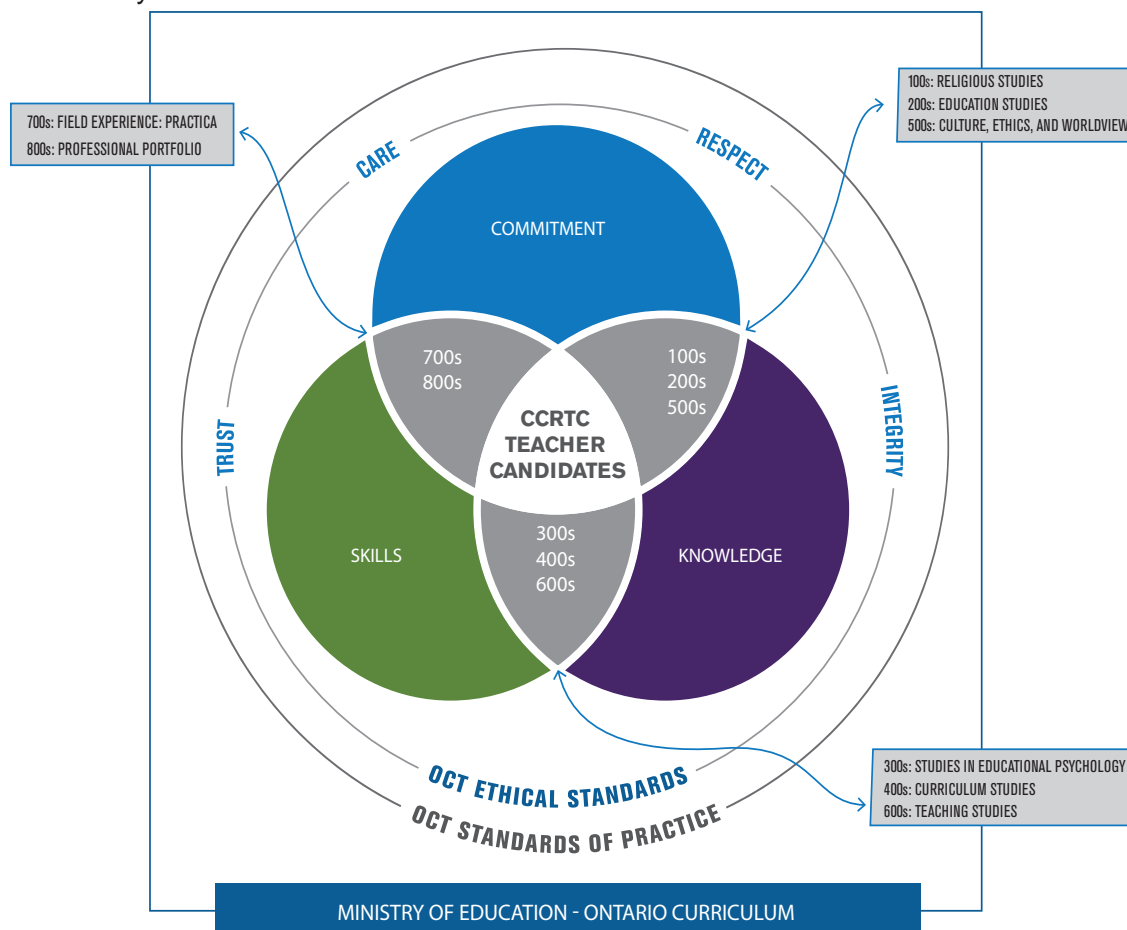
The Diploma of Education program is a full-time, on-site, and in-person program consisting of four consecutive semesters of study. It is intended for Reformed Christian teacher candidates who desire to teach in Reformed Christian or publicly-funded schools. Currently the College is in the process of seeking full accreditation by the Ontario Ministry of Colleges, Universities, Research Excellence and Security and the Ontario College of Teachers.

To help focus their studies, teacher candidates will select an area of concentration: Either Primary/Junior (P/J) with the intent of teaching in Kindergarten-Grade 6 or Junior/Intermediate (J/I) with the intent of teaching in Grades 4-10. Teacher candidates who select the J/I option are required to identify an Intermediate teaching subject area based on their undergraduate degree studies.

The program offers courses in the Foundations and Curriculum & Instruction domains, as well as 90 days of practical experience in Primary and Junior or Junior and Intermediate division classrooms.

The Diploma of Education program is an initial teacher education program designed to help a teacher candidate grow and develop into a vocational professional whose sense of commitment is supported by the knowledge and skills that characterize the teaching profession.

The program framework of the Diploma of Education program is depicted in the diagram below. It reflects the conceptual framework of the College and is framed within the *Ethical Standards and Standards of Practice* of the Ontario College of Teachers and the curriculum expectations of the Ontario Ministry of Education.





## 7. PROGRAMS OF STUDY

### DOMAIN:

### COURSES:

#### Foundations

EDU 101 Bible Study: Survey of Old and New Testament 1  
 EDU 102 Bible Study: Survey of Old and New Testament 2  
 EDU 106 Church History From Revolution to the Present  
 EDU 107 Church History From Pentecost to 19th Century  
 EDU 201 Foundations of Reformed Education  
 EDU 202 Foundations of Curriculum  
 EDU 203 Introduction to Educational Research  
 EDU 204 History of Education  
 EDU 205 Schooling, Government, and Society  
 EDU 206 Mathematics for Elementary Teachers (Optional)  
 EDU 303 Child Development  
 EDU 304 Special Education  
 EDU 305 Learning Theories and Assessment

#### Curriculum and Instruction

EDU 402 French as a Second Language  
 EDU 404 Language: Reading (P/J)  
 EDU 405 Language: Writing  
 EDU 406 Language: Reading (J/I)  
 EDU 407 Mathematics  
 EDU 410 Science and Technology  
 EDU 411 Social Studies, History and Geography  
 EDU 413 The Arts  
 EDU 607 Teaching Studies 1 - Introduction to Teaching;  
 EDU 608 Teaching Studies 2 - Technology in the Classroom  
 EDU 609 Teaching Studies 3 - Planning for Instruction  
     Differentiated Instruction (P/J and J/I options)  
 EDU 610 Teaching Studies 4 - Entering the Teaching Profession

#### Practica

EDU 707 Field Experience: Practicum 1 [4 weeks]  
 EDU 708 Field Experience: Practicum 2 [5 weeks]  
 EDU 709 Field Experience: Practicum 3 [4 weeks]  
 EDU 710 Field Experience: Practicum 4 [5 weeks]  
*90 days of practicum placements in the three-year program*

**Professional Portfolio** EDU 800

## 7.3 DIPLOMA OF EDUCATION: COURSE DESCRIPTIONS

### FOUNDATIONS

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

## 7. PROGRAMS OF STUDY

### 100. RELIGIOUS STUDIES

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

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

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

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

This course is a survey of the main contents of Biblical history from the Captivity of Judah to the end of Acts. This includes the time between the Old and New Testament and the New Testament Letters. The course will identify thematic lines that run through this part of Biblical history. An outline of each narrative Bible book will be presented, as well as the main themes in each of these books. The aim of the course is to help teacher candidates in their preparation for teaching Biblical history by looking at the main

themes and lines in the history of redemption. This will expose them to a thematic lesson planning approach. Teacher candidates are required to make presentations on topics connected to the time between the Testaments and the Gospels. Choices for these presentations will reflect the teacher candidate's P/J or J/I area of concentration.

#### **EDU 106 CHURCH HISTORY: FROM REVOLUTION TO THE PRESENT (3.0 credits)**

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

#### **EDU 107 CHURCH HISTORY: FROM PENTECOST TO THE 19TH CENTURY (3.0 credits)**

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

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



## 7. PROGRAMS OF STUDY

### 200. EDUCATION STUDIES

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

#### EDU 201 FOUNDATIONS OF REFORMED EDUCATION

(3.0 credits)

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

#### EDU 202 FOUNDATIONS OF CURRICULUM (3.0 credits)

This course examines elements and development of curriculum at various levels (from philosophical curriculum orientations to specific classroom practices). Teacher candidates apply their understanding of curriculum theory by analyzing pre-made, marketed curriculum resources, observing the structure and teacher involvement in curriculum development, and comparing curriculum standards in Ontario with other jurisdictions. Teacher candidates reflect on the responsibility to be designers of curriculum and explore how that should impact their engagement with curriculum standards, resources, and curriculum development processes, within the context of Reformed Christian and publicly-funded schools.

#### EDU 203 INTRODUCTION TO EDUCATIONAL RESEARCH

(3.0 credits)

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

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

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

#### EDU 205 SCHOOLING, GOVERNMENT, AND SOCIETY

(3.0 credits)

This course focuses on the legal and moral duties, rights, and responsibilities of teachers in the context of *The Standards of Practice for the*

## 7. PROGRAMS OF STUDY

*Teaching Profession* articulated by the Ontario College of Teachers. Legislation, government policies, and regulations regarding education in Ontario are reviewed in relation to the teaching context in Reformed Christian and publicly-funded schools. Issues of particular relevance to today's society will also be discussed in light of the teacher's role within a school setting.

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

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

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

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

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

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

This course presents a brief historical overview of childhood and the child's place in culture, society, family, and school. The physical, cognitive, and psycho-social dimensions of child development are examined from the beginning

of life at conception, and special attention is paid to the school-aged and adolescent youngster. Throughout the course explicit connections will be made to learning and to current issues that affect schooling.

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

This course acquaints the teacher candidate with a wide range of children with special needs within a P/J or J/I classroom context.

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

### **EDU 305 LEARNING THEORIES AND ASSESSMENT** (3.0 credits)

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

## 7. PROGRAMS OF STUDY

### CURRICULUM AND INSTRUCTION

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

#### 400. CURRICULUM STUDIES

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

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

The focus of this course is two-fold: Improving one's own French language skills and becoming a responsible, competent, and creative French language teacher in the P/J or J/I division. Through a variety of activities, teacher candidates will practice listening, speaking, reading, and writing French in the context of French culture studies. Assignments and activities are designed to enable teacher candidates to teach the *Ontario French as a Second Language Curriculum*.

##### **EDU 404 LANGUAGE - READING (P/J) (3.0 credits)**

This course is an introduction to teaching language in the elementary school. With a focus on their P/J area of concentration, teacher candidates will examine connections

among the six components of language arts: reading, listening, speaking, representing, viewing, and writing. Although the emphasis is on the reading component, teacher candidates will be equipped to implement a well-balanced language program that reflects the *Ontario Language Curriculum*. Theoretical issues as well as practical classroom applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined.

This course exposes teacher candidates to a wide range of literary genres, and topics reflected in books for children as cultural representations, while also building pedagogical and instructional strategies knowledge

##### **EDU 405 LANGUAGE - WRITING (P/J; J/I) (3.0 credits)**

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

##### **EDU 406 LANGUAGE - READING (J/I) (3.0 credits)**

This course is an introduction to the teaching of language in the elementary school, with a focus on the J/I area of concentration. Teacher candidates will use literature intended for children (e.g., fiction, non-fiction, graphic novels) to make connections between the receptive (reading, viewing, listening) and expressive (writing, representing, speaking) components of language. The *Ontario Language Curriculum* will serve as the key resource for this course.

## 7. PROGRAMS OF STUDY

Theoretical issues as well as practical classroom applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined. Teacher candidates will explore ways in which language learning and literacy gaps may be assessed and addressed at the J/I divisions.

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

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

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

(3.0 credits)

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

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

This course provides an introduction to the curricular and pedagogical knowledge associated with teaching and learning science and technology in P/J or J/I classrooms. Teacher candidates will learn to plan a science and technology lesson and unit while being

mindful of the subject, the learning activity, and the student. With a view to their P/J or J/I area of concentration, teacher candidates will work closely with the current *Ontario Science and Technology Curriculum* becoming familiar with the content strands, fundamental concepts and STEM skills associated with learning science.

### **EDU 411 SOCIAL STUDIES, HISTORY AND GEOGRAPHY (3.0 credits)**

This course prepares teacher candidates for teaching social studies, history and geography in their P/J or J/I area of concentration. The course examines the purpose, content, teaching/learning, and assessment of Social Studies, with specific reference to the *Ontario Social Studies, History and Geography Curriculum*. Teacher candidates will explore and investigate some of the contributions various First Nations, Métis, and Inuit communities and individuals have made to Canada, as well as some of the contributions that various settler/newcomer groups have made and are making to shape our Canadian identity.

### **EDU 413 THE ARTS (3.0 credits)**

This course consists of four modules that reflect the *Ontario The Arts Curriculum*: Dance, drama, music, and visual arts.

Each module aims to develop the teacher candidate's skills in learning and teaching the objectives for each art discipline at the P/J or J/I area of concentration through lesson planning and assessment strategies.

Reflecting the common thread of creating and presenting, responding and analysing, and exploring forms and cultural contexts, each module consists of a general introduction in which the curriculum front matter is presented and applied to Grades 4-6.

Teacher candidates will have opportunity to explore curriculum content applicable to the Primary and Intermediate divisions.

This course aims to equip teacher candidates with the knowledge and skills to teach art with confidence and imagination in their P/J or J/I area of concentration, fostering in their



## 7. PROGRAMS OF STUDY

students a greater appreciation for the aesthetic dimensions of God's creation.

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

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

#### **EDU 607 TEACHING STUDIES 1 - INTRODUCTION TO TEACHING (3.0 credits)**

The focus of this course is on lesson planning, essential presentation skills, introduction to curriculum, and preparation for practicum placement. Teacher candidates are given the opportunity to develop skills in narration particularly as it applies to the teaching of Bible in a Reformed Christian school. As they prepare initial lesson plans, teacher candidates will interact with the Ontario curriculum while being mindful of who their students are. Teacher candidates will develop a classroom management plan, with a view to their P/J or J/I area of concentration. Those in the P/J area of concentration will be introduced to the Ontario Kindergarten program, while J/I teacher candidates will focus on the application of their respective Intermediate teaching subject in Grades 7-10.

#### **EDU 608 TEACHING STUDIES 2 - TECHNOLOGY IN THE CLASSROOM (3.0 credits)**

Teacher candidates will examine the place of information and communication technology in teaching and learning, with a view to their P/J or J/I areas of concentration. This includes the theoretical elements (e.g., a Biblical worldview

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

#### **EDU 609 TEACHING STUDIES 3 - PLANNING FOR INSTRUCTION; DIFFERENTIATED INSTRUCTION (P/J) (3.0 credits)**

This course reviews and applies knowledge elements of the curriculum, pedagogical and instructional strategies, and teaching context. As such, it links directly to the curriculum method courses in which teacher candidates interact with the Ontario curriculum.

Teacher candidates have the opportunity to connect curriculum theory and practice by designing and teaching a unit of study for a Gr. K-6 classroom. Working in close collaboration with their associate teacher, teacher candidates will select an Ontario curriculum topic and 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.

#### **EDU 609 TEACHING STUDIES 3 - PLANNING FOR INSTRUCTION; DIFFERENTIATED INSTRUCTION (J/I) (3.0 credits)**

This course reviews and applies knowledge elements of the curriculum, pedagogical and instructional strategies, and teaching context. As such, it links directly to the curriculum method courses in which teacher candidates interact with the Ontario curriculum.

Teacher candidates have the opportunity to connect curriculum theory and practice by designing and teaching a unit of study relevant to one's teaching subject focus at the intermediate division (Gr. 7-10). Working in close collaboration with a designated subject specialist and/or an intermediate division associate teacher, teacher candidates will select a Gr. 7-10 course

## 7. PROGRAMS OF STUDY

within the Ontario curriculum and 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

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

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

### **700. FIELD EXPERIENCE - PRACTICA**

The practicum experience is designed to provide teacher candidates the opportunity to put theory into practice. During classroom placements, teacher candidates will observe and practise teaching, while developing their lesson planning, lesson delivery, and assessment skills. Practicum placements reflecting their P/J or J/I area of concentration also allow teacher candidates to acquire the skills to work with colleagues, develop their understanding of students, and respond to a wide range of student needs. With a minimum of 90 days in the classroom, teacher candidates are required to demonstrate narrative reflective practice and self-assessment by providing a practicum portfolio of artifacts (including a logbook) as evidence of their learning in key areas. Additional details may be found in the *CCRTC Practicum Handbook*.

## **PRACTICA**

### **DIPLOMA OF EDUCATION PRACTICA**

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

## **PROFESSIONAL PORTFOLIO**

### **800. PROFESSIONAL PORTFOLIO**

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

## 7. PROGRAMS OF STUDY

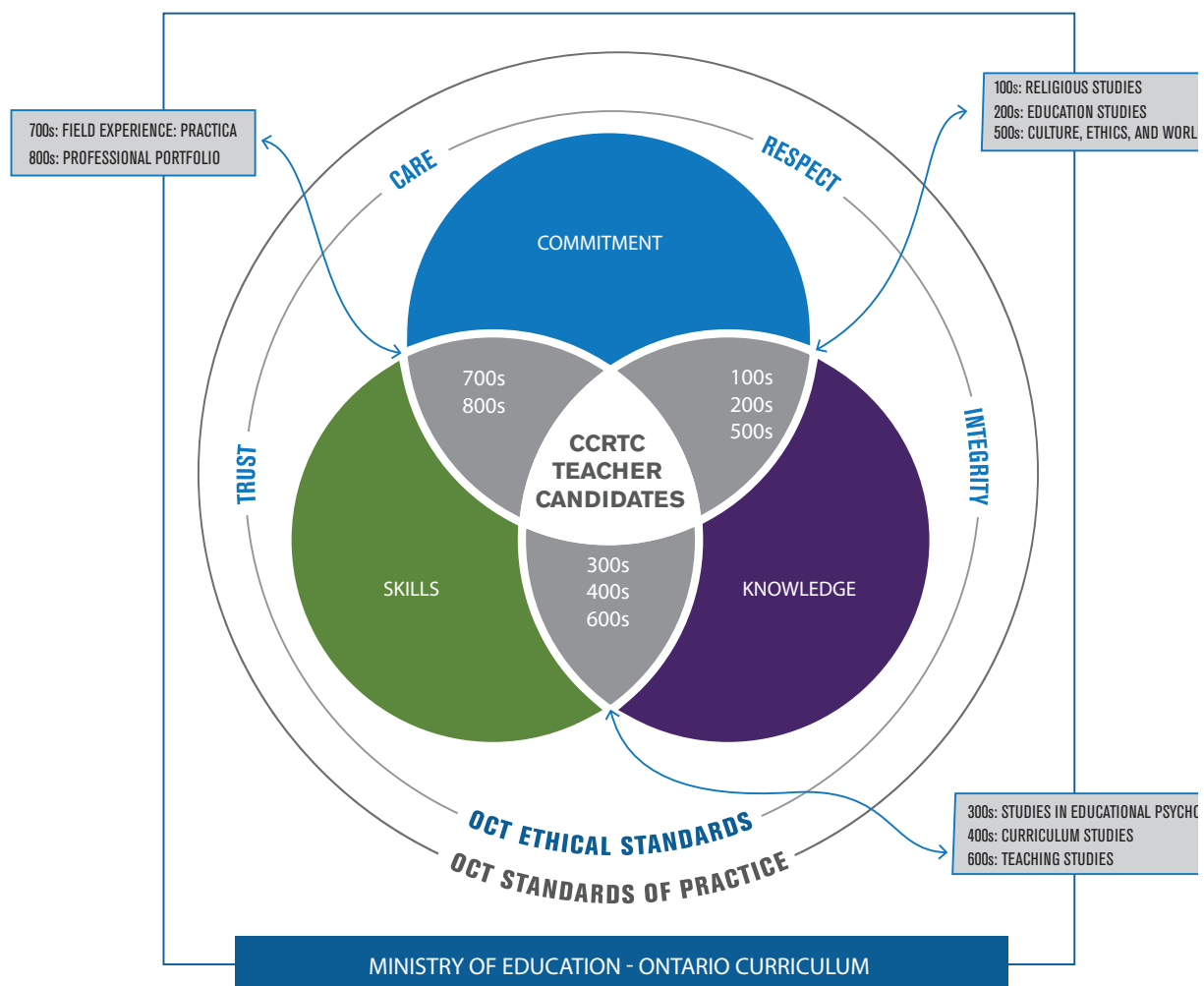
### 7.4 DIPLOMA OF TEACHING: PROGRAM OVERVIEW

#### INTRODUCTION

The Diploma of Teaching program is a full-time, on-site, and in-person program consisting of six consecutive semesters of study. It is intended for Reformed Christian teacher candidates who desire to teach in non-publicly funded independent Reformed Christian schools. Teacher candidates in this program will focus their studies on the Primary/Junior (P/J) divisions with the intent of teaching in the Primary (Kindergarten-Gr.3) or the Junior (Gr. 4-6) division. The program offers courses in the Foundations and Curriculum and Instruction domains, as well as 115 days of practical experience in Primary and Junior division classrooms.

The Diploma of Teaching program is an initial teacher education program designed to help a teacher candidate grow and develop into a vocational professional whose sense of commitment is supported by the knowledge and skills that characterize the teaching profession.

The program framework of the Diploma of Teaching program is depicted in the diagram below. It reflects the conceptual framework of the College and is framed within the Ethical Standards and Standards of Practice of the Ontario College of Teachers and the curriculum expectations of the Ontario Ministry of Education.



## 7. PROGRAMS OF STUDY

DOMAIN:	COURSES:
<b>Foundations</b>	DT 101 Bible Study: Survey of Old and New Testament 1 DT 102 Bible Study: Survey of Old and New Testament 2 DT 104 Church History 1 - From Pentecost to the Renaissance DT 105 Church History 2 - From Renaissance to Revolution DT 106 Church History 3 - From Revolution to the Present DT 201 Foundations of Reformed Education DT 202 Foundations of Curriculum in a Christian Context DT 203 Introduction to Educational Research DT 204 History of Education DT 205 Schooling, Government, and Society DT 206 Mathematics for Elementary Teachers DT 207 Science for Elementary Teachers DT 208 Geography for Elementary Teachers DT 209 History for Elementary Teachers DT 301 Learning Theories DT 302 Assessment DT 303 Child Development DT 304 Special Education DT 503 Professional Writing and Reading DT 504 Survey of Children's Literature DT 506 Foundations of Reformed Identity and Worldview DT 507 Foundations of Reformed Ethics and Standards of Practice
<b>Curriculum and Instruction</b>	DT 401 The Arts: Visual Arts DT 402 French as a Second Language DT 404 Language: Reading DT 405 Language: Writing DT 407 Mathematics DT 408 The Arts: Music DT 409 Health and Physical Education DT 410 Science and Technology DT 411 Social Studies: History and Geography DT 601 Teaching Studies 1 - Introduction to Teaching; DT 602 Teaching Studies 2 - Technology in the Classroom DT 603 Teaching Studies 3 - Learning Environment DT 604 Teaching Studies 4 - Narration and Other Approaches to Teaching and Learning DT 605 Teaching Studies 5 - Planning for Instruction and Differentiated Instruction
<b>Practica</b>	DT 701 Field Experience: Practicum 1 [3 weeks] DT 702 Field Experience: Practicum 2 [4 weeks] DT 703 Field Experience: Practicum 3 [3 weeks] DT 704 Field Experience: Practicum 4 [4 weeks] DT 705 Field Experience: Practicum 5 [4 weeks] DT 706 Field Experience: Practicum 6 [5 weeks] <i>115 days of practicum placements in the three-year program.</i>
<b>Professional Portfolio</b>	DT 800
<b>Theme-based Studies</b>	DT 900 Series: Special Focus Topics



## 7. PROGRAMS OF STUDY

### 7.5 DIPLOMA OF TEACHING: COURSE DESCRIPTIONS

#### FOUNDATIONS

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

#### 100. RELIGIOUS STUDIES

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

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

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

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

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

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

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

## 7. PROGRAMS OF STUDY

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

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

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

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

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## **200. EDUCATION STUDIES**

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

understand their role as teachers in the school and in the community.

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

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

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

This course examines elements and development of curriculum at various levels (from philosophical curriculum orientations to specific classroom practices). Teacher candidates apply their understanding of curriculum theory by analyzing pre-made, marketed curriculum resources, observing the structure and teacher involvement in curriculum development, and comparing curriculum standards in Ontario with other jurisdictions. Teacher candidates reflect on the responsibility to be designers of curriculum and explore how that should impact their engagement with curriculum standards, resources, and curriculum development processes, within the context of Reformed Christian schools.

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

Given the significance of research in today's educational settings, this course introduces teacher candidates to various research designs, methods, and approaches, and to the tenets of doing educational research responsibly. Teacher candidates learn how to design, research, and report on an inquiry topic related to education in the elementary school setting. With the guidance of a faculty advisor, they will

## 7. PROGRAMS OF STUDY

experience how to access, interpret, evaluate and use educational research literature. Using a collegial and collaborative approach, they will collect and use data responsibly in conjunction with other information and knowledge. Teacher candidates will be expected to share their research with faculty and fellow-teacher candidates in a formal presentation setting.

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

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

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

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

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

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

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

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

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

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

## 7. PROGRAMS OF STUDY

### **DT 209 HISTORY FOR ELEMENTARY TEACHERS**

(3.0 credits)

This course presents a survey of world and Canadian history for the purpose of developing a broad knowledge base in teacher candidates, understanding both the historical context of the world they inhabit and how the Reformed worldview shapes our understanding of history. Although not a teaching methods course, teacher candidates will develop their understanding of the concepts of historical thinking and historical inquiry skills that are central to teaching and learning history. The course includes an examination of the purpose and content of history in the elementary social studies curriculum in Ontario.

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

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

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

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

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

This course introduces teacher candidates to assessment in education. It is based on the

process and that the primary purpose is the traditional and authentic assessment, use of rubrics, differentiated instruction and assessment, and portfolio assessment. This course includes a detailed study of the Ontario Ministry of Education document *Growing Success*.

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

This course presents a brief historical overview of childhood and the child's place in culture, society, family, and school. The physical, cognitive, and psycho-social dimensions of child development are examined from the beginning of life at conception, and special attention is paid to the school-aged and adolescent youngster.

Throughout the course explicit connections will be made to learning, current issues that affect schooling, and transitions throughout schooling.

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

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

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

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

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



## 7. PROGRAMS OF STUDY

### **DT 503 PROFESSIONAL WRITING AND READING**

(3.0 credits)

This course offers teacher candidates the opportunity to practise the craft of written communication through exposure to literary and professional writings. Teacher candidates will deepen their appreciation of literary works intended for adults and will become familiar with the conventions of professional writing. Through class discussions, presentations, and written assignments, teacher candidates will strengthen their communication skills as future vocational professionals.

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

(3.0 credits)

Teacher candidates will explore the role of children's literature as a reflection of culture throughout times and places. The course is intended to broaden the teacher candidate's own knowledge of children's books across a range of literary genres suitable for the Primary and Junior divisions. Special attention will be paid to Indigenous writings and award-winning books (e.g., Canadian Children's Book Centre, Newbery, Caldecott). In addition to developing an annotated bibliography of their own readings, teacher candidates will familiarize themselves with the body of work of one author or illustrator and will design a novel study unit. The use of trade books to structure and support a rich classroom language program will be emphasized throughout the course.

### **DT 506 FOUNDATIONS OF REFORMED ETHICS AND WORLDVIEW (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. As teacher candidates seek to find answers to questions that are common among today's Christians in the Western world, they do so in a well informed manner characterized by a spirit of humility and respect. Cognizant of their chosen vocation as future teachers, they will articulate a Christian

worldview that will assist them in defending their faith in the context of society and will foster their personal professional identity formation.

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

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

## **CURRICULUM AND INSTRUCTION**

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

### **400. CURRICULUM STUDIES**

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

## 7. PROGRAMS OF STUDY

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

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

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

The focus of this course is two-fold: Improving one's own French language skills and becoming a responsible, competent, and creative French language teacher in the P/J division. Through a variety of activities, teacher candidates will practice listening, speaking, reading, and writing French in the context of French culture studies. Assignments and activities are designed to enable teacher candidates to teach the *Ontario French as a Second Language Curriculum*.

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

This course is an introduction to the teaching language in the elementary school. Teacher candidates will examine connections among the six components of language: reading, listening, speaking, representing, viewing, and writing. Although the emphasis is on the reading component, teacher candidates will be equipped to implement a well-balanced language program that reflects the *Ontario Language Curriculum*. Theoretical issues as well as practical classroom applications (e.g., programming, planning, methodology, resources, assessment, etc.) are examined.

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

This course focuses on teaching elementary students to write effectively in a variety of genres. Based on the *Ontario Language Curriculum* and building on the connection between writing and reading, teacher candidates are introduced to the traits of good writing and the process of writing. Teacher candidates will also be.

premise that the assessment for, as, and of learning is a vital component of the instructional introduced to frameworks used in elementary schools for teaching the language arts (e.g., Four Blocks, 6+1 Traits of Writing). This course has a dual focus: the development of teacher candidates' own writing and the teaching of writing across the grades in the elementary school. Teacher candidates are shown how to design teaching activities as well as checklists and rubrics that help the teacher assess not only the content and form of students' writing, but also how well children use the process of writing

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

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

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

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

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

This course is an introduction to the teaching of physical education in the context of a biblical orientation to the subject content, theory, and practice. Movement concept and skill, physical fitness, personal health and wellness, skill mechanics, activity/games skill development,



## 7. PROGRAMS OF STUDY

and positive social skills development form the core of the course. Instructional effectiveness, lesson planning and delivery, long-term organization and evaluation, and structuring student participation are also included using the *Ontario Health and Physical Education Grades 1-8 Curriculum*

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

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

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

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

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## **600. TEACHING STUDIES**

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Teaching Studies consist of courses informed by educational theory to help teacher candidates develop knowledge, skills, and commitment for effective classroom practice in the P/J divisions of Reformed Christian schools. Beginning with an introduction to teaching and initial practicum preparation, the courses develop readiness for induction into the teaching profession through a focus on skills such as creating an environment

for learning, lesson planning, narration as a teaching methodology, unit design and implementation, and differentiated instruction.

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

The focus of this course is on lesson planning, essential presentation skills, introduction to curriculum, and preparation for practicum placement. Teacher candidates are given the opportunity to develop skills in narration, particularly as it applies to the teaching of Bible. As they prepare initial lesson plans, teacher candidates will interact with the Ontario curriculum while being mindful of who their students are. In addition, teacher candidates will be introduced to the Ontario Kindergarten program.

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

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

### **DT 603 TEACHING STUDIES 3 LEARNING ENVIRONMENT (3.0 credits)**

This course provides teacher candidates with an opportunity to explore practical ways of creating the environment for learning. Teacher candidates will develop classroom management and organization skills, crafting a classroom management plan that will be included in their professional portfolio. As they plan to teach for complete understanding, teacher candidates will critically examine learning objectives and assessment tasks in light of various facets of understanding. Teacher candidates will also

## 7. PROGRAMS OF STUDY

investigate and present a number of instructional strategies designed to create and sustain an engaging and equitable learning environment for students.

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

This course offers first-hand experience with storytelling as a teaching method across the curriculum, and it presents a global overview of various approaches to teaching and learning. Through critical analysis and collaboration, teacher candidates will examine underlying assumptions about the roles of teachers and students in the teaching/learning process. Teacher candidates will investigate specific approaches to teaching and learning that are employed within Ontario schools, including classical education, 21st century learning, and competencies-based learning.

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

This course reviews and applies knowledge elements of the curriculum, pedagogical and instructional strategies, and teaching context. As such, it links directly to the curriculum method courses in which teacher candidates interact with the Ontario curriculum.

Teacher candidates have the opportunity to connect curriculum theory and practice by designing and teaching a unit of study for a K-6 classroom. Working in close collaboration with their associate teacher, teacher candidates will select an Ontario curriculum topic and 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.

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

In this culminating course, teacher candidates will examine the professional qualities and

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

## **PRACTICA**

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

The practicum experience is designed to provide teacher candidates the opportunity to put theory into practice. During classroom placements, teacher candidates will observe and practise teaching, while developing their lesson planning, lesson delivery, and assessment skills. Practicum placements across various grade levels allow teacher candidates to acquire the skills to work with colleagues, develop their understanding of students, and respond to a wide range of student needs. With a minimum of 115 days in the classroom, teacher candidates are required to demonstrate narrative reflective practice and self-assessment by providing a practicum portfolio of artifacts (including a logbook) as evidence of their learning in key areas.

### **DIPLOMA OF TEACHING PRACTICA**

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

**Total Field Experience 23 weeks**

## 7. PROGRAMS OF STUDY

### PROFESSIONAL PORTFOLIO

#### 800. PROFESSIONAL PORTFOLIO

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

### THEME-BASED STUDIES

#### 900. SPECIAL FOCUS TOPICS

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



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

PSALM 78:4



# Covenant

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