



# SCHOOL OF EDUCATION

ACADEMIC CALENDAR  
2026 – 2027

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## Message from the Dean of the School of Education



**Dr. Heather Birch**

Welcome to the Tyndale University School of Education. Whether you are a prospective teacher candidate beginning your journey through the Bachelor of Education, or an experienced educator deepening your practice through Additional Qualification (AQ) or Additional Basic Qualification (ABQ) courses, you have found a community that is deeply committed to the formation of excellent teachers.

The School of Education was established to provide a dedicated home for both pre-service and in-service teacher education to flourish at Tyndale. Guided by the biblical call to love God and love our neighbours, we understand teaching as a profound act of service. This vision shapes how we prepare educators through the development of mind, heart, and character, equipping them to invest in the flourishing of learners and learning communities.

Our approach to teacher education integrates rigorous academic preparation with personal and professional formation. Our faculty and faculty advisor team bring both scholarly expertise and deep practical wisdom to their work alongside teacher candidates and practising educators. Our intent is to facilitate learning in community, with attention to culturally responsive, relevant, and sustaining pedagogy, and with a commitment to student learning and well-being, while supporting educators' whole-person development, including mental, physical, emotional, and spiritual development.

As a School, we are excited about what lies ahead, including the expansion of our HOPE AQ and ABQ offerings to serve more teachers across Ontario, and building our capacity to offer graduate-level education in the years to come. Our aspiration is to be a trusted centre for personal and professional learning where educators experience hope.

We invite you to explore this calendar, ask questions, and imagine what your own formation as an educator might look like within this community.

Blessings,

**Heather J.S. Birch, PhD**

Dean of the School of Education and Director of Education Programs  
Professor of Education

# Message from the Associate Director of Education Programs

Practicum is where theory becomes practice, and practice becomes vocation. From the moment teacher candidates step into their first placement school, they are not simply observing education, they are beginning to live it. Our program is designed to support that transformation intentionally and progressively, with each placement building on the last, deepening both competence and confidence in equal measure.

What sets our practicum experience apart is the quality of relational mentorship we offer. Candidates are not navigating this journey alone. They are supported by faculty advisors who know them well, by mentor teachers who invest generously in their growth, and by a community of fellow candidates who are asking the same hard, beautiful questions about what it means to teach well. That web of relationships is not incidental to the program - it is the program.

We are proud to work alongside school partners who share our belief that the formation of a teacher is serious and sacred work. Their willingness to open their classrooms, share their expertise, and welcome candidates as emerging colleagues makes everything else possible. To every school, every mentor teacher, and every administrator who has partnered with us - thank you. It is our hope that every candidate leaves each placement more deeply convinced that teaching is a calling worth giving their whole selves to.

**Blair Pike**

Associate Director of Education Programs

Assistant Professor of Education

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## Campus Information

Prospective students are invited to visit Tyndale University at any time during regular business hours. On-campus admissions events are held in the Fall. Please contact the Admissions Office for further information regarding admission, courses of study, financial aid and registration. Call 1.877.TYNDALE or email [admissions@tyndale.ca](mailto:admissions@tyndale.ca). The Admissions Office is open Monday to Friday from 9 a.m. to 5 p.m. The library and dining hall are open to the public.

This academic calendar is effective for the 2026-2027 academic year, superseding all previous academic calendars. Tyndale University reserves the right to change without notice any statement in this publication concerning, but not limited to: rules, policies, tuition, fees, curricula and classes, but will do so only insofar as it is determined that the change will enhance the capacity of Tyndale University to fulfil its mission.

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[tyndale.ca](http://tyndale.ca)

# Important Dates 2026-2027

## 2026

|                |                                              |
|----------------|----------------------------------------------|
| May 18         | Victoria Day (no classes)                    |
| July 1         | Canada Day (no classes)                      |
| August 3       | Civic Holiday (no classes)                   |
| September 7    | Labour Day (no classes)                      |
| September 15   | Commencement Chapel                          |
| October 12     | Thanksgiving (no classes)                    |
| December 4     | Spring Graduation Early Application deadline |
| Dec 24 – Jan 3 | Tyndale closed to students                   |

## 2027

|             |                                              |
|-------------|----------------------------------------------|
| January 4   | Tyndale Re-opens                             |
| January 31  | Spring Graduation Final Application deadline |
| February 15 | Family Day (no classes)                      |
| March 26    | Good Friday (no classes/exams)               |

## BEd Program Dates

### 2025-2026 cohort

- July 20-31, 2026 BEd Reading Weeks
- August 31, 2026 BEd Fall Paper Graduation Early Application deadline
- October 9, 2026 BEd Fall Paper Graduation Final Application deadline
- November 20, 2026 BEd ends
- December 7, 2026 BEd Fall Paper Graduation
- May 29, 2027 Spring Convocation

### 2026-2027 cohort

- July 28, 2026 BEd begins
- August 24-28, 2026 BEd Reading Week
- March 15-19, 2027 BEd Reading Week

## AQ and ABQ Course Dates

Courses are offered in one of more sessions throughout the year.

- August 15 Fall course offerings begin
- November 15 Winter course offerings begin
- March 15 Spring course offerings begin
- July 1 Summer course offerings begin

For the most current AQ and ABQ schedule and registration deadlines, visit [tyndale.ca/education/aq](https://tyndale.ca/education/aq)



## Profile

## About Tyndale University

Tyndale is a Christian university that prepares leaders for work in the private, public and not-for-profit sectors, ministry and the global mission of the church. Tyndale offers fully accredited programs in a wide range of disciplines at both the undergraduate and graduate levels. Undergraduate students may study toward a Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Fine Arts Honours (BFA Honours), Bachelor of Religious Education (BRE), or a Certificate in Christian Studies. Students may also pursue a post-baccalaureate degree, such as a Bachelor of Education (BEd), or a graduate program such as a Doctor of Ministry (DMin), Master of Theology (ThM), Master of Arts (MA), Master of Divinity (MDiv), Master of Theological Studies (MTS) degree, a Post-Doctor of Ministry Certificate, a Post-Graduate Diploma or a Graduate Diploma. Currently, there are over 1,600 students representing over 40 denominations and 60 ethnic backgrounds and over 14,000 alumni. Founded in 1894, Tyndale is located in Toronto, Ontario.

## Mission Statement

Tyndale University is dedicated

to the pursuit of truth,  
to excellence in teaching, learning and research,  
for the enriching of mind, heart and character, to serve the church and the world,  
for the glory of God.

## The Tyndale Crest

The centrepiece of the crest for Tyndale University is a lantern, symbolic of Psalm 119:105, which reads: “Your word is a lamp to my feet and a light for my path.” Below the lantern is the Greek motto *douloi Christou* (“servants of Christ”), declaring the vision of the school for all students, faculty, staff and alumni to serve the church and the world for the glory of God.

# Statement of Faith

Tyndale University is a Christian institution of higher education standing in the Protestant Evangelical tradition. With all Christians East and West, North and South, we affirm the historic Apostles' and Nicene creeds, and we affirm our spiritual kinship with all who seek to exalt and serve the Lord Jesus Christ.

We are also rooted in the Protestant Reformation with its conviction concerning the Lordship of Jesus Christ and the normative authority of Scripture. In the tradition of the Evangelical awakenings, we proclaim the message of a personal faith in the crucified Christ and a transformed life through the Spirit. Born out of the world missionary movement of the 19th century, we continue to serve the global church in all its cultural diversity. We embrace the biblical call to seek justice and peace and to serve the poor, the vulnerable and the oppressed.

The following Statement of Faith reflects our own specific theological identity within that worldwide church.

## **We believe that:**

- There is but one true and living God who exists eternally in three persons: the Father, the Son, and the Holy Spirit. God alone is Creator, Preserver and Governor of all things visible and invisible, at work in the world to redeem creation.
- The eternal Son of God, incarnate in Jesus of Nazareth, was conceived by the Holy Spirit and born of the Virgin Mary. He declared God's Kingdom and embodied that reign in His acts. Having rendered a life of perfect human obedience to the Father, He died on the cross as a vicarious and victorious atonement for sin. In His atoning death and bodily resurrection, Christ opened the way of rescue from sin and death, reconciling the world to God. Exalted as Lord, He continues to intercede on behalf of His people.
- The Bible, both Old and New Testaments together, is Holy Scripture. It is the authoritative written Word of God, inspired by the Holy Spirit, inerrant in all that it teaches, the one entirely trustworthy rule for faith and life. The teachings of Holy Scripture are apprehended through the careful study of the text in all its dimensions, together with prayerful theological reflection, under the guidance of God's Spirit.
- Human beings alone, both male and female, are created in the image of God. All people are made to enjoy relationship with God, with one another, and with the good creation of which we are stewards. Humankind's sinful disobedience has incurred God's just judgment, bringing sin, guilt, depravity and misery upon all humanity.
- God in mercy and grace redeems all who repent of their sin and trust Jesus Christ alone for their salvation, justifying them through faith in the Saviour, restoring their relationship with Him, giving them new life by the Holy Spirit, and empowering them for discipleship.
- The one holy, catholic and apostolic church occurs in local communities of believers all over the world. The Church is the Body of Christ, the People of God, and the Fellowship of the Spirit, sent into the world to glorify Jesus Christ and to bear witness to God's dawning Kingdom in word and deed.
- On a day that has been appointed, Jesus Christ will appear again as judge to raise the righteous unto eternal blessing and the unrighteous unto eternal separation from God. He will consummate His kingdom of peace, and His redeemed will enjoy everlasting life, reigning with Christ in the new heavens and the new earth.

# History

Tyndale University has been training Christian leaders for 130 years, with its original mission to provide Christian higher education in service of the church remaining constant. Tyndale is proud to continue the tradition of decades of service embodied in its institutional lineage, including: Toronto Bible Training School, Toronto Bible College, London Bible Institute/London College of Bible and Missions, Ontario Bible College/Ontario Theological Seminary, Tyndale College & Seminary and Tyndale University College & Seminary.

Founded in 1894, Toronto Bible Training School was the third of its kind to be established in North America and the first in Canada. Under the leadership of Dr. Elmore Harris, then minister of the historic Walmer Road Baptist Church, Toronto Bible College (TBC) came into being. London College of Bible and Missions (LCBM) began in 1935 as London Bible Institute, led by Dr. J. Wilmot Mahood. After the merger of TBC and LCBM in 1968, it was renamed Ontario Bible College (OBC). In 1976, OBC moved to north Toronto and established a graduate school, Ontario Theological Seminary (OTS – now Tyndale Seminary). Tyndale Seminary is now Canada's largest seminary.

The name Tyndale College & Seminary was adopted in 1998 as part of a renewed vision to build a world-class centre of Christian higher education. William Tyndale, an early English reformer, was a scholar and student of the Scriptures with a passion for the Christian faith and a willingness to serve God. His commitment to making the Scriptures available to all persons led him to undertake the first English translation of the Bible at the cost of his own life. He is a model for scholarship, Christian faith and vision, not only for students but for the entire Tyndale community.

On June 26, 2003, the Ontario Legislature passed a bill that authorized a further change of the name of the institution to Tyndale University College & Seminary. The bill also authorizes Tyndale to offer the Bachelor of Arts and Bachelor of Arts (Honours) degrees in the humanities, the social sciences and business. With this authority, Tyndale University continues its tradition as a place of scholarship and training for those who wish to be salt and light in the world.

In 2007, Tyndale received approval from the Ontario Ministry of Training, Colleges and Universities and the Ontario College of Teachers to offer a Bachelor of Education program to prepare teachers for primary, junior and intermediate grades. Graduates of the program are eligible for a Certificate of Qualification from the Ontario College of Teachers.

In 2007, Tyndale negotiated the purchase of the 56-acre Morrow Park property on Bayview Avenue from the Sisters of St. Joseph of Toronto. Tyndale took possession of the property on April 1, 2013 and began full and complete operations on the new campus in 2015.

In early 2020, following another robust review by the Postsecondary Education Quality Assessment Board (PEQAB) and their recommendation to the Ministry of Colleges, Universities, Research Excellence and Security, ministerial consent was granted to use the name Tyndale University.

Effective December 2020, Tyndale's name was legally changed to Tyndale University by an act of legislation, and the charter extended to embed the Bachelor of Education degree and offer new degrees including the Bachelor of Business Administration (BBA), the BBA with honours, the Bachelor of Fine Arts (BFA) Honours, and the Master of Arts degree.

# Outline of Institutional Heritage

## ***Toronto, Ontario***

|             |                               |
|-------------|-------------------------------|
| 1894 – 1912 | Toronto Bible Training School |
| 1912 – 1968 | Toronto Bible College         |

## ***London, Ontario***

|             |                                                 |
|-------------|-------------------------------------------------|
| 1935 – 1951 | London Bible Institute                          |
| 1951 – 1962 | London Bible Institute and Theological Seminary |
| 1962 – 1968 | London College of Bible and Missions            |

## ***Toronto, Ontario***

|      |                                                                                                    |
|------|----------------------------------------------------------------------------------------------------|
| 1968 | Toronto Bible College and London College of Bible and Missions merge to form Ontario Bible College |
| 1976 | Ontario Theological Seminary is established                                                        |
| 1998 | Ontario Bible College and Ontario Theological Seminary are renamed Tyndale College & Seminary      |
| 2003 | Tyndale College & Seminary name is changed to Tyndale University College & Seminary                |
| 2020 | Tyndale University College & Seminary name is changed to Tyndale University                        |

## **Institutional Leadership**

### ***Toronto, Ontario***

|             |                                              |
|-------------|----------------------------------------------|
| 1894 – 1911 | Dr. Elmore Harris, <i>Founder, President</i> |
| 1894 – 1906 | Dr. William Stewart, <i>Principal</i>        |
| 1906 – 1946 | Dr. John McNicol, <i>Principal</i>           |
| 1946 – 1953 | Dr. John B. Rhodes, <i>Principal</i>         |
| 1954 – 1962 | Rev. E. L. Simmonds, <i>Principal</i>        |
| 1962 – 1968 | Dr. Stewart L. Boehmer, <i>President</i>     |

### ***London, Ontario***

|             |                                                 |
|-------------|-------------------------------------------------|
| 1935 – 1944 | Dr. J. Wilmot Mahood, <i>Founder, President</i> |
| 1945 – 1954 | Dr. James N. Bedford, <i>President</i>          |
| 1954 – 1957 | Dr. Alden A. Gannett, <i>President</i>          |
| 1958 – 1959 | Dr. Percy H. Harris, <i>President</i>           |
| 1960 – 1966 | Dr. J. G. Macaulay, <i>President</i>            |
| 1966 – 1968 | Dr. William R. Foster, <i>Acting President</i>  |

### ***Toronto, Ontario***

|                |                                                                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1968 – 1973    | Dr. Stewart L. Boehmer, <i>President</i>                                                                                                                                                                         |
| 1973 – 1983    | Dr. Victor Adrian, <i>President</i>                                                                                                                                                                              |
| 1983 – 1991    | Dr. William J. McRae, <i>President</i>                                                                                                                                                                           |
| 1991 – 1992    | Dr. Bruce Gordon, <i>Acting President</i>                                                                                                                                                                        |
| 1992 – 1995    | Dr. Bruce Gordon, <i>President</i>                                                                                                                                                                               |
| 1995 – 2009    | Dr. Brian C. Stiller, <i>President</i>                                                                                                                                                                           |
| 2009 – 2010    | <i>Office of the President:</i><br>Mr. Steven Holmes, <i>Chair, Board of Governors,</i><br>Mr. Archie McLean, <i>Vice Chair, Board of Governors,</i><br>and Mrs. Susan Finlay, <i>Member, Board of Governors</i> |
| 2010 – 2020    | Dr. Gary V. Nelson, <i>President</i>                                                                                                                                                                             |
| 2020 – Present | Dr. Marjory Kerr, <i>President</i>                                                                                                                                                                               |

## **Statement on Academic Freedom**

The Faculty and the Board of Governors of Tyndale University have endorsed our “Statement on Academic Freedom” and consider it to be in harmony with Universities Canada’s “Statement on Academic Freedom”, which is quoted in part here:

### ***What is academic freedom?***

Academic freedom is the freedom to teach and conduct research in an academic environment. Academic freedom is fundamental to the mandate of universities to pursue truth, educate students and disseminate knowledge and understanding.

In teaching, academic freedom is fundamental to the protection of the rights of the teacher to teach and of the student to learn. In research and scholarship, it is critical to advancing knowledge. Academic freedom includes the right to freely communicate knowledge and the results of research and scholarship.

Unlike the broader concept of freedom of speech, academic freedom must be based on institutional integrity, rigorous standards for enquiry and institutional autonomy, which allows universities to set their research and educational priorities.

### ***The responsibilities of academic freedom***

Evidence and truth are the guiding principles for universities and the community of scholars that make up their faculty and students. Thus, academic freedom must be based on reasoned discourse, rigorous extensive research and scholarship, and peer review.

Academic freedom is constrained by the professional standards of the relevant discipline and the responsibility of the institution to organize its academic mission. The insistence on professional standards speaks to the rigor of the enquiry and not to its outcome.

The constraint of institutional requirements recognizes simply that the academic mission, like other work, has to be organized according to institutional needs. This includes the institution's responsibility to select and appoint faculty and staff, to admit and discipline students, to establish and control curriculum, to make organizational arrangements for the conduct of academic work, to certify completion of a program and to grant degrees.

*Universities Canada Statement on Academic Freedom, 2011*

## **Tyndale's Statement on Academic Freedom**

As an evangelical Protestant community of learning, our affirmation of academic freedom is within the context of our orthodox theological heritage and vision of life.

At Tyndale, the institution as a whole, its individual faculty members and its students have the right to academic freedom, understood to consist in the free and responsible investigation of issues and ideas and the expression of conclusions and beliefs, in discussion or publications, without interference.

Academic freedom is always experienced within a context of standards or norms. Tyndale University affirms the freedom of the academic community both to define its core theological convictions and to maintain its institutional commitments, which guide the pursuit of its mission. At the same time, Tyndale affirms an individual faculty member's freedom to express, in their writing, teaching and activities, personal beliefs and academic positions. While individual faculty members are free to develop and change their views on theological and academic matters, the unique task of the institution requires that the position of faculty members not be at variance with the core theological convictions of the community as set forth in the Statement of Faith and in the Community Standards Statement.

### **Affirmations of Academic Freedom**

In light of this understanding of academic freedom, Tyndale University affirms the following statements:

- Faculty members are entitled to freedom in research and in the publication of the results within their fields of academic competence.
- Faculty members are entitled to freedom in the classroom to address matters within the general subject area implied by the course title and description. Faculty members are not free to use the classroom as a means of promoting causes unrelated to the subject matter of the course at hand.
- Faculty members are free as individuals and as citizens to speak and write about matters whether or not the matters are directly related to their field of academic competence. Although Tyndale University will not limit individual expression in any respect, faculty members should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should avoid the impression that they are speaking on behalf of Tyndale University.
- Faculty members have the freedom to explore theological understandings which stand in an uncertain relationship to Tyndale's Statement of Faith and/or to the Community Standards Statement, but each member must realize that the institution as a whole, has the task of interpreting the Statement of Faith.
- Students are not required to subscribe to the views of Tyndale and are free to learn and to take reasoned exception to the theological positions or academic views offered in the Tyndale community. In their public expressions, students and student organizations should make clear that they speak only for themselves.
- Faculty members are responsible for safeguarding the academic freedom of their students to learn by encouraging free inquiry into controversial issues, presenting alternative viewpoints, refraining from undue

influence of the process of learning, taking dissenting student opinion seriously and offering a forum for discussion.

- Students shall not be penalized merely for holding a reasoned viewpoint on a particular issue that varies from the position of Tyndale or of a faculty member.

## **Procedures Related to Academic Freedom**

1. If any individual believes that a faculty member has separated from the theological community at Tyndale advocating a position clearly at variance from the Statement of Faith and/or the Community Standards Statement, the individual should first approach the faculty member directly and privately for clarification.
2. If this attempt is not successful, the individual should bring evidence, beyond rumour or hearsay, to the Academic Dean. Allegations accusing violation of the Statement of Faith or Community Standards Statement or professional standards shall be reviewed only after evidence is submitted.
3. Allegations about a faculty member referred to an administrator, even if substantiated, without first confronting the individual with the allegations, shall be viewed as a serious breach of ethics and a violation of the policy on academic freedom.
4. Retractions or modification of utterances by faculty members are not required nor expected on the basis of a complaint received against them.

## Divergent Viewpoints

- Tyndale affirms the central tenets of historic Christian orthodoxy. This faith, expressed in the Scriptures, creeds of the early church, and confessions of the Protestant Reformation tradition, is reflected in the Statement of Faith. Tyndale holds these truths to be of primary importance.
- There are other matters of faith and practice which Tyndale considers secondary. These relate to matters on which the biblical witness does not appear conclusive, or on which Christians have not reached a clear consensus. Tyndale affirms the need to study, pray and work together for greater understanding of such matters.
- Tyndale seeks to avoid a stance in which secondary matters are given absolute importance, by which transdenominational cooperation is subjected to strain and mutual acceptance is precluded by sectarian narrowness.
- While emphasizing the primary truths shared by all who affirm historic Christian orthodoxy, Tyndale recognizes the right of congregations and denominations to develop and teach their own distinctiveness. Tyndale seeks to assist students to relate positively to their heritage and to work enthusiastically in the affiliations to which God calls them.
- Faculty members are also expected to affirm the convictions of their own tradition while at the same time being respectful of other traditions.
- Tyndale University affirms that all members of its academic community have an obligation to give fair consideration to the various beliefs and to show due sensitivity to divergent understandings. Faculty and students are expected to deal with one another with respect. No one should pressure persons or impose tenets on others, but every encouragement is given to exercise responsible freedom to discuss such matters.

## Centres and Continuing Education Resources

### TYNDALE OPEN LEARNING CENTRE

[tyndale.ca/open-learning](http://tyndale.ca/open-learning)

The Tyndale Open Learning Centre (TOLC) offers professional development and lifelong learning opportunities for Christian leaders in congregational contexts, Christian organizations, the marketplace and the public sector. The Centre directs its attention to the community at large, bringing together strategically placed leaders who are committed to advancing the mission of God in their particular spheres of influence. The Centre also conducts research that articulates a biblical perspective on leadership issues and disseminate leadership resources to the Christian community and broader public. TOLC houses the following centres: Centre for Redemptive Entrepreneurship, Hudson Taylor Centre, Tyndale Intercultural Ministries (TIM) Centre, Tyndale Centre for Leadership, Tyndale Spiritual Formation Centre.

### ***Hudson Taylor Centre for Chinese Ministries***

[tyndale.ca/htc](http://tyndale.ca/htc)

*Director:* Rev. Warren Lai | 416.226.6620 ext. 2154 | [wlai@tyndale.ca](mailto:wlai@tyndale.ca)

*Administrator:* Wai-Ling Pang | 416.226.6620 ext. 2143 | [wpang@tyndale.ca](mailto:wpang@tyndale.ca)

The mandate of the Hudson Taylor Centre at Tyndale Seminary is to advance Chinese Ministries in North America and the world. The Centre seeks to:

- facilitate the interchange of insights and concerns between the academy and the church
- conduct and promote scholarly research in Chinese ministries
- apply and implement research results into frontline ministry
- provide forums for dialogue and consultation related to Chinese ministries
- offer professional development, training, seminars and workshops

The Hudson Taylor Centre, named after James Hudson Taylor, the pioneering missionary to China and founder of China Inland Mission (now OMF International), undertakes several projects within the Chinese church context, including Mandarin ministries, English ministries, biblical interpretation in the postmodern context, strategies and directions for the 21st century church, pastoral counselling, family ministries, evangelism and church planting.

### ***Tyndale Intercultural Ministries (TIM) Centre***

[tyndale.ca/tim](http://tyndale.ca/tim)

*Director:* Dorothy Pang | 416.226.6620 ext. 2701 | [dpang@tyndale.ca](mailto:dpang@tyndale.ca), [TIM@tyndale.ca](mailto:TIM@tyndale.ca)

The mission of the TIM Centre is to act as a catalyst to mobilize the intercultural Christian faith community towards a more intentional and effective engagement in local and global missions. The TIM Centre offers seminars, workshops, inter-mission consultation, training partnerships and networking opportunities for churches, mission agencies and individuals interested in intercultural ministry.

### ***Tyndale Leadership Centre***

[tyndale.ca/leadership](http://tyndale.ca/leadership)

*Director:* Dr. Michael Krause | 416.226.6620 ext. 2239 | [mkrause@tyndale.ca](mailto:mkrause@tyndale.ca)

The Centre designs strategies and services that integrate the mission and vision of Tyndale University, developing Christian leaders who serve in the private, public and not-for-profit sectors. The Centre's services include providing leadership development programs, consulting expertise in leading change, research and coaching.

### ***Tyndale Spiritual Formation Centre***

[tyndale.ca/tsfc](http://tyndale.ca/tsfc)

*Director:* Joseph Wong | 416.226.6620 ext. 2180 | [josephwong@tyndale.ca](mailto:josephwong@tyndale.ca)

The Tyndale Spiritual Formation Centre (TSFC) offers practical learning to help people in their spiritual journey through forums, discussions, retreats, spiritual direction, professional development and certificate programs.

## **WESLEYAN STUDIES CENTRE**

The Wesleyan Studies Centre seeks to foster knowledge and appreciation of Wesleyan history and theology by: establishing specialized research collection; fostering a research community; disseminating resources to the Wesleyan and the broader academic community; promoting Centre events; networking with other research centres in Canada and around the world.

## **LILLY GRANT FUNDED RESEARCH CENTRES**

The following two centres are funded through Lilly Endowment's Pathways for Tomorrow Initiative, a three-phase initiative designed to help theological schools across the United States and Canada as they prioritize and respond to the most pressing challenges they face as they prepare pastoral leaders for Christian congregations both now and into the future.

### ***Tyndale Centre for Pastoral Imagination***

[tyndale.ca/tcpi](http://tyndale.ca/tcpi)

The Tyndale Centre for Pastoral Imagination (TCPI) is a collaborative initiative that works with churches to discern, equip, and support pastors. TCPI provides practical and relevant resources and relationships that help pastors navigate the changing contexts and challenges of pastoral ministry. Their vision is to foster a vibrant and diverse community of new and emerging pastors who are faithful to God's mission and who serve with renewed imaginations as they effectively lead the churches of today and tomorrow.

### ***Tyndale Centre for Grief and Loss***

[tyndale.ca/grief-loss](http://tyndale.ca/grief-loss)

The Tyndale Centre for Grief and Loss (TCGL) is committed to accompany those who mourn as well as to be a resource for the church, professionals and the general public. TCGL serves the community through support groups and events and by providing network and training opportunities and resources.



## Introduction to the School of Education

### About the School of Education

The School of Education at Tyndale University launched in 2026, growing out of a Department of Education with a longstanding commitment to faith-informed teacher education. The School provides a dedicated home for educator preparation and ongoing professional learning, serving both pre-service teacher candidates in the Bachelor of Education program and in-service educators advancing their practice through HOPE AQ and ABQ courses.

### School Mission Statement

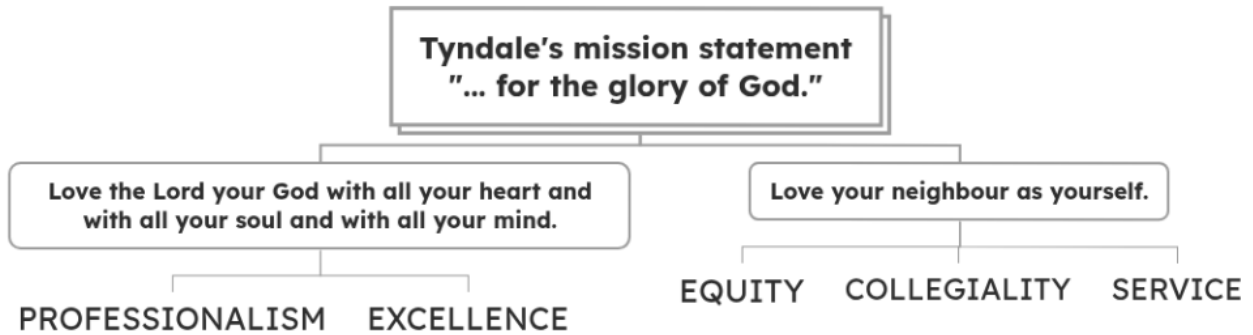
To educate and equip graduates to teach with the utmost commitment to professionalism, collegiality, equity, service, and excellence.

### Conceptual Framework

The conceptual framework of Tyndale's teacher education program emerges from two central biblical commands. The first is to love God with our whole selves. This implies, among other responsibilities, that we maintain a high degree of professionalism and excellence in everything we do, including the application of current educational theory, critical thinking and inquiry, and reflective practice. The second is to love our neighbour as ourselves. This implies that our teacher education includes a strong focus on collegiality and community, equity and social justice, as well as service and stewardship.

The School of Education's conceptual framework informs how we prepare candidates not only to teach well, but to teach as people who are self-aware about their own values, beliefs, and convictions. At Tyndale, we take seriously the idea that every educator brings a moral and philosophical framework into the classroom, whether or not that framework is rooted in religious faith. Our candidates are encouraged to examine and own what they believe, and why, and to understand how those convictions shape their practice. Whether a graduate goes on to teach in a school where faith is explicitly part of the culture, or in a public school where it is not, they will leave Tyndale having developed the capacity to teach with integrity in any setting. They will also be well prepared to welcome and respect the diverse faith traditions, beliefs, and values that children and families bring into the classroom, understanding that these are not incidental to learning but central to who learners are. Faith and values shape classroom culture, relationships, and the experience of belonging, and our candidates are equipped to honour that reality wherever they teach.

## School of Education Conceptual Framework



## Diversity

The Tyndale School of Education welcomes teacher candidates and in-service educators from a wide range of backgrounds, traditions, and life experiences. Our cohorts reflect the diversity of Ontario's classrooms. Candidates come from different faith backgrounds and cultural communities, and many bring prior careers, languages, and identities that enrich the learning community we build together. Some candidates enter the BEd directly from their undergraduate degree, while others arrive after years of working with children and youth in schools, camps, community organizations, or places of worship.

Our community includes candidates who identify with the Christian faith, as well as other faith traditions, or no faith tradition. A great strength of the School of Education is our ability to engage openly and honestly with that diversity. Faith, values, and worldview are not topics we set aside at the door. They come up in our courses, and we know how to explore them together with curiosity and respect. Teaching requires the ability to engage thoughtfully with people whose beliefs and values differ from our own, and we believe that learning in a community where those differences are named and explored is itself a form of professional formation.

Our faculty and staff bring their own faith to their work. Rooted in Tyndale's Christian heritage and tradition, they may pray during class, draw on Scripture, or speak openly about how their own Christian faith informs their practice as educators. This perspective is one we believe has something valuable to offer anyone who enters our community, regardless of their background and beliefs. At the same time, every candidate is invited to connect what they are learning about teaching with their own values, beliefs, and convictions, whatever those may be. Formation at Tyndale is about becoming a more self-aware, reflective, and whole educator.

## Teacher Identity Formation in Community

The Tyndale School of Education is a professional learning community, and community life is integral to what happens here. The BEd is a cohort-based program in which the same group of people learns, practises, struggles, and grows together across 16 months. That shared journey is not incidental to the program but is part of teacher formation. Community at Tyndale is informed by the professional standards for the teaching profession in Ontario, grounded in mutual respect, shared responsibility, and a commitment to the flourishing of every person in the room. Candidates are invited to participate as professionals in community, both in classrooms at Tyndale, and school communities during practicum. Details about community expectations and conduct are available in the BEd Candidate Handbook.

Each cohort elects a Representative Council, a small group of teacher candidates who take on some responsibility for fostering community life, organizing shared experiences, and supporting the well-being of the cohort from within. This might look like planning social gatherings, marking milestones in the program, or creating spaces for candidates to connect outside of class. The specific initiatives of each Representative Council reflect the character and priorities of that particular cohort, making it a genuinely candidate-driven contribution to the community each year.

That sense of community extends into the spiritual life of the School as well. The BEd on-campus schedule is intentionally designed to allow candidates to attend chapel during the midday break between classes, and still have time to eat lunch. A prayer room is also available on campus for quiet reflection and contemplative prayer throughout the day.

Tyndale's podcast ministry offers episodes focused on spiritual direction and formation, available to the broader community as a resource for reflection and growth ([tyndale.ca/podcasts](https://tyndale.ca/podcasts)). For those seeking more personal support, the Tyndale Spiritual Formation Centre offers one-on-one spiritual direction with experienced directors who can support spiritual health and growth at any stage of a person's faith journey ([tyndale.ca/tsfc](https://tyndale.ca/tsfc)).

Supporting candidates' well-being is part of how the School understands teacher formation. The demands of a 16-month professional program are real, and many candidates find that seeking support at some point during their journey is not only helpful but important. There is no stigma attached to doing so. Knowing when to ask for help, being willing to seek support, and tending to one's own well-being are not signs of weakness — they are habits of mind and practice that sustain educators over the long arc of a teaching career, and every candidate is encouraged to make use of the wellness support available to them through the university.

The School of Education offices are located on campus. Prospective teacher candidates and in-service educators are welcome to visit during regular business hours. Those wishing to see the campus more fully are encouraged to arrange an official tour through the Admissions Office.

## Contact Information

School of Education: [education@tyndale.ca](mailto:education@tyndale.ca) | [tyndale.ca/education](https://tyndale.ca/education)

AQ/ABQ inquiries: [aqinfo@tyndale.ca](mailto:aqinfo@tyndale.ca)

Admissions Office: [admissions@tyndale.ca](mailto:admissions@tyndale.ca) | 1.877.TYNDALE | Monday to Friday, 9:00 a.m. to 5:00 p.m.

Office of the Registrar: [tyndale.ca/registrar](https://tyndale.ca/registrar)

Main switchboard: 416.226.6380

# Accreditations and Associations

## Accreditations

Tyndale University is a provincially recognized degree-granting institution within the province of Ontario. Tyndale has the power to grant the degrees under authority granted by the Legislative Assembly of Ontario.

## Ontario College of Teachers (OCT)

Tyndale University's School of Education works in close partnership with the Ontario College of Teachers (OCT), the body responsible for the licensing and regulation of the teaching profession in Ontario. The Tyndale Bachelor of Education degree is accredited by the OCT, and successful graduates are eligible to apply for OCT membership and certification, which is required for employment as a teacher in Ontario's publicly funded schools and is widely recognized as a credential of professional standing in independent schools and international contexts as well. Tyndale also offers Additional Qualification (AQ) and Additional Basic Qualification (ABQ) courses, each approved and reviewed by the OCT, with course documentation submitted directly to the OCT upon successful completion.

## Professional Associations and Memberships

Tyndale is a member of the following professional associations and councils:

- Association of Theological Schools (ATS) - [www.ats.edu/member-schools](http://www.ats.edu/member-schools)
- Canadian Association for Christians in Student Development – [www.thecacsd.org](http://www.thecacsd.org)
- Canadian Christian Business Federation (CCBF) – [www.ccbf.org](http://www.ccbf.org)
- Christian Higher Education Canada (CHEC) – [www.checcanada.ca/checc/members](http://www.checcanada.ca/checc/members)
- Council for Christian Colleges & Universities (CCCCU) – [www.cccu.org/members\\_and\\_affiliates](http://www.cccu.org/members_and_affiliates)
- Council for Higher Education Accreditation (CHEA) – [www.chea.org](http://www.chea.org)
- North American Coalition for Christian Admissions Professionals (NACCAP) – [www.naccap.org](http://www.naccap.org)

# Academic Partnerships and Affiliations

## Provincial Ministries

As a provider of provincially recognized teacher education, the School of Education maintains active affiliations with the Ontario Ministry of Colleges, Universities, Research Excellence and Security (MCURES) and the Ontario Ministry of Education. The School is accountable to both Ministries, participates in Ministry-convened meetings, welcomes Ministry representatives to School gatherings, and aligns with Ministry policy and frameworks as they shape practice across Ontario classrooms and teacher education programs.

## School Boards

Practicum partnerships are maintained with nine publicly funded school boards across the Toronto, Peel, York, Halton, and Durham regions. The School of Education is committed to practicum as a relational experience, not merely a logistical one. We invest in our relationships with placement schools and their administrators and approach each partnership as an ongoing connection rather than a transactional arrangement, recognizing that the schools and educators who open their doors to our teacher candidates are integral to the formation of the next generation of teachers.

## Shibogama First Nation

One partnership that has taken on particular significance for the School is our ongoing and deepening relationship with Shibogama First Nations Council in northern Ontario. This relationship has grown well beyond a formal placement arrangement. Shibogama community members visit Toronto and spend time with our School community, and each year Tyndale faculty travel north with teacher candidates at the invitation of Shibogama. For our teacher candidates, these placements offer immersive encounters with Indigenous education and remote northern contexts, and the relationship has deepened over time to the point that Tyndale alumni are now teaching and living in Shibogama communities.

## NAIITS: An Indigenous Learning Community

The School of Education at Tyndale University is in ongoing partnership with NAIITS: An Indigenous Learning Community. This partnership is woven into the rhythm of the Bachelor of Education program throughout the full 16 months of each cohort's formation. This partnership was first established through a foundational connection with Dr. Terry LeBlanc, founding director of NAIITS, and continues through the ongoing involvement of Adrian Jacobs and other members of the NAIITS community.

The partnership takes shape through invitation to contribute to course instruction across concept, curriculum, and context courses, sharing Indigenous perspectives on child development and well-being, ethno-cultural mathematics, environmental education, science and nature, storytelling and language, social studies and history, the Education Act, and the integration of First Nations languages and cultures across the curriculum.

### *Our Indigenous Community Leaders*

Terry LeBlanc, PhD, Director Emeritus of NAIITS: An Indigenous Learning Community.

Adrian Jacobs is Ganosono (Deer Lodge), Turtle Clan from Cayuga Nation, Six Nations Haudenosaunee Confederacy, Grand River Country in Southern Ontario, Turtle Island. He serves as Senior Leader for Indigenous Justice and Reconciliation for the Christian Reformed Church in North America in Canada. He also serves NAIITS as Elder Liaison for the NAIITS Elders Circle. For over 47 years he has worked with Indigenous and non-Indigenous people in spiritual and social service across Canada and the United States, with expertise in Indigenous worldviews, cultures, health, and intercultural education.

## Vocate and Edvance

Tyndale graduates who wish to teach in Edvance-affiliated Christian schools, where the Christian School Teachers Certificate (CSTC) is highly valued and sometimes required for employment, are well positioned to pursue this certification through Tyndale's partnership with Vocate and Edvance. Vocate administers the CSTC on behalf of Edvance, and the Vocate Credentials Committee has pre-approved a number of Tyndale courses toward CSTC requirements, making this certification a natural extension of the Tyndale Bed. Graduates have already fulfilled a substantial portion of the requirements as part of their standard degree. The table below identifies these pre-approved courses, including mandatory BEd courses completed by all graduates, as well as School of Arts and Science courses that can be taken by those who complete their undergraduate degree at Tyndale.

### CSTC Pre-Approved Courses

| Course Code                                                                     | Course Title                       |
|---------------------------------------------------------------------------------|------------------------------------|
| <b>Pre-approved Undergraduate Courses</b> <i>(School of Arts and Sciences)</i>  |                                    |
| BSTH 101                                                                        | Old Testament                      |
| BSTH 102                                                                        | New Testament                      |
| BSTH 270                                                                        | Introduction to Christian Theology |
| SPIR 0700                                                                       | Spiritual Formation                |
| <b>Pre-approved BEd Courses</b> <i>(completed by all Tyndale BEd graduates)</i> |                                    |
| EDUC 511                                                                        | Reflective Practice                |
| EDUC 503                                                                        | The Developing Learner             |
| EDUP 521 / EDUI 521                                                             | Language and Literacy Part 1       |
| EDUP 522 / EDUI 522                                                             | Language and Literacy Part 2       |
| EDUP 523 / EDUI 523                                                             | Mathematics Part 1                 |
| EDUP 524 / EDUI 524                                                             | Mathematics Part 2                 |
| EDUP 506 / EDUI 506                                                             | Health and Physical Education      |
| EDUP 507 / EDUI 507                                                             | Arts                               |



# Admissions

## General Information

Anyone interested in becoming a student in the Bachelor of Education of Tyndale University must submit a complete application to the Admissions Office. Applications are available online. The Admissions Committee will consider applications upon receipt of the complete application, which includes:

1. An application form.
2. A complete collection of official transcripts from all previously attended post-secondary educational institutions. An official transcript is one that bears the seal of the institution and/or the signature of the issuing institution, or has been produced on the institution's secured paper. Official transcript(s) must be received from all post-secondary institutions at which the applicant previously attended or is currently attending. The applicant is responsible for making arrangements whereby each institution mails or emails the official transcript directly to the Tyndale Admissions Office. Tyndale may require a graduation certificate from the institution if the transcript itself does not confirm graduation. All applicants must submit all transcripts (academic records) in English, or the transcript should be accompanied by a notarized English translation. All submitted transcripts become the property of Tyndale University and cannot be returned to the applicant. Copies also cannot be provided.

For application deadlines and to apply online, visit [tyndale.ca/apply](https://tyndale.ca/apply).

## Application Fee

For applicants from Canada or the United States, the fee is \$75. Applicants from outside Canada and the United States must submit a fee of \$150 in order for the admissions application to be processed. The fee to apply to Tyndale University is non-refundable, will not be applied to tuition costs, and should be submitted in Canadian currency. The fee may be paid online at [pay.tyndale.ca](https://pay.tyndale.ca) or by mailing a cheque, bank draft or money order to Tyndale University. Should the applicant desire to pay the fee by wire transfer or by using a MasterCard or Visa credit card, please contact the Department of Student Financial Services by calling 416.226.6620, ext. 6735, or 1.877.TYNDAL, ext. 6735, or by email at [sfs@tyndale.ca](mailto:sfs@tyndale.ca). Please do not send cash.

## English Language Requirements

Applicants whose first language is not English, or who have not studied for three years in an English-speaking secondary or post-secondary institution (where English is the language of instruction and examinations are in English) must submit proof of English language proficiency by supplying their scores/results of either the Test of

English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Visit [ets.org/toefl.html](http://ets.org/toefl.html) or [ielts.org](http://ielts.org) for further information about these tests. Applicants who are not residents of Canada at the time of application must arrange to take the TOEFL/Test of Written English (TWE) or IELTS in the country from which they are applying. Tyndale's TOEFL institution code is 0532.

### ***Minimum scores for Bachelor of Education***

|                                                                                                          |     |
|----------------------------------------------------------------------------------------------------------|-----|
| IELTS Academic-----                                                                                      | 7.0 |
| (With a minimum score of 7 in Writing and Speaking, and a minimum score of 6.5 in Listening and Reading) |     |
| TOEFL Internet-based Test (iBT) -----                                                                    | 96  |
| (With a minimum score of 26 in Writing)                                                                  |     |

### **Admission Types**

Deferral requests are considered on a case-by-case basis. Only a limited number of deferral spots are available each year. Approval is not automatic and cannot be guaranteed. A deferral is granted for one year only; candidates who do not enrol within that year must submit a new application.

#### ***Official Admission***

Official admission applies to applicants who have met all admission requirements set forth by Tyndale University and are approved by the Admissions Committee.

#### ***Conditional Admission***

Applicants who have met most of the admission requirements set forth by Tyndale University and demonstrate potential to succeed, but have not fully submitted all application requirements, may be conditionally admitted. In order to continue enrolment, students must satisfy the conditions of admission by the end of the first semester of enrolment.

All conditions of admission must be satisfied by June 30, before enrolment in a BEd program.

### **Admission Appeals**

An applicant who has been denied admission to the School of Education at Tyndale University may appeal to the Chief Enrollment Officer in writing. The Chief Enrollment Officer's decision is final. Upon receiving an unfavourable decision, the applicant may appeal to the Academic Dean on matters of process only.

### **Contact Information**

Questions related to admissions matters may be directed to the Tyndale Admissions Office.

|                             |                                                                  |
|-----------------------------|------------------------------------------------------------------|
| <b>Website:</b>             | <a href="http://tyndale.ca/contact">tyndale.ca/contact</a>       |
| <b>Mailing Address:</b>     | 3377 Bayview Avenue, Toronto, Ontario, M2M 3S4                   |
| <b>Canada Phone Number:</b> | 416.226.6620, ext. 6757 or 1.877.TYNDALE, ext. 6757              |
| <b>Fax Number:</b>          | 416.218.6730                                                     |
| <b>Email Address:</b>       | <a href="mailto:admissions@tyndale.ca">admissions@tyndale.ca</a> |

# Admission Information and Procedures

## Bachelor of Education (Post-Baccalaureate Program)

Offers of Admission to suitable applicants to the Bachelor of Education program will be determined by the BEd Admissions Committee following an admission interview.

Eligibility for an admission interview will be based on the following:

1. Applicants are required to have an officially recognized three-year (90 credit hours, 15 full credits) baccalaureate degree from an officially recognized degree-granting institution with university status.
  - a. Preference will be given to applicants who have completed, or who are completing, a four-year baccalaureate degree (120 credit hours, 20 full credits), or who have completed both a three-year baccalaureate degree plus the equivalent of 30 credit hours at another officially recognized post-secondary institution (i.e., an Ontario College of Applied Arts and Technology).
2. Applicants are required to have a Grade Point Average (GPA) in the “B” range (minimum 70% or 2.7 on a 4.0 scale) or better, calculated on the applicant’s best 60 credit hours (10 full credits) of undergraduate university courses. College diploma and/or certificate courses, whether transferred into the university degree program or not, will not be included in the Grade Point Average (GPA) calculation.
  - a. Academic Equivalence: Applicants who do not meet the above Grade Point Average (GPA) requirement may be selected for an admission interview if the Admissions Committee grants academic equivalence. Academic equivalence can be demonstrated by:
    - i. Substantial relevant experience in an educationally-related field (e.g., experience and/ or employment as an Educational Assistant or Early Childhood Educator, private school/ Montessori teacher); or,
    - ii. Demonstrated proficiency in an identified area of need in the publicly-funded school systems in Ontario (e.g., French language proficiency).

Proficiency in English is required (please refer to English Proficiency Requirements for the Bachelor of Education under Admissions – General Information).

*Meeting the academic requirements does not guarantee admission to the program.*

### ***Additional Information:***

1. Applicants to the Junior/Intermediate program must be completing or have completed a minimum of 12-18 credit hours (2-3 full credits) in one of the following disciplines (teachable areas): English, French, Geography, History, Mathematics, Music – Instrumental, Science – General.
2. For applicants completing an undergraduate degree during the application process, only courses completed by the application deadline will be assessed. A conditional acceptance, pending receipt of a final, official transcript, may be offered.
3. Primary/Junior applicants who wish to register in the French as a Second Language program must first demonstrate proficiency on the French Language Proficiency Assessment.
4. Junior/Intermediate applicants who wish French as a Second Language to be their teachable must have successfully completed a minimum of 12-18 credit hours (2-3 full credits) in French at the university level and demonstrate proficiency on the French Language Proficiency Assessment.
5. In order to qualify for the Music – Instrumental teachable, applicants will require at least 12-18 undergraduate credit hours in music representing learning in a breadth of theoretical as well as performance-based courses.
6. In order to qualify for the Science – General teachable, applicants will require at least 12-18 undergraduate credit hours in science representing a breadth of learning in Biology, Chemistry, Physics, and Earth and Space science.
7. Applicants must complete the BEd application form and provide all requested documentation, including, but not limited to, all official post-secondary transcripts, written statements and resumé (curriculum vitae).
8. Admission to the BEd is on a full-time basis only.
9. Candidates may apply to transfer into Tyndale's Bachelor of Education program from another accredited teacher education program. Applicants must follow the established steps to apply for admission into the program and must meet all Tyndale BEd admission requirements.
10. International candidates accepted to the BEd program must show confirmation of study permit by June 1st prior to their cohort beginning. If the student's visa does not arrive by June 1st, the student may defer to the following year (one time only). In those cases, the candidate must show confirmation of study permit by January 1st prior to that next cohort's start to secure their spot.
11. Applicants accepted into the program may request a one-time deferral to the following intake; however, approval is not guaranteed and will be considered on a case-by-case basis.

### **Occasional Students**

The School of Education offers a pathway for out-of-province and internationally educated teachers, welcoming occasional students who earned teaching degrees outside of Ontario. The OCT determines whether these teachers must complete additional requirements before membership can be granted, which may include a specified number of supervised practicum days, additional teacher education coursework, or both.

Occasional Students are admitted through Tyndale's admissions and registration process and enrolled in the specific courses required to meet their OCT conditions.

Occasional Students enrolled in a practicum course at Tyndale will be matched with a classroom and host teacher, mentored and visited by a Tyndale faculty advisor, and assessed and evaluated using the same standards as for full-time enrolled candidates.



## Student Development

### Community Life and Standards

Tyndale's student body embraces an appreciation of individual diversity and a commitment to fostering a rich community life, one that includes traditional undergraduate, Seminary and graduate level, and Bachelor of Education students. Students range in age from recent high school graduates to mature students who continue their education for a number of reasons.

When accounting for all students in all schools at Tyndale, over 1200 attend Tyndale every year. The School of Education welcomes over 100 new students every year. These students represent a wide variety of demographic, ethnic and denominational backgrounds.

### Rights and Responsibilities

Student membership at Tyndale University is based upon primary rights and responsibilities intended to honour all and maintain the integrity of the community for learning. The policies, regulations, and community standards convey the community's ethos and the expectations that all students, at the point of matriculation, should understand. The rights and responsibilities exercised within the community must be compatible with these qualities and standards.

Tyndale University acknowledges that students are able to make responsible decisions regarding their own behaviour within the guidelines of the Tyndale community. The purpose of these standards is to provide an environment that supports personal and intellectual growth. The intent is to recognize the rights as a student and the rights of others within this academic community, while also identifying certain responsibilities of all students who choose to participate in this educational context. These responsibilities apply to all students who are engaged in school-sanctioned activities, as well as to off-campus conduct should the activity materially affect the safety, integrity and/or educational interests of the Tyndale University community.

Further information and procedures for discipline and appeals are provided in the appropriate sections of the Student Handbook.

## **Chapel Programming and Spiritual Formation**

At Tyndale, spiritual formation is a shared journey and a significant part of who we are. Our chapel program is designed to foster students' holistic development through times of corporate worship and opportunities for meaningful conversations about the Christian faith in the modern world.

Whether it's Community Chapel on Tuesdays or The Gathering on Thursdays or one of our student-led sessions throughout the week, there is a place for every student.

The Student Handbook details the full schedule.

## **Anti-Discrimination and Harassment Policy**

It is official policy that members of the Tyndale community be able to enjoy an environment free from all forms of discrimination and harassment. No employee or student may be discriminated against in any manner that violates the Ontario Human Rights Code. The full policies and procedures to register a complaint are outlined in the Student Handbook. The Student Handbook is available online through the [mytyndale.ca](https://mytyndale.ca) student portal.

# **Student Services**

## **Welcome to Your Journey: New Student Orientation 2026**

Welcome to the Tyndale School of Education. You have been invited to train toward a noble profession, and we are honoured that you've chosen our educational community for this season of your life. As a student of this year's incoming cohort of teacher candidates, you are entering a unique and intentional membership. The School of Education operates as a distinct community within the broader Tyndale University environment and your orientation is the first step in building the professional and personal bonds that will support you throughout your time at Tyndale and into your career.

## **What to Expect**

Organized by the Tyndale School of Education and Department of Student Development, new student orientation is designed to transition you seamlessly into life at Tyndale. Our goal is to ensure you are fully acquainted with the people, policies, and procedures that will define your academic success.

During your first month on campus, you will:

- **Connect with Faculty:** Meet your committed and generous faculty members and Education staff who will both teach and mentor you.
- **Build Your Cohort:** Begin lifelong professional relationships with your incoming class.
- **Navigate the Essentials:** Gather key information regarding your academic responsibilities and institutional policies.

## **A Community of Purpose**

Orientation isn't just a series of meetings; it is the beginning of your integration into a community that values your growth as a student, practitioner, and a person.

The heart of the Tyndale School of Education experience is found in our shared commitment to excellence, learning, and community. We look forward to seeing how this year's cohort evolves.

## Student Activities

Consistent with our emphasis on balance in the Christian life, Tyndale encourages students to participate in various areas of activity that help to provide social, spiritual, intellectual and physical growth. Campus recreation, events sponsored by the School of Education Representative Council contribute to building an active community.

## Health Policies

One of the hallmarks of a Tyndale University experience is holistic student development. Tyndale partners with the *Gallivan Student Health & Wellness* who provides healthcare benefits for thousands of university students nationwide. The extended healthcare benefits gives all Tyndale students insurance coverage in areas such as:

- Prescription Drugs
- Dental Care
- Chiropractor
- Physiotherapy
- Mental Health Counselling

If students already have extended healthcare benefits through other avenues such as spouse or parents, those will be given an opportunity to opt-out of the plan and receive a refund.

The cost of this benefit for Canadian undergraduate, BEd, and graduate students is available from Student Financial Services (SFS). International students, due to the nature of their status in Canada, have a different plan and details can be found through SFS.

## Alumni Association

The Tyndale Alumni Association exists to develop lifelong relationships between Tyndale alumni and Tyndale University. Tyndale alumni are serving in Canada and around the world and the Alumni Association provides support and connection through communications, events, continuing education and benefits. To find out more about the Alumni Association, visit their website at [tyndale.ca/alumni](http://tyndale.ca/alumni).

## Counselling Services

The Tyndale Wellness Centre offers professional counselling for individuals, couples and families, as well as a variety of seminars designed to help students grow and develop in their personal life and their relationships with others. This team of dedicated and experienced therapists exists to facilitate growth and healing in the lives of students, focusing on prevention and intervention from a Christian perspective.

The Wellness Centre offers therapy sessions and instruments to Tyndale University students on a fee schedule. For more information on fees and services, visit the Wellness Centre website: [tyndale.ca/wellness](http://tyndale.ca/wellness).

## Food Services

The Dining Hall, located on Level 200, F Wing of the campus, is open most days through the year (with the exception of the Christmas break). For hours of operation, please refer to the Student Handbook. All Tyndale residents subscribe to a meal plan, which operates on a declining-balance per purchase through tapping their Tyndale ID card.

## Library Services

The J. William Horsey Library and Abba Resource Centre supports the curricula of Tyndale University. It holds over 150,000 monographs, periodical volumes and audio/visual resources and has particular strengths in church history and Biblical Studies in both English and Chinese. Special collections include the Percival J. Baldwin Puritan Collection, the NAIITS Indigenous Collection, and Education Curriculum Resources.

The library subscribes to thousands of digital periodicals providing access to hundreds of thousands of journal articles. Over 500,000 e-books are also available. Online Library Research Guides lead students to focused resources by subject. Remote access is available to students for most electronic resources. Reference services, online tutorials and information literacy sessions are offered to orient users to resources available at Tyndale and elsewhere.

The library's holdings are available in WorldCat, which is freely accessible through the Internet. Tyndale students are able to renew materials online where permitted. They may also access over 50 research databases remotely. Some library materials are in closed stacks and are available upon request. Visit the library's website at [tyndale.ca/library](http://tyndale.ca/library) for more information.

## **Residence**

The Tyndale residence is a caring community that fosters accountability and lifelong relationships. While most residents are undergraduate students, there are also limited options for School of Education students to live in residence.

The Department of Student Development endeavours to promote a quality of student life that will stimulate residents to develop intellectually, physically, socially, emotionally and spiritually. This involves a commitment to maximizing opportunities for the individual to make responsible choices with the expectation that the individual also recognizes an obligation to contribute to the growth and welfare of others in the community.

### ***Commuter/Guest Rooms***

To accommodate the needs of our commuter students, guest rooms have been set aside in the Boehmer Centre wing in our facility. Rooms are available for use by commuters or non-Tyndale student guests. These rooms may be booked through Reception by sending an email to [reception@tyndale.ca](mailto:reception@tyndale.ca) or calling 416.226.6620 ext. 0. A limited number of rooms are available and specific rooms will not be guaranteed. For further information speak to Reception.

### ***Summer Residence***

From May to mid-August, the residence is available for those who need accommodation in Toronto due to summer school, job opportunities and other reasons. Tyndale students and non-Tyndale students applying for summer residency must have all outstanding Tyndale accounts cleared prior to summer residence acceptance. All policies in the Student Handbook and in the Residence Handbook remain in effect during the summer months. Please consult the Student Handbook for further information.

## **Parking**

There is no charge or fee for vehicle parking at Tyndale. Please park your vehicle in designated spots on the Tyndale campus. Unless authorized to do so, please refrain from parking in accessibility designated spots and the spots in LOT B designated for Admissions guests.

## **The Centre for Academic Excellence**

The Centre for Academic Excellence is committed to the success, support, and academic flourishing of Tyndale's students. Students at all levels of ability can profit from the Centre's free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre.

The Centre has been established to help students achieve their full potential as learners. It consists of Learning Services, Accessibility Services, Academic Advising, and Career Services. These areas have been designed to work together, guiding students toward academic success through an integrative, supportive network of skilled advisors.

### ***Learning Services***

[tyndale.ca/writing-tutoring](http://tyndale.ca/writing-tutoring)

Staffed by a team of skilled and approachable consultants (trained staff and students), Learning Services offers Writing Consultations for all enrolled students.

### ***Writing Consultation***

The Centre offers a comprehensive program of writing support to students regardless of skill level or area of study. Consultants can assist at any stage of the writing process, including the following:

- Starting an assignment
- Organizing and outlining ideas
- Learning to edit
- Refreshing grammar skills
- Documenting sources
- Refining style

Students may also bring essays that have been graded to identify patterns of concern and improve their skills.

For further details, visit the Learning Services website or contact [writing@tyndale.ca](mailto:writing@tyndale.ca), or by phone at 416.226.6620 ext. 2179.

### ***Accessibility Services***

[tyndale.ca/accessibility-services](http://tyndale.ca/accessibility-services)

Accessibility Services supports students who have permanent or temporary disabilities. Services such as academic accommodations, learning strategies, and assistive technology training are provided to support students in meeting their academic demands while managing their disability's functional limitations. Accessibility Services provides accommodations for students to remove barriers in their course and program requirements; modifications to course requirements and learning objectives are not provided.

Accessibility Services strives to create a safe and comfortable environment for students by providing services that respect their dignity, encourage independence and promote full participation throughout their academic journey at Tyndale.

Students experiencing difficulties in their learning and academic performance due to the functional limitations of their disability are encouraged to book a confidential appointment with the Accessibility Specialist.

- **New registrants** must self-identify and register with Accessibility Services before the beginning of the semester or as early as possible to access appropriate services.
- **Current registrants** must renew their accommodation plans every semester to have active accommodations in place.

The Student Accessibility Advisory Committee (SAAC) exists to support student accessibility on campus. It convenes at least once per semester. This committee has the responsibility of examining current internal accessibility and accommodations policy, as well as recommending adjustments or new activities and strategies. The committee also monitors the implementation of policy and decisions, as well as individual accommodations, in order to achieve compliance. Students who wish to appeal accommodation decisions or request changes to current policy can appeal to this committee. The decision of the Student Accessibility Advisory Committee is final.

For more information, please contact Accessibility Services at [accessibilityservice@tyndale.ca](mailto:accessibilityservice@tyndale.ca), or by phone at 416.226.6620 ext. 2189.

### ***Academic Advising and Career Services***

[tyndale.ca/academic-advising](http://tyndale.ca/academic-advising)

[tyndale.ca/career-services](http://tyndale.ca/career-services)

Academic Advising is available to students at any stage of their academic program. Students can approach Advising Services for guidance on how to balance their workload, or suggestions on how to implement an academic success plan. Students can also speak to Advising Services to understand their learning style and how it can best serve their academic experience.

Career Services is available to all students. Students can request support and assistance on finding their strengths and aptitudes towards a particular vocation or request personality inventories to begin the process of finding a suitable vocation. Resume and cover letter assistance, guidance, counsel, and referrals are all included in this service. The Academic Advising and Career Specialist will provide opportunities for the student community to network with various representatives of Tyndale and the broader community in particular areas of the workforce. Workshops will also be available to the student community.

For more information, please contact Academic Advising and Career Services at [advising@tyndale.ca](mailto:advising@tyndale.ca), [careerservices@tyndale.ca](mailto:careerservices@tyndale.ca), or by phone at 416-226-6620 ext. 2160.



# Fees and Expenses

Tyndale University is an independent, not-for-profit, transdenominational institution that reviews its fee structure each year. Its independent status means that it does not receive denominational support and government funding. The cost of education is therefore subsidized by other income, including substantial donations from the Christian community. The following tuition fees and expenses are effective May 1, 2026 through April 30, 2027:

## ***Tuition Deposit***

All newly admitted Bachelor of Education students are required to submit a one-time, non-refundable deposit of \$500 by the deadline specified by their admissions counsellor. This deposit will be applied toward tuition fees for the following semester.

## ***Residence Deposit***

The \$1000 Residence Deposit is non-refundable once the residence agreement is signed. It will be applied towards the final Residence payment in Winter 2027.

# Fee Schedule

## **Application Fees and Deposits**

|                                                       |       |
|-------------------------------------------------------|-------|
| Application Fee for North American BEd applicants     | \$75  |
| Application Fee for non-North American BEd applicants | \$150 |
| Tuition Deposit for BEd ( <i>non-refundable</i> )     | \$500 |

## Tuition & Fees

### Bachelor of Education (16-month program)

Primary/Junior and Junior/Intermediate Programs \$35,460

Alternative Placement Fee \$300

### Extended Healthcare Benefits (required for all students taking 2 or more courses)

August 1, 2026 to July 31, 2027 coverage \$645

## General Fee Schedule

NSF cheque fee \$25

Finance Administration Fee \$100

Occasional Student Fees (in addition to applicable practicum fees) \$300

Late Drop Fee (*per course*) \$100

Late Registration (*full-time and part-time returning students*) \$50

Letter of Permission (*per course*) \$25

Official Statement/Letter \$15

Official Transcript - Digital Copy \$15

Official Transcript - Hard Copy \$25

Official Transcript - rush service fee \$10

Unofficial Transcript \$5

Replacement of ID Card \$10

Replacement of Diploma \$60

Replacement of T2202 per tax year \$10

Transfer Credit Evaluation (*per course*) \$25

Graduation Late Application Fee \$35

## BEd Residence Fees (August – April)

Residence Fees are calculated based on your choice of Room Type and Mandatory Meal Plan.

### Residence Fees by Room Type (9 months commitment)

|                                   |         |
|-----------------------------------|---------|
| Single Room no Sink               | \$8,257 |
| Single Room with Shared Half Bath | \$8,438 |
| Single Room with Half Bath        | \$8,506 |

### Mandatory Tax-Free Meal Plan

|        |         |
|--------|---------|
| Base   | \$3,780 |
| White  | \$4,310 |
| Purple | \$4,600 |

### ***BEd 2026-2027 Residence Payment Plan***

1. If minimum payment is not made by July 31, a \$100 financial administration fee will be added to your account.
2. The interest charge of 12% per annum will be applied to all students, including those who have applied for government assistance but have not received it by January 31.

|                               | Jul 31, 2026               | Sep 30, 2026                            | Jan 31, 2027                    | Remaining balance after Jan 31, 2027 |
|-------------------------------|----------------------------|-----------------------------------------|---------------------------------|--------------------------------------|
| All BEd students in residence | Minimum payment of \$4,000 | Half of remaining balance for residence | Remaining balance for residence | 12% p.a. interest will be charged    |

## **Payment Plans and Methods**

### **Payment Plans**

#### **SEMESTER 1-3 PAYMENT PLANS:**

##### **1. Students Applying for Government Student Aid**

- a. Deadline: Submit all required documents for your government student aid application by June 30, 2025.
- b. Payment Requirement: Any tuition fees not covered by student aid must be paid in four installments on the following dates: August 30, 2026; October 31, 2026; February 28, 2027; April 30, 2027

##### **2. Students NOT Applying for Government Student Aid**

- a. Payment Requirement: The outstanding tuition balance must be paid in four installments on the following dates: June 30, 2026; September 30, 2026; December 31, 2026; and March 31, 2027

#### **SEMESTER 4 (25-26 Y2 COHORT) PAYMENT PLANS:**

##### **1. Students Applying for Government Student Aid**

- a. Deadline: Submit all required documents for your government student aid application by June 30, 2026. If you are receiving student aid for Semesters 1-3, you must reapply for Semester 4.
- b. Payment Requirement: Tyndale will deduct the full outstanding balance from your OSAP funding. Any tuition fees not covered by student aid must be paid by September 30, 2026.

##### **2. Students NOT Applying for Government Student Aid**

- a. Payment Requirement: The outstanding tuition balance must be paid in two installments on June 30, 2026, and September 30, 2026.

All outstanding account balances must be paid in accordance with the applicable payment plan deadlines. If the student's account is not paid in full, the student will not be able to register for the next semester nor return to residence. Grades, transcripts, degree, certificate and the tuition tax receipt will be withheld until full payment is received on outstanding accounts, including library fines.

Unpaid school fees may be forwarded to a collection agency if alternative efforts to collect outstanding amounts are not successful. In this event, \$500 or 25% of the outstanding balance (whichever is higher) will be added to your account. Returning student with prior financial hold will be subject to certain conditions for future registration.

## Payment Methods

1. **Online Payment through a Canadian financial institution** (*preferred payment method to keep Tyndale's processing fee low*): Please add "Tyndale University" as a payee to your "bills" list. The account number will be your Student ID number. If your student ID is shorter than 9 digits, please add '000' in front of your student ID number. ex. 000123456. Please note that online payments can take up to 48 hours to reach our bank, please allow for sufficient processing time.
2. **Visa or MasterCard:** Please submit your payment at [pay.tyndale.ca](https://pay.tyndale.ca). A 2% charge will be added to all credit card transactions to cover transaction costs.
3. **PayMyTuition (preferred payment method for International Students):** Tyndale University has partnered with PayMyTuition for international tuition payments. With PayMyTuition, you can pay your tuition payments from any bank, in any country in any currency at better than bank exchange rates. PayMyTuition is fast, simple, and cost-effective. Please submit your payment at [payment.paymytuition.com/paynow/tyndale](https://payment.paymytuition.com/paynow/tyndale).
4. **Cheques:** Please send a cheque by mail or drop off a cheque at the campus Reception. (please make the cheque payable to "Tyndale").

# Refund Schedule

## BEd 2026-2027 Refund Schedule

The refund will be calculated for each course based on the percentage of course duration completed on the date of withdrawal approved by the Office of the Registrar.

| Deadlines                        | Refund* |
|----------------------------------|---------|
| Less than 20% of course duration | 100%*   |
| Less than 30% of course duration | 80%**   |
| Less than 40% of course duration | 70%**   |
| Less than 50% of course duration | 60%**   |
| 50% of course duration           | 50%**   |
| More than 50% of course duration | 0%**    |

\*Drop Fee of \$100 per course will be charged.

\*\*Refund % applies to Tuition, Resource Fee, Student Activity Fee and Graduation Fee. Administration fee is not refundable.

**Refund Policy:** Students can request a refund for the credit balance on their student account by filling out and submitting a Refund Request Form. These forms are available on [tyndale.ca/ financial-aid-services/services/refunds](https://tyndale.ca/financial-aid-services/services/refunds). Refund requests may take up to 2 weeks to process from the date the request and all supporting documents are submitted.



## Financial Aid

Tyndale University understands that financing university education is a major concern of students. Therefore, Tyndale has a number of funds to assist students in meeting their educational costs. For example, there are a variety of scholarships, bursaries, grants, sponsorship programs, and loans available to Tyndale students. Students are encouraged to apply for financial aid early.

In addition, the Financial Aid Office regularly receives numerous award notices from external organizations that are distributed to students throughout the academic year. Information on these awards is made available to students. In most cases, all necessary information is available online. Students are welcome to come for a one-on-one meeting with the Specialist for Student Financial Resources before the next year of attendance to discuss their personal financial situation in more detail. The specialist can be contacted at 416.226.6620 ext. 2177 or at [financialaid@tyndale.ca](mailto:financialaid@tyndale.ca).

Eligible students can apply for scholarships, bursaries and other awards online at [tyndale.ca/financial-aid-services/education](https://tyndale.ca/financial-aid-services/education)

# Bachelor of Education Financial Aid

## ***The Bachelor of Education Founders' Award***

The Bachelor of Education Founders' Award is offered to one applicant to the Tyndale Bachelor of Education program. All applicants to the program who qualify for an interview will automatically be considered for this award.

A suitable candidate should exhibit the "heart of a teacher" demonstrated through their experience working with children, their skills, attitudes and understanding of the teaching profession, openness to learning, and articulation of their understanding of faith-based teacher education. Applicants with experience in international education, and/or special education will be given higher consideration.

## ***Graduate Award (\$3,000)***

Awarded up to a maximum of 5 successful Bachelor of Education (BEd) applicants who are Tyndale graduates. This award will be given to the recipients with the five highest entering cumulative GPA's.

## ***Leadership Scholarship (Church Match Program)***

Tyndale will match, dollar-for-dollar, church sponsorships towards a student's education to a maximum of \$1,000. This could equal up to \$2,000 in aid for BEd students. This program partners with congregations to develop able leaders and help students afford the costs of tuition. Connect your church to this innovative and helpful program.

## ***The Clarion Bursary (\$2,500/recipient)***

The Clarion Bursary is awarded to five new students enrolled in the Bachelor of Education program. Applicants must be in good academic standing. They should have an understanding (or be able to articulate) that professional teaching is a vehicle through which Christ is served and also demonstrate an interest in teaching in culturally diverse contexts. Financial need must be demonstrated.

## ***The Alfred and Marjorie Hill Education Bursary (\$4,000)***

The Alfred and Marjorie Hill Education is awarded to a student enrolled in the Bachelor of Education program in the Primary/Junior program. Student must be in good academic standing and demonstrates financial need. The student should have a passion for teaching and missions.

## ***The Betty Ballantyne Brown Bursary (\$4,000)***

The Betty Ballantyne Brown Bursary is awarded to five students enrolled in the Bachelor of Education program who are in good academic standing and demonstrate financial need. The student should be a parent who is balancing education and parenting responsibilities.

## ***Interest Subsidy Program***

Students can qualify for private education loans up to \$10,000 from their local bank. Please contact your local bank for details.

Tyndale will provide a subsidy for the interest on loans up to \$5,000 to qualified full-time students enrolled in the BEd program. The subsidy will be calculated based on the prime interest rate in Canada plus 1%. Some conditions apply.

For complete information on all available financial aid programs, please visit [tyndale.ca/financial-aid/education](http://tyndale.ca/financial-aid/education).

## Government Aid

### **Canadian Students**

Students enrolled in degree programs at Tyndale may be eligible, if qualified, for government assistance under the Canada Student Loans Program (CSL) and/or provincial student loan programs. Please visit your respective provincial student aid program's website for more information.

Students are advised to check details for the following provincial programs:

- National Student Loans Service Centre (NSLSC) - [csnpe-nslsc.canada.ca/en/home](https://csnpe-nslsc.canada.ca/en/home)
- Government of Canada – Student Financial Assistance - [canada.ca/en/services/benefits/education/student-aid.html](https://canada.ca/en/services/benefits/education/student-aid.html)
- Alberta Student Aid – [studentaid.alberta.ca/](https://studentaid.alberta.ca/)
- British Columbia Student Aid – [studentaidbc.ca](https://studentaidbc.ca)
- Manitoba Student Aid – [edu.gov.mb.ca/msa](https://edu.gov.mb.ca/msa)
- New Brunswick Student Financial Services – [studentaid.gnb.ca](https://studentaid.gnb.ca)
- Newfoundland and Labrador Student Financial Services – [gov.nl.ca/education/studentaid/](https://gov.nl.ca/education/studentaid/)
- Northwest Territories Student Financial Assistance – [ece.gov.nt.ca/en/services/student-financial-assistance](https://ece.gov.nt.ca/en/services/student-financial-assistance)
- Nova Scotia Student Assistance – [novascotia.ca/studentassistance](https://novascotia.ca/studentassistance)
- Nunavut Student Funding - [gov.nu.ca/en/education-and-schools/student-funding](https://gov.nu.ca/en/education-and-schools/student-funding)
- Ontario Student Assistance Program (OSAP) – [ontario.ca/page/osap-ontario-student-assistance-program](https://ontario.ca/page/osap-ontario-student-assistance-program)
- Prince Edward Island Student Financial Services – [studentloan.pe.ca](https://studentloan.pe.ca)
- Quebec\* Student Financial Aid – [quebec.ca/education/aide-financiere-aux-etudes](https://quebec.ca/education/aide-financiere-aux-etudes)
- Saskatchewan Student Loans – [saskatchewan.ca/studentloans](https://saskatchewan.ca/studentloans)
- Yukon Student Financial Assistance – [yukon.ca/en/education-and-schools-student-financial-support](https://yukon.ca/en/education-and-schools-student-financial-support)

*\*Note: Not all programs are eligible for Quebec Student Financial Aid. Please check program eligibility with Student Financial Services.*

## External Financial Aid

In addition to financial aid offered by Tyndale, there are various external financial aid sources across Canada that offers scholarships and awards. For a list of external financial aid opportunities, please visit [tyndale.ca/financial-aid/education](https://tyndale.ca/financial-aid/education).



## Bachelor of Education

### About the Bachelor of Education Degree

The Bachelor of Education (BEd) is a 16-month, four-semester, full-time post-baccalaureate degree leading to registration and certification with the Ontario College of Teachers. The BEd programs begin in August (or late July) each year. Teacher candidates participate in educational activities on Tyndale campus and in practicum schools three to five days per week. Candidates complete approximately 100 days of classroom observation, participation, and practice teaching across three placements.

The BEd is a full-time program, and candidates are expected to immerse themselves fully in its demands. The program's intensity is such that candidates typically find it difficult to maintain outside employment alongside their studies and practicum commitments.

### Three Program Options

The OCT requires programs of teacher education to qualify graduating candidates to teach in at least two consecutive divisions: Primary/Junior (Kindergarten to Grade 6), Junior/Intermediate (Grades 4 to 10 with a specialty in one subject area), and Intermediate/Senior (Grades 7 to 12 with two curricular specialties). Teacher candidates in Tyndale's BEd program focus on one of three programs:

- the Primary/Junior program
- the Primary/Junior program with a Focus on Teaching French as a Second Language
- the Junior/Intermediate program

Candidates in the Primary/Junior and Junior/Intermediate programs will complete 60 credit hours of course work, including practica experience. Candidates in the Primary/Junior program with a focus on Teaching French as a Second Language will complete 63 hours of course work, including practica experience.

The Tyndale BEd programs qualify graduates to teach the Ontario curriculum in public schools, private schools, and Christian schools in Ontario and beyond. As part of all Tyndale BEd courses, teacher candidates are invited to reflect on their personal faith and beliefs and how those connect with course content.

## Community Commitments and Capstone Conversation

During the first two weeks of the programs, each cohort collaborates to develop a set of Community Commitments grounded in the OCT Standards of Practice and Ethical Standards and the learning outcomes of the Tyndale BEd degree. These commitments articulate how the cohort wishes to engage with one another and with the work of becoming a teacher, and serve as a touchstone for professional participation throughout the 16 months. At three points during the program, candidates engage in self and peer assessment in relation to these commitments.

At the conclusion of the programs, each candidate participates in a Capstone Conversation with members of faculty. This is a genuine two-way conversation—an opportunity for candidates to reflect on their growth, share their experiences of the program, and look ahead to their entry into the profession, while faculty share observations about the candidate's professional development gathered across the full 16 months.

## Professional Standards Framework

Teaching in Ontario is a self-regulated profession governed by the Ontario College of Teachers (OCT). As a condition of OCT membership and certification, all Ontario teachers are held to a shared framework of professional standards known as the Foundations of Professional Practice. This framework articulates the knowledge, skills, values, and commitments that define what it means to be a member of the teaching profession in Ontario, and it underpins the design and accreditation of all OCT-approved teacher education programs, including the Tyndale BEd.

The Foundations of Professional Practice comprises two interconnected sets of standards: the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession. Together, they describe the professional and ethical obligations that candidates are preparing to assume, and they shape the learning expectations of every course and practicum placement in the program.

### Ethical Standards for the Teaching Profession

The Ethical Standards articulate the core values that guide teachers' relationships with students, colleagues, families, and the broader community. There are four ethical standards:

| Ethical Standard | Description                                                                                                                                                                                                                       |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Care             | Compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice. |
| Respect          | Honouring human dignity, emotional wellness and cognitive development. Members model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.                          |
| Trust            | Fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.                                                                              |
| Integrity        | Honesty, reliability and moral action. Continual reflection assists members in exercising integrity in all professional commitments.                                                                                              |

## Standards of Practice for the Teaching Profession

The Standards of Practice describe the professional knowledge, skills, and dispositions expected of Ontario teachers across five interconnected domains:

| Standard                                           | Description                                                                                                                                                                                                                                             |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Commitment to Students and Student Learning</b> | Members are dedicated in their care and commitment to students. They treat students equitably and with respect, and facilitate their development as contributing citizens of Canadian society.                                                          |
| <b>Professional Knowledge</b>                      | Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation. |
| <b>Professional Practice</b>                       | Members apply professional knowledge and experience to promote student learning, using appropriate pedagogy, assessment and evaluation, resources and technology. They refine their practice through ongoing inquiry, dialogue and reflection.          |
| <b>Leadership in Learning Communities</b>          | Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and leadership roles in facilitating student success.                                          |
| <b>Ongoing Professional Learning</b>               | Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.     |

The Tyndale BEd is designed and accredited in alignment with these standards. Candidates will encounter these standards throughout their coursework and practicum placements, and will graduate equipped not only to meet these expectations, but to embody them as the foundation of a professional life in teaching. The full Foundations of Professional Practice document is available at [oct.ca](http://oct.ca).

# **BEd Degree Requirements**

## **Learning Outcomes**

Graduates of the Tyndale BEd program will:

1. Be eligible to apply for an Ontario Teaching Certificate through the Ontario College of Teachers;
2. Have a thorough knowledge of Ontario's curricular areas in either the Primary and Junior (including The Kindergarten Curriculum) or the Junior and Intermediate divisions;
3. Be committed to professionalism, collegiality, equity, service and excellence;
4. Engage the diversity of learners in today's classrooms through Universal Design for Learning, culturally relevant and responsive pedagogy, special learning needs, and competency in assistive technologies;
5. Recognize and honour the rich cultural heritage and knowledge systems of Indigenous peoples, and foster learning environments that actively promote reconciliation and understanding;
6. Cultivate nurturing learning environments that value and respect the whole person and enable children to mature intellectually, emotionally, socially and spiritually;
7. Understand that their beliefs, values and knowledge directly influence professional practice; and
8. Deepen their awareness of self, others, and emotions as they hone their understanding of well-being and emerging teacher identity.

## Primary/Junior Program: 60 credit hours

| Concept Requirements                                        |                                                                             | Credit Hours |
|-------------------------------------------------------------|-----------------------------------------------------------------------------|--------------|
| <b>One of</b>                                               |                                                                             | <b>3</b>     |
| EDUC 501                                                    | Democratic Values, Christian Perspectives and Education                     | 3            |
| EDUC 510                                                    | Religious Education: Democratic Values, Catholic Perspectives and Education | 3            |
| EDUC 503                                                    | The Developing Learner                                                      | <b>3</b>     |
| EDUC 511                                                    | Reflective Practice                                                         | <b>3</b>     |
| <b>Total Concept Requirements</b>                           |                                                                             | <b>9</b>     |
| Content Requirements                                        |                                                                             | Credit Hours |
| EDUP 521                                                    | Language & Literacy PJ (Part 1)                                             | <b>3</b>     |
| EDUP 522                                                    | Language & Literacy PJ (Part 2)                                             | <b>3</b>     |
| EDUP 523                                                    | Mathematics PJ (Part 1)                                                     | <b>3</b>     |
| EDUP 524                                                    | Mathematics PJ (Part 2)                                                     | <b>3</b>     |
| EDUP 503                                                    | Science and Technology PJ                                                   | <b>3</b>     |
| EDUP 505                                                    | Social Studies PJ                                                           | <b>3</b>     |
| EDUP 506                                                    | Health & Physical Education PJ                                              | <b>3</b>     |
| EDUP 507                                                    | Arts PJ                                                                     | <b>3</b>     |
| <b>One of</b>                                               |                                                                             | <b>3</b>     |
| EDUP 502                                                    | Environmental Education PJ                                                  | 3            |
| EDUP 508                                                    | Early Years PJ                                                              | 3            |
| <b>Total Content Requirements</b>                           |                                                                             | <b>27</b>    |
| Context Requirements                                        |                                                                             | Credit Hours |
| EDUC 506                                                    | Creating Brave, Engaging and Inclusive Learning Environments                | <b>3</b>     |
| EDUC 508                                                    | Education Act and Ethical Standards for the Teaching Profession             | <b>3</b>     |
| EDUC 512                                                    | Educational Technology                                                      | <b>3</b>     |
| EDUC 521                                                    | Universal Design and Differentiated Instruction to Support Learners         | <b>3</b>     |
| EDUC 522                                                    | Teaching and Learning in Diverse & Equitable Classrooms                     | <b>3</b>     |
| <b>Total Context Requirements</b>                           |                                                                             | <b>15</b>    |
| Professional Seminar and Practica Requirements              |                                                                             | Credit Hours |
| EDPR 531                                                    | Practicum 1                                                                 | <b>2</b>     |
| EDPR 532                                                    | Practicum 2                                                                 | <b>2</b>     |
| EDPR 533                                                    | Practicum 3                                                                 | <b>2</b>     |
| EDPR 534                                                    | Professional Seminar                                                        | <b>3</b>     |
| <b>Total Professional Seminar and Practica Requirements</b> |                                                                             | <b>9</b>     |

## Primary/Junior Program with Focus on Teaching French as a Second Language: 63 credit hours

| Concept Requirements              |                                                                             | Credit Hours |
|-----------------------------------|-----------------------------------------------------------------------------|--------------|
| <b>One of</b>                     |                                                                             | <b>3</b>     |
| EDUC 501                          | Democratic Values, Christian Perspectives and Education                     | <b>3</b>     |
| EDUC 510                          | Religious Education: Democratic Values, Catholic Perspectives and Education | <b>3</b>     |
| EDUC 503                          | The Developing Learner                                                      | <b>3</b>     |
| EDUC 511                          | Reflective Practice                                                         | <b>3</b>     |
| <b>Total Context Requirements</b> |                                                                             | <b>9</b>     |

| Context Requirements              |                                         | Credit Hours |
|-----------------------------------|-----------------------------------------|--------------|
| EDUP 521                          | Language & Literacy PJ (Part 1)         | <b>3</b>     |
| EDUP 522                          | Language & Literacy PJ (Part 2)         | <b>3</b>     |
| EDUP 523                          | Mathematics PJ (Part 1)                 | <b>3</b>     |
| EDUP 524                          | Mathematics PJ (Part 2)                 | <b>3</b>     |
| EDUP 503                          | Science and Technology PJ               | <b>3</b>     |
| EDUP 505                          | Social Studies PJ                       | <b>3</b>     |
| EDUP 506                          | Health & Physical Education PJ          | <b>3</b>     |
| EDUP 507                          | Arts PJ                                 | <b>3</b>     |
| EDUP 509                          | French as a Second Language PJ (Part 1) | <b>3</b>     |
| EDUP 510                          | French as a Second Language PJ (Part 2) | <b>3</b>     |
| <b>Total Context Requirements</b> |                                         | <b>30</b>    |

| Context Requirements              |                                                                     | Credit Hours |
|-----------------------------------|---------------------------------------------------------------------|--------------|
| EDUC 506                          | Creating Brave, Engaging and Inclusive Learning Environments        | <b>3</b>     |
| EDUC 508                          | Education Act and Ethical Standards for the Teaching Profession     | <b>3</b>     |
| EDUC 512                          | Educational Technology                                              | <b>3</b>     |
| EDUC 521                          | Universal Design and Differentiated Instruction to Support Learners | <b>3</b>     |
| EDUC 522                          | Teaching and Learning in Diverse & Equitable Classrooms             | <b>3</b>     |
| <b>Total Context Requirements</b> |                                                                     | <b>15</b>    |

*continued*

| Professional Seminar and Practica Requirements              |                      | Credit Hours |
|-------------------------------------------------------------|----------------------|--------------|
| EDPR 531                                                    | Practicum 1          | 2            |
| EDPR 532                                                    | Practicum 2          | 2            |
| EDPR 533                                                    | Practicum 3          | 2            |
| EDPR 534                                                    | Professional Seminar | 3            |
| <b>Total Professional Seminar and Practica Requirements</b> |                      | <b>9</b>     |

*Notes:*

- PJ teacher candidates who wish to include a Focus on Teaching French as a Second Language in their program must first demonstrate proficiency in the French Language Proficiency Assessment. They will then be registered in, and must successfully complete, EDUP 509, EDUP 510, plus all other program requirements.
- Should a PJ teacher candidate successfully complete EDUP 509 and all other program requirements, but not successfully complete EDUP 510, s/he may graduate with the Bachelor of Education, Primary/Junior program, degree.

## Junior/Intermediate Program: 60 credit hours

| Concept Requirements              |                                                                             | Credit Hours |
|-----------------------------------|-----------------------------------------------------------------------------|--------------|
| <b>One of</b>                     |                                                                             | <b>3</b>     |
| EDUC 501                          | Democratic Values, Christian Perspectives and Education                     | <b>3</b>     |
| EDUC 510                          | Religious Education: Democratic Values, Catholic Perspectives and Education | <b>3</b>     |
| EDUC 503                          | The Developing Learner                                                      | <b>3</b>     |
| EDUC 511                          | Reflective Practice                                                         | <b>3</b>     |
| <b>Total Concept Requirements</b> |                                                                             | <b>9</b>     |

| Content Requirements              |                                          | Credit Hours |
|-----------------------------------|------------------------------------------|--------------|
| EDUI 521                          | Language & Literacy JI (Part 1)          | <b>3</b>     |
| EDUI 522                          | Language & Literacy JI (Part 2)          | <b>3</b>     |
| EDUI 523                          | Mathematics JI (Part 1)                  | <b>3</b>     |
| EDUI 524                          | Mathematics JI (Part 2)                  | <b>3</b>     |
| EDUI 503                          | Science and Technology JI                | <b>3</b>     |
| EDUI 505                          | Social Studies J and History/Geography I | <b>3</b>     |
| EDUI 506                          | Health & Physical Education JI           | <b>3</b>     |
| EDUI 507                          | Arts JI                                  | <b>3</b>     |
| <b>One of</b>                     |                                          | <b>3</b>     |
| EDIT 502                          | Music – Instrumental I                   | <b>3</b>     |
| EDIT 504                          | English I                                | <b>3</b>     |
| EDIT 505                          | French as a Second Language I            | <b>3</b>     |
| EDIT 507                          | Mathematics I                            | <b>3</b>     |
| EDIT 509                          | Science – General I                      | <b>3</b>     |
| EDIT 511                          | Geography I                              | <b>3</b>     |
| EDIT 512                          | History I                                | <b>3</b>     |
| <b>Total Content Requirements</b> |                                          | <b>27</b>    |

| Context Requirements              |                                                                     | Credit Hours |
|-----------------------------------|---------------------------------------------------------------------|--------------|
| EDUC 506                          | Creating Brave, Engaging and Inclusive Learning Environments        | <b>3</b>     |
| EDUC 508                          | Education Act and Ethical Standards for the Teaching Profession     | <b>3</b>     |
| EDUC 512                          | Educational Technology                                              | <b>3</b>     |
| EDUC 521                          | Universal Design and Differentiated Instruction to Support Learners | <b>3</b>     |
| EDUC 522                          | Teaching and Learning in Diverse & Equitable Classrooms             | <b>3</b>     |
| <b>Total Context Requirements</b> |                                                                     | <b>15</b>    |

| Professional Seminar and Practica Requirements              |                      | Credit Hours |
|-------------------------------------------------------------|----------------------|--------------|
| EDPR 531                                                    | Practicum 1          | 2            |
| EDPR 532                                                    | Practicum 2          | 2            |
| EDPR 533                                                    | Practicum 3          | 2            |
| EDPR 534                                                    | Professional Seminar | 3            |
| <b>Total Professional Seminar and Practica Requirements</b> |                      | <b>9</b>     |

*Notes:*

- J/I teacher candidates who wish to register in the French as a Second Language Intermediate teachable must first demonstrate proficiency on the French Language Proficiency Assessment and must have successfully completed at least 12 university credit hours in French.
- All Intermediate-level teachable courses have the prerequisite of a minimum of 12-18 university credit hours in the discipline.

## The FSL Through-Line

Both the PJ FSL and JI FSL streams are designed so that FSL learning runs as a thread, or a through-line, across the full 16 months of the program, not confined to the dedicated FSL methodology course(s) alone. PJ FSL candidates complete two FSL methodology courses (EDUP 509 and EDUP 510), both conducted entirely in French. JI FSL candidates complete one FSL methodology course (EDIT 505), conducted entirely in French. In both streams, the through-line extends to include:

- Intentional practicum placements with an OCT-certified associate teacher whose assignment includes FSL teaching, with a goal of two of three practicum components in an FSL context where possible
- A French-speaking faculty advisor, where staffing permits, so that theory-to-practice connections can be made in French
- Integration of FSL perspectives, strategies, and curriculum considerations across a range of program courses
- An expectation that FSL candidates speak French informally with one another throughout the program

### French Language Proficiency Requirement

All candidates wishing to register in either the PJ FSL stream or the JI FSL teachable must demonstrate French language proficiency through Tyndale's FSL Proficiency Assessment prior to admission to that stream. The assessment focuses on communicative competency, geared to descriptors that approximate the B2 DELF level, or Grade 12 Immersion French.

### Pedagogy

The FSL methodology courses prepare teacher candidates for all three Ontario Ministry FSL programs, Core French, Extended French, and French Immersion, across the relevant divisions, including The Kindergarten Curriculum (2026) for PJ FSL candidates. Instruction draws on an action-oriented approach to language acquisition, emphasizing communicative and comprehensible input, phonetics, oral interaction, and culturally responsive and plurilingual pedagogies.

## Practicum

Practicum is woven throughout the full 16 months of the BEd program, with candidates completing more than 80 days of classroom observation, participation, and practice teaching across three distinct placements in three different educational settings. Rather than being concentrated at the end of the program, practicum days are strategically distributed to strengthen the connections between theory and practice as candidates move through their coursework.

Each practicum placement includes an Observation and Participation Phase followed by a Practice Teaching Phase, during which candidates assume increasing responsibility using a gradual release of responsibility structure. In each placement, candidates work toward taking on full teaching responsibilities, beginning with language and mathematics and eventually extending across all curricular areas.

Practicum placements are arranged through Tyndale's partner school boards. Candidates may indicate a preferred board and geographic area, and the board works with Tyndale to identify a suitable placement school and host teacher in the appropriate division.

Each candidate is assigned a faculty advisor at the start of the program who accompanies them through all three placements across the full 16 months. Faculty advisors visit each placement at least twice, providing descriptive feedback, connecting with the host teacher, and supporting the candidate's growth from one placement to the next.

Full details about practicum expectations, timelines, and requirements are provided in the Practicum Handbooks that candidates receive at the start of each placement.

## Vulnerable Sector Screening (VSS)

All partner schools and school boards require proof of a satisfactory Vulnerable Sector Screening (VSS) police report before permitting teacher candidates into a classroom. Teacher candidates will not be permitted to begin any practicum component without a satisfactory VSS on file with the School of Education.

It can take up to three months to obtain a VSS. Teacher candidates are strongly encouraged to initiate this process as early as possible, ideally upon receiving their offer of admission, to avoid any delay to their practicum placements. For information on how to obtain a VSS, contact your local police service.

## Alternative Practicum Placements

In the third practicum, teacher candidates may request a placement outside of Tyndale's partner school boards. Such requests must be grounded in a clear rationale related to the candidate's teaching goals and are subject to approval by the Associate Director of Practicum. Appropriate contexts may include faith-based or independent schools, French-language schools, school boards outside Tyndale's partner boards, or a specific area of teaching focus for which the candidate has prior experience or qualifications. Full details are outlined in the Practicum 3 Handbook.

# BEd Course Descriptions

## **EDIT 502 (3) Music – Instrumental I**

– Designed to facilitate deeper study for teacher candidates wishing to teach music at the Intermediate level in Ontario schools. Teacher candidates will have the opportunity to explore a variety of resources (texts, instruments, media and human) and approaches to the delivery of music education to diverse learners. They will practice their teaching of the music strand of the Arts curriculum through developing expertise in vocal and instrumental program delivery and consider the opportunity that music offers to adolescents as they transition from elementary to secondary school. *Prerequisite: A minimum of 12 university credit hours in Music.*

## **EDIT 504 (3) English I**

– Designed to prepare future teachers in developing an informed and reflective practice while working with intermediate students in a diverse society. It provides teacher candidates with an increased knowledge of the intermediate learner, the learning environment, the English curriculum (Grades 7 to 10), the challenges adolescents face as they transition from elementary to secondary school and the foundational knowledge, skills and technology necessary for the planning and implementation of an effective and motivating language arts program. *Prerequisite: A minimum of 12 university credit hours in English.*

## **EDIT 505 (3) French as a Second Language I**

– Provides teacher candidates with a knowledge, understanding and practice of teaching French to intermediate level students whose first language is not French, in Core, Extended and Immersion classes. Teacher candidates will learn about their role in supporting the diverse learning needs of students who are coming to French as language learners. *Prerequisite: Demonstration of proficiency based on the French Language Proficiency Assessment and a minimum of 12 university credit hours in French.*

## **EDIT 507 (3) Mathematics I**

– Builds on EDUI 5233 and EDUI 5243. It provides teacher candidates with the theory, methodology, assessment strategies, knowledge and conceptual understanding of content to help them facilitate the teaching of mathematics to intermediate students. The components of the course will help teacher candidates to develop the confidence, resources and necessary background knowledge that will enable them to meaningfully engage all adolescent learners. *Prerequisite: A minimum of 12 credit hours of Mathematics.*

## **EDIT 509 (3) Science – General I**

– Science Intermediate builds on EDUI 5033, exposing teacher candidates to more in-depth issues related to the teaching of science in Grades 7 to 10. Concept development, assessment, evaluation, and hands-on activities, together with detailed safety procedures, will be emphasized. Detailed lesson and unit planning will be a key part of this course with consideration given to First Nation, Métis and Inuit perspectives, environmental stewardship, integration of literacy and numeracy and the transition into science specialties. *Prerequisite: A minimum of 12 university credit hours in Science.*

## **EDIT 511 (3) Geography I**

– Designed for those teacher candidates who wish to acquire a subject specialty in Geography at the Intermediate Division (Grades 7 to 10). Teacher candidates will investigate geographic issues in Canada and build their awareness of connections between Canada and the world. Teacher candidates will have opportunities to analyze, interpret and implement the Ontario Ministry intermediate Geography curriculum and resource documents and become familiar with theoretical understandings, curriculum applications, basic principles, concepts, skills, strategies, values and attitudes that are necessary in order to design, implement and assess intermediate geography programs. *Prerequisite: A minimum of 12 university credit hours in Geography.*

**EDIT 512 (3) History I**

– Builds on EDUI 5053 and focuses on the design and implementation of the Intermediate History and Civics programs for Grades 7 to 10 based on the overall and specific expectations outlined in the Ontario Ministry curriculum documents. Through an understanding of the four concepts of historical thinking in an inquiry-based approach to learning, teacher candidates will be able to support students in understanding history as an interpretive discipline where students can rethink assumptions and consider the validity and credibility of evidence in order to construct/re-construct new perspectives. *Prerequisite: A minimum of 12 university credit hours in History.*

**EDPR 531 (2) Practicum I**

– For 30 to 35 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to a co-planning and teaching partnership with the Associate Teacher in the areas of language and math. Teacher candidates may also assume responsibility for teaching other curricular areas.

**EDPR 532 (2) Practicum II**

– For 40 to 45 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to assuming the full responsibilities of their Associate Teacher by the end of the Practice teaching Phase. *Prerequisite: EDPR 531.*

**EDPR 533 (2) Practicum III**

– For 35 to 40 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move

from Observation and Participation to assuming the full responsibilities of their Associate Teacher by the approximately the midpoint of the Practice Teaching Phase. *Prerequisite: EDPR 532.*

**EDPR 534 (3) Professional Seminar**

– Supports teacher candidates in the practicum components of the program. The classes are distributed throughout the duration of the program to coincide with the three practicum placements. The seminar and the practica work together to provide an overview of key issues and skills related to curriculum, teaching, and learning and to provide the opportunity to integrate theory and practice. The course includes scheduled classes before and after each practicum which incorporate opportunities to meet with faculty advisors. Teacher candidates are encouraged to think of the Professional Seminar as an apprenticeship in professional knowledge and practice development.

**EDUC 501 (3) Democratic Values, Christian Perspectives and Education**

– Introduces and reviews the concepts of worldviews, curriculum orientations, values, and educational ideals. It reviews the questions that worldviews typically answer and the central principles and beliefs of Christian worldviews. It attends to the values of western, liberal democracies, noting especially the concerns for diversity, equity, and social justice as expressed in documents from a variety of jurisdictions, including Ontario. It builds critical conversation between these democratic values and religious worldviews, asking specifically about the ideals that classroom teachers will attempt to realize in their day-to-day practice in curriculum, instruction and assessment.

**EDUC 503 (3) The Developing Learner**

– Teacher candidates will come to understand how a child and adolescent's transition through developmental stages affects their learning. They will learn how to support students as they transition through these stages. A thorough understanding of the development of the learners' cognitive, emotional, physical, and social characteristics from infancy through adolescence will be explored. An understanding of typical development will help teachers detect, address, and foster the development of their students.

**EDUC 506 (3) Creating Brave, Engaging and Inclusive Learning Environments**

– Supports teacher candidates in developing the knowledge, skills and pedagogical practices that allow each student to feel respected, confident and safe so that they can learn to their highest potential. They will be introduced to a variety of research-based practices, equitable and inclusive policies, and effective strategies for establishing safe, engaging and inclusive learning environments in their classrooms and school communities. They will develop professional judgment regarding proactive and responsive approaches to understand how to support positive environments so that all students feel welcome in the environment in which they are learning.

**EDUC 508 (3) The Education Act and Ethical Standards for the Teaching Profession**

– Designed to provide teacher candidates with knowledge of the structure and function of publicly funded elementary and high school education, and of the regulation of private schools in the Province of Ontario. It will provide relevant legal information in regard to teachers and the teaching profession, including the role of the College of Teachers, and to the operation of classrooms, schools and Boards of Education. The Ontario College of Teachers' document entitled *Foundations of Professional Practice* and *The Education Act* will provide the framework for case study learning.

**EDUC 510 (3) Religious Education: Democratic Values, Catholic Perspectives and Education**

– Helps teacher candidates prepare to teach in Ontario Catholic schools. It is recommended for teacher candidates with a demonstrated commitment to the Catholic faith who are planning to apply for employment with Catholic school boards. Teacher candidates will explore the Catholic worldview using official curriculum documents for Religious and Family Life Education as well other foundational pedagogical documents in the Ontario Catholic educational community.

**EDUC 511 (3) Reflective Practice**

– Intended to help teacher candidates develop an educational foundation and an inquiry stance towards their on-going teaching identity through developing a critical, ethical, informed and reflective habit of mind; one that considers the perspectives of various educational philosophers, theorists, researchers and practitioners on the journey to teaching excellence. Using a case study approach, teacher candidates will consider authentic school-based dilemmas through a variety of lenses: Personal, Philosophical, Professional, Pedagogical, Parental and Political.

**EDUC 512 (3) Educational Technology**

– Designed to equip teacher candidates with the understanding and skills necessary to utilize educational technology and cloud-based computing for teaching and learning activities. The instructional activities and tasks focus on: communication with students, parents and colleagues; differentiating content, process and product; providing accessibility to learning materials for learners of different abilities; creating and providing descriptive feedback; integrating various digital tools into lessons; and developing ongoing organizational strategies. Understanding and skills will be developed through critical reflection on the value of digital technology, the creation of digital products, and development of a Professional Teaching e-Portfolio.

**EDUC 521 (3) Universal Design and Differentiated Instruction to Support Learners**

– Facilitates teacher candidates' understanding of and ability to program for the diversity of learners in Ontario classrooms. Teacher candidates will consider the nature of diversity (i.e., race, ethnicity, culture, gender, sexual orientation, social class, religion, ability, and language), and the related impacts on student learning. They will explore and apply Universal Design for Learning (UDL) and Differentiated Instruction (DI) frameworks for addressing learner variability, creating an atmosphere of welcome, and meeting the diverse needs of students.

**EDUC 522 (3) Teaching and Learning in Diverse & Equitable Classrooms**

– Facilitates teacher candidates’ understanding that diversity within a learning community is a rich resource, and one that requires commitment to policies and practices that ensure equitable opportunities for academic success and well-being. Teacher candidates will explore how the intersectionalities of gender, socio-economic status, race, language, faith, culture, sexual orientation, and ability position students differently with respect to power and privilege. Examination of ministry publications and culturally responsive teaching strategies for using students’ prior linguistic and cultural knowledge, as well as other aspects of their identities will scaffold the learning of new concepts and skills. Specific emphasis on learners with exceptionalities and multilingual language learners will be explored. *Prerequisite: EDUC 521.*

**EDUC 551 (3) Principles of Literacy**

– Covers methods used in the introduction of literacy to ethno-linguistic minority groups. It includes orthography design, consideration of socio-historical issues, strategies for literacy programs, stimulation of local authorship, reading theory, and instructional methodologies.

**EDUI 503 (3) Science and Technology JI**

– Introduces teacher candidates to science and technology in the Junior and Intermediate divisions, including Grades 9 and 10 science. The course examines the Ontario learning expectations of the science and technology program, strategies for implementing the expectations in a diverse classroom, and methods of assessment and evaluation.

**EDUI 505 (3) Social Studies J and History/Geography I**

– Focuses on the design and implementation of Junior Social Studies, Intermediate History, and Geography programs based on the overall and specific expectations outlined in the Ontario Ministry curriculum documents. Teacher candidates will acquire knowledge and understanding of the Six Concepts of Social Studies/Historical Thinking. These conceptual

understandings frame and inform key pedagogies that undergird an inquiry-based approach to the social studies/history/geography program.

**EDUI 506 (3) Health and Physical Education JI**

– Prepares teacher candidates to work with students in Grades 4 to 10 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

**EDUI 507 (3) Arts JI**

– Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum— Music, Drama, Dance and Visual Arts – to students in the junior and intermediate divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.

**EDUI 521 (3) Language and Literacy JI: Part I**

– Designed to introduce teacher candidates to foundational knowledge and skills in the six language arts (speaking, listening, reading, writing, viewing, and visually representing). Teacher candidates will explore these areas as outlined in the Ministry’s language and literacy expectations for Grades 4 to 10. Making use of the curriculum document, relevant policy documents, and current research, teacher candidates will begin to build their skills of lesson planning and assessment.

**EDUI 522 (3) Language and Literacy JI: Part II**

– Builds upon the language and literacy knowledge and skill base acquired in EDUI 521 for teaching the six language arts. Teacher candidates will continue to use the Ministry’s curriculum and policy documents, in light of relevant research, to guide the design of language units, lessons, activities, and a variety of assessment strategies applicable to a diverse range of learners in Grades 4 to 10. *Prerequisite: EDUI 521.*

**EDUI 523 (3) Mathematics JI: Part I**

– Provides JI teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Junior and Intermediate Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of mathematics pedagogy, and the six strands of the Ontario Mathematics Curriculum. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Junior and Intermediate grades.

**EDUI 524 (3) Mathematics JI: Part II**

– Provides JI teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Junior and Intermediate Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge of assessment, the 7 mathematical processes, and T.A.C.K. - as it pertains to mathematics instruction. Significant emphasis is placed on building a ‘Thinking Classroom’ (Peter Liljedahl), centered on effective questioning techniques. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Junior and Intermediate grades. *Prerequisite: EDUI 523.*

**EDUP 502 (3) Environmental Education PJ**

– Invites teacher candidates to grow deeper roots and taller branches, as we follow the narrative of transformation: construction (inherited worldview and identity) – deconstruction (critical analysis) – reconstruction (vision of a new world). We will answer the questions, “*What is your relationship to the environment?*” “*What is the optimal environment for learning and growth for teachers and students?*” and “*What positive local and global impact do I have/can I make?*” Educators will carefully consider key principles, biases and issues surrounding our planet, our relationship to it, and the culture of environmental sustainability and

citizenship we want to cultivate in our classrooms, to impact current and future generations.

**EDUP 503 (3) Science and Technology PJ**

– Introduces teacher candidates to science and technology in the Primary and Junior divisions, including the Kindergarten Curriculum. The course examines the Ontario learning expectations of the science and technology program, strategies for implementing the expectations in a diverse classroom, and methods of assessment and evaluation.

**EDUP 505 (3) Social Studies PJ**

– Provides teacher candidates with an understanding of the Ontario Social Studies Curriculum Grades 1 to 6, The Kindergarten Curriculum, and other policy documents. Teacher candidates will explore ways to help students understand and reflect upon their world, the people they encounter, and the human interactions that have occurred in the past, that are occurring in the present, and which are likely to occur in the future. Teacher candidates will delve deeply into the Six Concepts of Social Studies Thinking, which are to frame and inform all aspects of their instruction.

**EDUP 506 (3) Health and Physical Education PJ**

– Prepares teacher candidates to work with students in Kindergarten to Grade 6 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

**EDUP 507 (3) Arts PJ**

– Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum— Music, Drama, Dance and Visual Arts – to students in the kindergarten curriculum and the primary and junior divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.

**EDUP 508 (3) Early Years PJ**

— Builds teacher candidates' knowledge of The Kindergarten Curriculum as outlined by the Ontario Ministry of Education. The course will focus on planning instruction that embraces the growth of the whole child, including physical, emotional, social, spiritual, and academic growth. A focus on the foundational skills in both language and math, along with appropriate instructional and assessment methods, will be included. Teacher candidates will learn how to use pedagogical documentation to assess student learning and plan in a responsive manner. They will gain an understanding of the importance of, and strategies for implementing an active play- and inquiry-based approach to learning that enables young children to build their critical and creative thinking skills while meeting the needs of a wide range of diverse learners.

**EDUP 509 (3) French as a Second Language PJ: Part 1**

— Provides teacher candidates with the knowledge, understanding and practice of teaching students French in Kindergarten, Primary and Junior levels whose first language is not French, in Core, Extended and Immersion programs. Teacher candidates will consider how additional languages are learned, will develop an understanding of current pedagogy and assessment practices, and will learn about their role in supporting the diverse learning needs of students, including those in early years, who are coming to French as language learners. Offers in-depth knowledge and experience of culturally inclusive pedagogies, connections with students' authentic experiences, action-oriented learning situations, curricular integration, program design, use of technological communication resources, collaboration with parents/guardians and the community, differentiated instruction as well as assessment and evaluation strategies and tools linked to student interests. *Prerequisite: Demonstration of proficiency based on the French Language Proficiency Assessment.*

**EDUP 510 (3) French as a Second Language PJ: Part 2**

— After the successful completion of EDUP 5093, teacher candidates will develop competency in planning and delivering both Play-Based and Project-Based Learning opportunities for students in Kindergarten, Primary and Junior grade levels whose first language is not French in Core, Extended and Immersion programs. Teacher candidates will build a detailed FSL unit plan for each of the three programs. *Prerequisites: Demonstration of proficiency based on the French Language Proficiency Assessment and EDUP 509.*

**EDUP 521 (3) Language and Literacy PJ: Part I**

— Designed to introduce teacher candidates to foundational knowledge and skills in the six language arts (speaking, listening, reading, writing, viewing, and visually representing). The foundations of language will be introduced. Teacher candidates will explore these areas as outlined in the Ministry's language and literacy expectations for students in Kindergarten to Grade 6. Making use of the curriculum document, relevant policy documents, and current research, teacher candidates will begin to build their skills of lesson planning and assessment.

**EDUP 522 (3) Language and Literacy PJ: Part II**

— Builds upon the language and literacy knowledge and skill base acquired in EDUP 521. Teacher candidates will continue to use the Ministry's curriculum and policy documents, in light of relevant research, to guide the design of language units, lessons, activities, and a variety of assessment strategies applicable to a diverse range of learners in Kindergarten to Grade 6. *Prerequisite: EDUP 521.*

**EDUP 523 (3) Mathematics PJ: Part I**

— Provides PJ teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Primary and Junior Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of mathematics pedagogy, and the six strands of the Ontario Mathematics Curriculum. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Primary and Junior grades.

**EDUP 524 (3) Mathematics PJ: Part II**

— Provides PJ teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Primary and Junior Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge of assessment, the 7 mathematical processes, and T.A.C.K. - as it pertains to mathematics instruction. Significant emphasis is placed on building a 'Thinking Classroom' (Peter Liljedahl), centered on effective questioning techniques. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Primary and Junior grades. *Prerequisite: EDUP 523.*



## Hope AQ and ABQ Courses

### About HOPE

Tyndale University's School of Education offers Additional Qualification (AQ) and Additional Basic Qualification (ABQ) courses through the HOPE (Holistic Ongoing Professional Education) framework. HOPE courses are designed for Ontario Certified Teachers who are seeking to extend their qualifications, add a new division, or deepen their professional practice.

At Tyndale University, we understand that being an educator is difficult and complicated work. There is often not enough time left at the end of the day to take care of, and be compassionate towards, oneself as an educator. It is with this in mind that we created HOPE: every course is designed and delivered through the lens of well-being and emotional awareness for the educator. HOPE courses invite teachers to deepen their professional practice while also tending to their own wholeness.

All HOPE courses are developed in accordance with Ontario College of Teachers accreditation requirements. Upon successful completion, Tyndale reports completion directly to the OCT on the candidate's behalf.

### Current Course Offerings

- HOPE AQ51 - Mathematics, Primary and Junior, Part 1
- HOPE AQ53 - First Nations, Metis and Inuit Studies, Part 1
- HOPE AQ55 - Special Education Part 1
- HOPE AQ57 - Reading Part 1 (Foundational Literacy Skills)
- HOPE AB53 - Health and Physical Education, Intermediate Division (Leadership Focus)
- HOPE AB55 - English, Senior Division
- HOPE AB57 - Music - Instrumental Intermediate (Leadership)
- HOPE AQ59 - Use and Knowledge of Assistive Technology
- For the most current schedule and to register, visit [tyndale.ca/education/aq](https://tyndale.ca/education/aq) or email [aqinfo@tyndale.ca](mailto:aqinfo@tyndale.ca).

# AQ/ABQ Registration and Fees

## How to Register

Registration is completed online at [tyndale.ca/education/aq](http://tyndale.ca/education/aq). Candidates must register by one business day before the course start date. A late registration fee of \$50 applies after the published deadline. For assistance, contact [aqinfo@tyndale.ca](mailto:aqinfo@tyndale.ca).

## Prerequisites

Each online course listing specifies required qualifications, experience, and certifications. Valid OCT membership in good standing is required for all AQ and ABQ courses, unless a candidate wishes to take the course for their own knowledge and learning. Please review prerequisites carefully before registering.

## Course Fees

Each AQ and ABQ course is \$730. A non-refundable processing fee of \$75 is included. A late registration fee of \$50 applies after the published deadline.

*Processing fees (\$75) and late registration fees (\$50) are non-refundable in all circumstances, except in the case that Tyndale cancels a course offering.*

Many school boards and employers offer professional learning funding that may be applied toward AQ/ABQ fees. Participants are encouraged to explore these opportunities with their employer or federation.

## Refund Schedule

To withdraw from a course, complete the Registration (Add/Drop form) and submit it by email to the Office of the Registrar. Non-attendance in a course is not equivalent to withdrawal; candidates who cease to attend without formally withdrawing will receive a grade of F.

| Course Duration Elapsed                     | Refund / Transcript Record                                                              |
|---------------------------------------------|-----------------------------------------------------------------------------------------|
| 10% of course duration has passed           | Full refund (minus \$75 processing fee). Course removed from official transcript.       |
| 20% of course duration has passed           | 50% refund (minus \$75 processing fee). Grade of W (Withdrawal) recorded on transcript. |
| More than 20% of course duration has passed | No refund. Grade of W (Withdrawal) recorded on transcript.                              |

## Course Cancellations

Tyndale University reserves the right to cancel course offerings that do not reach minimum enrolment thresholds. Registered participants will be notified promptly and offered a full refund, including the \$75 processing fee.

## Records of Completion

Upon successful completion of an AQ or ABQ course, Tyndale reports the completion directly to the Ontario College of Teachers on the candidate's behalf. Candidates requiring documentation for other purposes should contact [education@tyndale.ca](mailto:education@tyndale.ca).

# AQ and ABQ Course Descriptions

All HOPE courses are currently delivered asynchronously online. Some courses include optional synchronous sessions. See individual course listings at [tyndale.ca/education/aq](https://tyndale.ca/education/aq) for current delivery details.

## Courses with a specialized focus

Some HOPE courses are offered with a specialized focus, reflecting the particular expertise and scholarly lens that the instructor brings to the subject. Candidates in these courses will meet all standard OCT course requirements, while also benefiting from instruction shaped by deep specialization in a specific area of practice. Current specialized focuses offered at Tyndale include Leadership and Foundational Literacy Skills. Courses with a specialized focus are identified in the course listings below.

## Additional Qualification (AQ) Courses

### **HOPE AQ51 | Mathematics, Primary and Junior, Part 1 (AQ)**

**Delivery:** Asynchronous Online

Designed to provide educators with a deeper conceptual knowledge and understanding of mathematics in the Primary and Junior divisions. This introductory course critically examines the prevailing theories, constructs, and practices on which a sound mathematics program should be built. Educators explore many proven approaches for presenting mathematics as a creative, sense-making, and pattern-seeking endeavour, and are given strategies and tools to run a differentiated and fully inclusive mathematics program. The course explores ways to address the diversity of the Canadian community and stresses how the wise use of concrete materials and rich learning tasks play essential roles in developing students' mathematical knowledge. Aligned with current Ontario curriculum, relevant legislation, and government policies and frameworks.

### **HOPE AQ53 | First Nations, Metis and Inuit Studies, Part 1 (AQ)**

**Delivery:** Asynchronous Online

Designed to provide all candidates with a deeper conceptual knowledge and understanding of their place in this colonized country, and how to support their learners to gain understanding of how to walk the path of reconciliation. This course invites educators to explore Indigenous histories, cultures, perspectives, and ways of knowing, and to develop culturally responsive pedagogical practices that honour First Nations, Metis, and Inuit communities.

### **HOPE AQ55 | Special Education Part 1 (AQ)**

**Delivery:** Asynchronous Online

Provides an overview of various exceptionalities that may be found in classrooms across the province. Educators gain an understanding of effective teaching strategies and assessment methods used to meet individual student learning goals. Educators investigate aspects of Special Education which impact planning, delivery, and evaluation of learning in the classroom. Through reflection, collaboration, discussion, and research, educators develop a broad understanding of the IPRC process, IEP development, and Transition Planning, and examine assistive technologies available to support student success.

### **HOPE AQ57 | Reading Part 1 (Foundational Literacy Skills) (AQ)**

**Delivery:** Asynchronous Online (with optional synchronous sessions)

Enables candidates to deepen their professional practice through a focus on curriculum knowledge, pedagogical strategies, and the learning environment. Explores current theories, research, and instructional practices for teaching readers and developing a comprehensive literacy program that meets the needs of all students. Provides candidates with opportunities to enhance their practices, skills, and knowledge to teach foundational literacy skills for beginning

readers and older, striving readers. Recommendations from Ontario's OHRC Right to Read Inquiry Report are addressed, as are current issues in literacy instruction including equity in assessment, supporting multilingual learners, and explicit and systematic approaches to instruction.

#### **HOPE AQ59 | Use and Knowledge of Assistive Technology (AQ)**

**Delivery:** Asynchronous Online

This AQ course provides educators with hands-on experience using assistive technology to create more accessible and inclusive classrooms. Participants will explore practical strategies, design resources, and reflect on their practice to better support the diverse learning needs of students.

## **Additional Basic Qualification (ABQ) Courses**

#### **HOPE AB53 | Health and Physical Education, Intermediate Division (Leadership Focus) (ABQ)**

**Delivery:** Asynchronous Online

Designed to examine the main components of Health and Physical Education through current research and teaching practices. Educators establish confidence in knowing and understanding the HPE curriculum, identify and understand their role as a leader in HPE, understand and integrate Ontario Ministry of Education initiatives, attain a higher level of skill development and strategic awareness in sport, and apply higher-level thinking to develop their own vision of Health and Physical Education.

#### **HOPE AB55 | English, Senior Division (ABQ)**

**Delivery:** Asynchronous Online

Designed for educators who seek to expand their qualifications to teach English at the Senior Division (Grades 11-12) within the Ontario curriculum. This ABQ employs a critical, pedagogical lens to explore theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, and research and ethical considerations related to teaching and learning within and across the division.

**Prerequisite:** a minimum of 5 undergraduate-level English courses.

#### **HOPE AB57 | Music - Instrumental Intermediate (Leadership) (ABQ)**

**Delivery:** Asynchronous Online

Offers a chance to examine the essential principles specific to intermediate learners, grounded in the Ontario Curriculum. Course emphases include advocacy, accessibility, and leadership. Practical elements are designed to enhance and refine musical abilities, and expand understandings and skills in assessment and evaluation. Candidates practise the skills of composition, conducting, music room management, leadership in the arts, and playing a brass or woodwind instrument.

**Prerequisite:** *No official prerequisites required; candidates without a basic knowledge of music theory will be provided with extra assignments to catch up on this learning.*

## **AQ/ABQ Policies**

### **Course Completion Requirements**

To successfully complete an AQ or ABQ course, all assignments must be completed and submitted. To earn the course credit and have the accomplishment reported to the OCT, candidates must achieve a Level 2 (C-) or above,

or a designation of Pass. Candidates are reminded that non-attendance is not equivalent to withdrawal.

## Assessment and Grading

Some AQ courses are graded as pass/fail; others use a letter scale aligned with Ontario Ministry assessment policy (Growing Success, 2010). The evaluation of each course is comprised of Classroom Activities and Assignments and a Culminating Activity. In arriving at a final grade, the instructor will consider the more recent and most consistent performance.

| OCT Level | Letter Grade | Description                                                                                                                          |
|-----------|--------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Level 4   | A            | High degree of knowledge and understanding, thinking, communication and application demonstrated consistently throughout the course. |
| Level 3   | B            | Considerable knowledge and understanding, thinking, communication, and application demonstrated consistently throughout the course.  |
| Level 2   | C            | Some knowledge and understanding, thinking, communication, and application demonstrated consistently. Minimum passing level.         |
| Level 1   | D            | Limited knowledge and understanding throughout the course. A Level 1 (D) makes a candidate ineligible to graduate.                   |

## Attendance

Attendance is required at any synchronous course meeting times. Candidates who cease to attend a course without formally withdrawing will receive a grade of F.

## Grade Appeals

A candidate may informally appeal a grade by first discussing it with the professor within 14 days of notification. If unresolved, the candidate may write to the Academic Standards Committee at [asc@tyndale.ca](mailto:asc@tyndale.ca) within 14 days of that discussion. If still unresolved, the candidate may appeal in writing to the VP Academic on matters of process.

## Accessibility Services

Candidates requiring learning supports should contact the Centre for Academic Excellence at [tyndale.ca/academic-excellence](http://tyndale.ca/academic-excellence).

## Privacy

Tyndale University's Privacy Policy, informed by PIPEDA and FIPPA, governs the handling of all personal information. Full details are available at [tyndale.ca/privacy](http://tyndale.ca/privacy).



# **Bachelor of Education Academic Policies and Procedures**

## **Registration and Courses**

### **Course Registration**

Teacher candidates are automatically registered into their required courses. Any course changes must be done in consultation with the School of Education.

### **Involuntary Withdrawal**

A teacher candidate may be involuntarily withdrawn from a practicum component if they demonstrate a breach of professional conduct (e.g., seriously disrupting the functioning of the host classroom or the well-being of the students). If involuntary withdrawal is invoked for a practicum component of the program, either by the Tyndale Associate Director of Practicum, or by the principal of the host school, the candidate may request in writing, through a letter addressed to the Director of Education Programs, the opportunity to repeat the component from which they were withdrawn. The conditions as stated in the Academic Advancement Policy apply.

### **Academic Advancement and Repeating Courses**

Teacher candidates must demonstrate diligent progress towards successfully completing all components of the program. It is expected that teacher candidates achieve a minimum Cumulative Grade Point Average (CGPA) of 2.30 with no final grade for any course below C-. Earning a grade of D in any course makes a teacher candidate ineligible to graduate.

If a teacher candidate is not successful in a course or practicum component, they become ineligible to remain enrolled in the program. To request special permission to remain enrolled and to repeat the component in which they were unsuccessful, the candidate must submit a request in writing to the Director of Education Programs explaining why the minimum expectations were not met and describing what they would do differently if given the opportunity to repeat the component. The Director, along with a faculty committee, will consider requests on a case-by-case basis. Only one repeat per component will be considered. If the repeat of a component is granted, it will be bound to a specific time frame, have clearly described expectations, and be subject to additional costs. The repeated component must be completed in its entirety, with only the higher earned grade counting toward the GPA, and earned credit hours counting only once. Upon receiving an unfavourable decision in response to a request to remain enrolled and repeat a component, the candidate may appeal to the VP Academic on matters of process only.

## Program Changes

Candidates are accepted into the program indicated on their letter of acceptance. Candidates who wish to change to a different program should apply through the Office of the Registrar using the Change of Program form. Requests must be submitted before the program begins, or early enough into the program that a change remains feasible; requests made too late cannot be accommodated. Upon receipt of the application, the Registrar will review the application and come to a decision in consultation with the School of Education Admissions Committee. Approval is not guaranteed.

## Transfer Credit

Transfer credit may be granted for candidates who have transferred from another accredited teacher education program, subject to a transfer credit evaluation and approval process.

## Transcripts

Students requiring Tyndale transcripts should submit a Transcript Request form, available at [tyndale.ca/registrar](http://tyndale.ca/registrar), to the Office of the Registrar and pay the posted fees.

## Updating Personal Information

It is important that student information remain current and up-to-date on Tyndale records. Tyndale students are expected to provide accurate personal information starting from their Admissions application all the way to graduation. Current students can update their address, e-mail, and phone number through the [classes.tyndale.ca](http://classes.tyndale.ca) website.

## Statute of Limitations Policy

Candidates are eligible to graduate from a BEd program under the terms of the Academic Calendar in force at time of their first enrolment in that program, provided that they graduate within the number of years specified. Candidates in the Bachelor of Education degree have four years to complete the degree requirements.

Candidates who come to the end of the time allotted for the completion of their program and who have not completed it, but are in a position to complete within one calendar year, may apply for an extension. The candidate will meet with the Director of Education Programs who will advise on a plan for finishing the program. If the Registrar is satisfied with this plan, the extension will be approved. The details of the plan will be kept in the student's file.

In exceptional cases, a second one-year extension may be approved by the Registrar. If the extension is not approved, the candidate may appeal this decision by writing a letter of appeal to the Academic Standards Committee (ASC). The decision of the ASC is final. In the case of an unfavourable decision, the candidate may appeal to the VP Academic on matters of process.

A candidate who does not complete the BEd degree before the statute of limitations and any extension(s) run(s) out, can apply for readmission to the program according to the standard application for admission process. A review of their file will be conducted by the School of Education Admissions committee and the Tyndale Registrar to determine whether any transfer credit from the first attempt at the degree can be granted toward degree completion at re-admission. The decision regarding eligible transfer credit is final. The re-admission decision will include a new deadline for completion of the degree. The candidate must complete all graduation requirements specified for the program as found in the Academic Calendar in force at the point of re-admission.

# Classroom Expectations and Guidelines

The expectations regarding attendance are founded on the following premise: The BEd is a professional degree, and therefore, enrolled teacher candidates are expected to demonstrate the same responsibilities that an employer would place upon them. Teacher candidates are therefore expected to be present at all the classes and practicum components in which they are registered.

Each B.Ed. course consists of 11 face-to-face sessions for a total of 33 hours; missing one class is nearly 10% of the coursework. Missing 10–20% of course hours will result in an impact on the final course grade — indirect, from missed participation, and direct, such as a  $\frac{1}{3}$  grade level reduction per absence or late arrival/early departure. Missing more than 20% of course hours will result in referral to the department Director for further action, which may result in a failing grade. Candidates absent due to extended illness or injury, verified by a doctor's certificate, are eligible to apply through the Academic Standards Committee for permission to successfully complete the course.

All absences from class are to be reported using the appropriate online form; all absences from practicum are to be reported, ahead of time, to the teacher candidate's associate teacher, faculty advisor, Practicum Coordinator, and Practicum Team Lead. Plans to make up for missed days on the teacher candidate's own time will be arranged so that supervised practice teaching requirements of the Ontario College of Teachers can be successfully met.

Missed or late course assignments due to a class absence are to be negotiated with the professor.

Regarding the practicum components of the program, teacher candidates are to be aware that time missed reflects the teacher candidate's commitment, as well as a great inconvenience for the Associate Teacher. Please see the Practica Handbooks for additional details.

In the case of an absence of more than three consecutive days, in order to remain enrolled and be eligible to successfully complete program components, a request for special permission must be made through writing a letter addressed to the Academic Standards Committee, [asc@tyndale.ca](mailto:asc@tyndale.ca), and copied to the Director of Education Programs. It is recommended that the request be submitted at least one month prior to the intended absence.

## Course Delivery Mode

Tyndale's Bachelor of Education program is accredited by the Ontario College of Teachers (OCT). As a condition of that accreditation, all B.Ed. courses must be delivered in accordance with the program structure approved by the OCT. Course sessions designated as face-to-face are required to be attended in person; remote or virtual access to on-campus class sessions is not available as an alternative to physical attendance.

In exceptional circumstances such as inclement weather affecting campus operations, a decision may be made at the program or institutional level to move a session to an online format. Such decisions are communicated to all teacher candidates. Individual requests for remote access to on-campus sessions cannot be accommodated regardless of circumstance.

Teacher candidates who are unable to attend a class session should refer to the Attendance & Punctuality section of their syllabus for applicable policies and procedures.

# Assignments

In order to successfully complete a course, all assignments must be completed and submitted.

Assignments should be submitted on (or before) the due date in order to receive full credit. The penalty for late assignments will be determined as follows:

- For each day or part thereof late, the instructor will reduce the assigned grade by one-third of a letter.
- Excessively late assignments may receive no credit and result in an unsuccessful grade on the assignment. In some subjects, no late assignments will be accepted for credit, and this will be communicated to teacher candidates at the beginning of the course.

# Course Evaluation

Teacher candidates will be evaluated on their demonstration of learning through a variety of assignments and learning activities designed to support their growth and understanding of course concepts. These activities are essential for developing professional knowledge, skills, and dispositions, and provide opportunities for assessment for, as, and of learning.

Assignments may include, but are not limited to, personal reflections, group work, presentations, lesson and unit plans, chapter reviews, case studies, research papers, and other creative or inquiry-based tasks. These activities are intended to allow teacher candidates to explore content deeply, engage in critical thinking, apply theory to practice, and demonstrate both individual and collaborative learning.

Instructors may, at their professional discretion, allow the resubmission of an assignment that receives a Level 1 or 2, provided the revised submission is received by a deadline set by the instructor and no later than the last day of scheduled classes in the applicable term. This opportunity enables candidates to apply feedback in order to strengthen their understanding.

Assessment design across the course will reflect the integration, application, and synthesis of learning. The overall assessment approach will represent meaningful opportunities for teacher candidates to demonstrate deep and lasting understanding, aligned with principles of assessment for, as, and of learning. This may include some assignments that serve as culminating demonstrations of understanding.

Tyndale's Bachelor of Education program is an immersion into the teaching profession. Teacher candidates will therefore be expected to demonstrate the professionalism that is expected from Certified Teachers. Guidelines provided by the Education Act and the Ontario College of Teachers will serve as a basis for discussion with the community of teacher candidates at the beginning of the program from which a set of Community Commitments will be articulated and established. The Community Commitments are intended to help develop, sustain, and nourish a vibrant community of deeply committed teacher candidates. Each instructor will compile anecdotal comments regarding each teacher candidate's professional participation throughout the program. These comments will be referred to during the Capstone Conversation with teacher candidates at the end of the program.

## Extensions

No instructor may grant extensions on any assignments nor accept assignments after the final day of classes.

Teacher candidates requiring an extension on **any assignment beyond the final day of class** must follow the procedures outlined below.

1. If a teacher candidate is unable to complete the required assignments by the last day of scheduled classes for the applicable term, the teacher candidate may complete an Extension Request Form available from the Director of the program to apply for an extension. Completed forms ought to be submitted to the Director during the second last week of scheduled classes for the applicable term. If an extension is granted, a temporary grade of “Incomplete” may be granted by the Registrar. The teacher candidate may lose one grade level on this assignment.
2. If an extension or grade of “incomplete” is granted by the Registrar, a deadline date for submission of outstanding assignments will be determined by the Director.
3. Failure to submit the required course assignments by the deadline will result in a failing grade on those assignments, and the final grade in the course will be calculated accordingly.
4. The decision of the Director may be appealed in writing to the Academic Standards Committee. The Academic Standards Committee will respond in writing to the teacher candidate and provide a copy of the decision to the various parties. The decision of the Academic Standards Committee is final.

## Electronics Policy

Laptop computers and other electronics (such as calculators and tablets) are considered learning tools in the BEd classroom. Responsible, considerate, and appropriate use is expected.

## Recording of Classes

### On Campus

- Teacher candidates must request permission from the professor of the particular class that they would like to record.
- Where permission is granted, candidates are expected to supply their own equipment.
- If a teacher candidate is not able to attend a class session and would like to have it recorded, it is the responsibility of the teacher candidate to obtain the professor’s permission, find another teacher candidate to record the session and supply that teacher candidate with the recording device.

### Online

- Virtual class meetings may be recorded and posted to the course Moodle page for educational purposes, as a means of enhancing accessibility.
- Teacher candidates do not have permission to duplicate, copy, or distribute these recordings outside of class.
- These recordings will be destroyed after the end of the course.

# Academic Standing and Grades

## Grading System and Scale

The BEd program uses a grading framework aligned with Ontario Ministry of Education assessment policy, as outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010). The following scale applies across all BEd courses:

| Ministry Level | Description                                                                                                 | Letter Grade | Percentage Range | Grade Points Awarded |
|----------------|-------------------------------------------------------------------------------------------------------------|--------------|------------------|----------------------|
| Level 4        | High degree of knowledge, understanding, thinking, communication, and application demonstrated consistently | A-, A, A+    | 80–100%          | 3.70 – 4.00          |
| Level 3        | Considerable knowledge, understanding, thinking, communication, and application demonstrated consistently   | B-, B, B+    | 70–79%           | 2.70 – 3.30          |
| Level 2        | Some knowledge, understanding, thinking, communication, and application demonstrated consistently           | C-, C, C+    | 60–69%           | 1.70 – 2.30          |
| Level 1        | Limited knowledge and understanding demonstrated throughout the course                                      | D-, D, D+    | 50–59%           | 0.70 – 1.30          |
| Below Level 1  | Insufficient achievement                                                                                    | F            | 0–49%            | 0.00                 |

In arriving at a final course grade, the instructor will consider the most recent and most consistent performance of the teacher candidate. A Level 1 (D) in any course makes a candidate ineligible to graduate. Candidates must maintain a minimum CGPA of 2.30 and a grade of C- or above in each individual course to remain in good standing.

### Grades which do not count in the Grade Point Average (GPA):

|    |                                       |   |            |
|----|---------------------------------------|---|------------|
| AU | Audit (non-credit)                    | P | Pass       |
| I  | Incomplete (granted by the Registrar) | W | Withdrawal |
| IP | In Progress                           | N | No Pass    |

### Incomplete Grade

A temporary grade of Incomplete (“I”) may be granted by the Registrar in cases such as death in the family or medical emergency. Needing more time is not a criterion for an “Incomplete.” Once an “incomplete” is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an “I” must complete the work by the extended deadline. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

# Graduation Requirements

Teacher candidates are eligible to graduate if they:

1. Complete all courses in the program;
2. Achieve a minimum Cumulative Grade Point Average (CGPA) of 2.3 (C+);
3. Successfully complete all practicum components;
4. Earn a grade of C- or above in each individual course.

## Academic Integrity

Integrity in all academic work is required from all students. Academic fraud violates the academic integrity which is to be the foundation of Christian university studies: it is a serious matter with serious consequences. Knowingly aiding or abetting anyone in a breach of academic integrity shall in itself be considered misconduct and result in a range of consequences leading up to and including expulsion.

### ***Definition of Academic Fraud:***

Academic fraud is defined as, but not limited to, the following:

#### **1. Falsification of Data or Citation**

- a. Giving false information for the purpose of gaining admission or credits.
- b. Fabricating, forging or altering Tyndale documents.
- c. Fabricating, forging or altering transcripts, letters of reference or other official documents.
- d. Providing false information or forged medical documentation to gain extensions, exemptions or advantages for any academic work.
- e. Presenting information or research data that has been falsified; providing statements or referencing sources that have been invented.

#### **2. Interference with or Falsification of Academic Assessment**

- a. Tampering with, stealing or destroying another student's academic work.
- b. Preventing another student from completing a task for academic assessment.
- c. Altering a grade on academic work for the purposes of having the recorded grade changed.
- d. Impersonating other students for the purpose of academic assessment.

#### **3. Multiple Submission**

- a. Submitting an assignment for which previous academic credit was given, either at Tyndale or at another institution, or submitting the same assignment for two or more courses.
- b. In some circumstances, an expanded paper or project common to two or more courses of study may be submitted with prior approval.

#### **4. Cheating**

- a. Copying another person's test, examination, or coursework or allowing another student to copy one's work and submit it as his or her own.
- b. Accepting credit for group work or a group project for which the student did not provide assistance or participate.

- c. Using notes, electronic devices, or other aids during a test or examination without permission from the instructor or disregarding instructions and guidelines set forth by the instructor for take-home or online examinations.
- d. Obtaining or distributing unauthorized tests, examinations or other course materials for academic assessment.

## 5. Plagiarism

Plagiarism may be attributed (but is not limited) to any of the following types of academic work: papers, essays, tests, exams, research reports, theses (oral or written), lab reports, oral presentations, music, or artwork.

Any of the following may constitute plagiarism:

- a. Submitting academic work that has been, entirely or in part, copied from or written by another person without full and proper acknowledgement. "In part" can be as little as a sentence or two: plagiarism is not a matter of quantity.
  - i. Using the exact wording of a source without putting the borrowed words in quotation marks, or following the syntax (structure) or wording of the source too closely. Even if a citation is given, this is still plagiarism, as it misrepresents the wording as the student's own.
  - ii. Paraphrasing words or ideas from a source without full and proper acknowledgement of the source.
  - iii. Including a source in the "works cited" list or reference list, but giving no parenthetical citations or footnotes/endnotes in the essay to show exactly which quotations, ideas or facts were taken from that source.
- b. Submitting academic work which has been written, rewritten or substantially edited by another person.
  - i. Submitted work must be representative of a student's current academic writing skills.
  - ii. Review of a student's work for the purpose of editing is permitted, but should be limited to indicating errors, flagging problems, and offering advice for potential revision by the student.
  - iii. Students must edit their own work, making corrections and revisions themselves. The reviewer should never modify a student's work on their behalf.
- c. Submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program.
- d. Instructors can use discretion to determine whether a technical error has been made or academic fraud (plagiarism) has been committed.

Technical errors are mistakes made by students in their submitted work, made unintentionally or in ignorance of proper citation rules. This would include, for example, inadequate documentation (e.g., incomplete citations from a source) or technical plagiarism (e.g., the absence of quotation marks around a quoted source with proper citation of that source).

If instructors deem that a technical error has occurred rather than academic fraud, they can determine the severity of the error and impose one or more of the following penalties:

- i. A grade deduction on the assignment (e.g., reduction of one grade level)
- ii. Granting a re-write of the assignment with a set deadline and a maximum grade limit

- iii. Referral to the Centre for Academic Excellence—Writing & Tutoring Services –  
General referral: Instructors can suggest an appointment and not require a follow-up.
- Verified appointment: Instructors write to the Learning Specialist with the name of the student, a summary of the errors, and conditions that should be noted (e.g., rewrite by a specific deadline). The Learning Specialist will arrange an appointment with a Writing Consultant and write to the instructor after the appointment is completed. It is recommended that professors set a deadline on when the student should have this appointment.

Instructors may contact the Chair of the Academic Standards Committee for guidance on matters concerning technical error.

## Artificial Intelligence (AI)

### **Definition**

Artificial Intelligence (AI) is not new, and its definition is ever evolving. AI is not monolithic, and it is important to evaluate the suitability of tools on their own merits. More recently, the use of generative AI, that is, AI that can use historical data to create new content based on a text prompt, has become more prominent. These tools can be used to generate and create new content, be it pictures, video, or text.

Artificial Intelligence (AI) is a broad term applied to a group of technologies that *perform tasks that typically require human intelligence, including but not limited to, learning, problem-solving, reasoning, perception, and language understanding. These systems may adapt their behaviour, based on data and experience, with the goal of enhancing decision-making, automation, and analysis across various domains* \*

*\*Italicized text is from Claude AI*

### **AI Translation Tools**

The use of AI-powered translation software to complete assessments is banned unless explicitly stated otherwise in the course syllabus. Tyndale University has English language requirements for admission to all its programs delivered in English. Students are expected to be able to write assessments in English without the assistance of AI-powered translation applications.

The successful completion of an English language program requires both proficiency in the English language and the conceptual maps associated with that language. In the short term, the use of AI powered translation software affords an unfair advantage to students. In the long run, the use of AI-powered translation software disadvantages students who must demonstrate and enrich both these competencies as a key learning outcome of their program.

### **AI and Assessments**

As part of the School of Education's commitment to fostering academic integrity and leveraging modern educational resources, teacher candidates are encouraged to utilize generative AI tools as a supplementary resource to assist them in completing assignments. It is imperative to emphasize that the use of AI tools should always be accompanied by human supervision. Using AI tools "with human supervision" means that humans monitor and guide AI actions, retain ultimate decision-making authority and accountability, and edit AI output to reflect their own perspective, vocabulary, and formatting. While AI tools can provide valuable support to generate ideas and possibilities, they should not replace the critical thinking, creativity, and ethical considerations inherent in academic work. Teacher candidates should be aware that, according to [claude.ai](https://claude.ai),

*AI language tools produce output that is competent but characteristically limited. Because these tools are trained to predict statistically common responses, they gravitate toward the middle: familiar arguments, conventional framings, and ideas drawn from the most frequently occurring patterns in their training data. The result is prose that may appear polished but lacks originality, intellectual risk, and genuine voice.*

Academic work is not primarily about producing correct-looking output; it is about developing your capacity to think, argue, and communicate with increasing sophistication. Submitting AI-generated text as your own undermines that development and misrepresents your learning.

Teacher candidates should be aware that large language models continue to produce information that is often incorrect and does not reflect cultural awareness and cultural diversity.

Teacher candidates are expected to use AI tools responsibly, ensuring that their utilization aligns with the learning objectives of assignments and that the final output reflects their own understanding and efforts. Any use of AI tools must be transparently disclosed and properly cited to acknowledge the contributions of AI technologies.

#### Sample Citations

- "In developing this lesson plan, I utilized ChatGPT, an AI language model by OpenAI, to generate ideas and outline the content."
- Reference List: OpenAI. (2023). ChatGPT [AI language model]. Retrieved from [www.openai.com/chatgpt](https://www.openai.com/chatgpt)

Ultimately, the goal is to empower teacher candidates to harness the potential of AI tools while upholding the principles of academic integrity and personal responsibility, and prioritizing learning. In some subjects, the use of certain categories of AI tools or specific AI tools will be discouraged, and this will be communicated at the beginning of the course.

#### **Plagiarism Detection Software**

Tyndale has a subscription to text-matching software called Turnitin. This software can be used by students to ensure the originality of academic writing and check all of the sources used have been cited correctly. The use of this software in a course is at the discretion of faculty.

The software works by comparing text with documents submitted by other students, published works, and a range of other sources including online text and generates an originality report. Submissions are stored on a server in the United States and subject to potential review. The software does not make academic judgements about plagiarism; faculty will evaluate the originality report together with the submitted text and decisions about plagiarism will be made in accordance with Tyndale's academic policy. For some courses, faculty may ask students to submit their written work for text matching as part of the assessment process.

For further guidelines on proper acknowledgement of sources, consult the Centre for Academic Excellence.

## Procedure in Cases of Academic Fraud

In all cases of alleged academic fraud, the instructor or staff member will inform the Academic Standards Committee. He or she will notify the student of the alleged offence. Whenever possible the instructor will take the opportunity to review the situation with the student for instructional purposes.

1. The instructor will provide the Committee with evidence of the alleged offence.
  - a. For all cases of alleged academic fraud the instructor, staff member or faculty member will submit a written statement and/or evidence that substantiates the allegation. When applicable, this will include submitting an original copy of the student's academic work.
  - b. For all cases of alleged plagiarism, the instructor must also submit an original copy of the student's academic work or assignment, along with its instructions or guidelines, as well as written indications as to which aspects or sections of the academic work or assignment may have been plagiarized. The instructor will also provide copies of any sources from which material is alleged to have been plagiarized.
2. The Chair of the Academic Standards Committee will give written notice to the student, which will be placed in the student's file, indicating the nature of the alleged offence and setting a date, time and place for a hearing in which the accused will be afforded the opportunity to respond in writing or in person to the allegation. The student may be assisted and represented by another person of his or her choice. The student may waive his or her right to respond in writing or to appear in person.
3. After the hearing, the Academic Standards Committee will rule on the allegation. The Chair will then notify the student of the committee's ruling, in writing, including any penalties imposed. A copy will go to the instructor and be placed in the student's file.
4. Appeals of decisions concerning academic fraud may be made, on procedural grounds only, in writing, to the Academic Dean. Such appeals must be made within fourteen calendar days of the student's having received notification of the decision of the Academic Standards Committee. The policies for appeals of grades on assignments and appeals of final grades do not apply to decisions concerning academic fraud.

## Penalties in Cases of Academic Fraud

In cases of academic fraud a written reprimand will be placed in the student's academic file and at the discretion of the Academic Standards Committee, one or more of the following penalties may be applied:

### ***Penalties in Cases of Academic Fraud***

1. For cases where academic fraud is established within the context of a student's course or coursework
  - a. in cases of plagiarism, cheating, falsification of data or citation, or interference with academic assessment:
    - i. the assignment of a failing grade on the academic work
    - ii. the assignment of a grade of zero in the course.
  - b. in successive cases of plagiarism, cheating, falsification of data or citation, or interference with academic assessment:
    - i. the assignment of a grade of zero for the course(s) in question
    - ii. suspension from Tyndale University
    - iii. expulsion from Tyndale University.
  - c. when a student voluntarily withdraws from a course in which it is determined that he or she committed academic fraud:
    - i. the assignment of a grade of zero on that course.
  - d. when academic fraud is discovered after a student has received a passing grade on an assignment, test or examination:

- i. the retroactive assignment of a failing grade on the academic work
      - ii. the retroactive assignment of a grade of zero in the course.
    - e. When a student submits an assignment for which previous academic credit was given, either at Tyndale or at another institution, or has submitted the same assignment for two or more courses without prior approval:
      - i. the assignment of a grade of zero on one or more of the assignments in question.
- In all cases the Academic Standards Committee shall refer the student to the Centre for Academic Excellence.
2. For cases where academic fraud is established within the broader context of a student's relationship to Tyndale University
    - a. where false information is given for the purpose of gaining admission or credits:
      - i. revoking the falsely obtained credits
      - ii. expulsion from Tyndale University.
    - b. when university documents, letters of reference or other official documents have been fabricated, forged or altered:
      - i. expulsion from Tyndale University.

## Academic Appeals

### Appeal of a Grade on an Assignment

A student may informally appeal a grade on an assignment by first discussing it with the professor within 14 days of receiving the grade. If this does not bring about a satisfactory resolution, the procedure is as follows:

- Within 14 days of discussing the grade with the professor, the student must write a letter of appeal to the Academic Standards Committee, outlining the reasons for appealing the grade. The decision of the committee may result in the grade increasing, decreasing or staying the same. The student will be informed in writing of the committee's decision.
- If this does not bring about a satisfactory resolution, the student may appeal in writing to the Academic Dean within 14 days of receiving the committee's decision. The written appeal must include a copy of the student's statement to the Academic Standards Committee and the committee's written response. The Academic Dean will evaluate the student's appeal and the committee's assessment. The resulting decision of the Academic Dean is final.

### Appeal of a Final Grade for a Course

A student may informally appeal a final grade in a course by first discussing it with the professor upon receipt of the grade. If this does not bring about a satisfactory resolution, the student may formally appeal the grade in writing within 14 days from the date the grades are released from the Office of the Registrar. The procedure is as follows:

- Within 14 days of discussing the grade with the professor, the student must write a letter of appeal to the Academic Standards Committee, outlining the reasons for appealing the grade. The decision of the committee may result in the grade increasing, decreasing or staying the same. The student will be informed in writing of the committee's decision.
- If this does not bring about a satisfactory resolution, the student may appeal in writing to the Academic Dean within 14 days of receiving the committee's decision. The written appeal must include a copy of the student's statement to the Academic Standards Committee and the committee's written response. The

Academic Dean will evaluate the student's appeal and the committee's assessment. The resulting decision of the Academic Dean is final.

## Intellectual Property Policy

The objectives of this Intellectual Property (hereafter IP) Policy (hereafter Policy) are:

- a. To encourage any member of Tyndale University (hereafter Tyndale) who may have created or discovered IP to share that property with the public in a manner that is beneficial to the member and to the mission of Tyndale;
- b. To determine the ownership of IP created by members of Tyndale;
- c. To clearly outline the obligation for costs in the development of IP and the division of revenues derived from such IP; and
- d. To provide for the rights and obligations of Tyndale and its members in relation to IP.

The meaning of the following terms pertain specifically to this Policy:

- **Author** means members of Tyndale's faculty staff, or administration, students of Tyndale (student) and third parties (e.g. visitors and contractors) who create, write or discover any IP.
- **Commercialize** means to make a work available outside of the institution on a for-profit basis, but does not include publication or distribution of books by faculty members.
- **Copyright** has the meaning prescribed by the Copyright Act.
- **Copyright Act** means the Canadian Copyright Act (R.S.C. 1985, c. C-42), as amended, or any related succeeding legislation.

**Intellectual Property** includes:

- A. any and all proprietary rights provided under:
  - a. patent law;
  - b. copyright law;
  - c. trademark law;
  - d. design patent or industrial law; or
  - e. any other statutory provision or common law principle applicable to the Policy or the IP which may provide a right in:
    - i. ideas, designs, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions; or
    - ii. the expression or use of such ideas, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions or know-how; and
- B. any and all applications, registrations, licenses, sub-licenses, franchises, agreements or any other evidence of a right in any of the foregoing; and
- C. all other products of research and scholarship where any of the foregoing are created; whether by discovery, invention or otherwise by an Author.

The responsibility for the administering the Policy lies with the President of Tyndale. The President may find it necessary to form an IP Committee to oversee the implementation of the Policy.

The IP Committee shall establish its own rules of procedure. Such rules will provide that the IP Committee acts in accordance with the rules of natural justice when executing decisions.

The duties of the IP committee shall include:

- a. The recommendation to the Board of Governors of any revisions required to this or any other

- Tyndale policy relating to IP;
- b. The resolution of issues of disputed discovery among two or more Authors of the same IP or the division of income between Authors;
  - c. The resolution of any other issues relating to the commercialization of IP at and outside Tyndale; and
  - d. The recommendation to the President of the manner in which income earned by Tyndale from IP should be allocated.

All Tyndale Authors are subject to the Policy.

- a. The Author shall be the owner of all newly created, written or discovered IP. The benefits that may accrue to the Author may be limited only by the terms of the external contracts and licensing agreements.
- b. Tyndale shall make no claim to the proceeds of publication for which it has provided no more than normal academic facilities. Whenever a publication subsidy is made, Tyndale shall stipulate at the time it offers the subsidy if it wishes to negotiate a claim to royalties that may accrue from publication thus supported; and if it does not, it shall be deemed to have waived any claim to royalties or other income.
- c. Certain agreements (such as grants, sponsorships, research and affiliation agreements) have been or will be entered into by Tyndale with third parties. Such agreements may contain provisions whereby IP is transferred, assigned, licensed or otherwise disposed of to such third parties. The provisions of such agreements shall supersede the Policy.
- d. Faculty members may be requested by Tyndale to develop Distance Education courses (and other forms of nontraditional learning). At such time, the faculty member will be contracted for this work. The provisions of such agreements shall supersede this Policy.
- e. Tyndale maintains the right to utilize syllabi prepared by faculty in the normal course of their teaching for consultative purposes in the ongoing development and refinement of courses. In such cases, the Authors agree to waive all moral rights that he or she may have in favour of Tyndale.

The IP Committee will handle questions regarding the application, interpretation or implementation of the policy, or regarding disagreement among creators concerning assignment of rights or sharing of royalties. Disagreement with any determination made by the IP Committee may be directed to the President for a final determination.



# Directory

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[tyndale.ca/about/board](http://tyndale.ca/about/board)

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### **HARRIET THORNHILL**

ICD.D, Directors Education Program,  
Rotman School of Management, 2022; MBA,  
Athabasca University, 2004.

## Administration

### **President and Vice Chancellor**

#### **MARJORY KERR**

PhD, University of Waterloo, 1991; MASc.  
University of Waterloo, 1987; BA, The  
University of British Columbia, 1984.

### **Senior Vice President, External Relations / President, The Tyndale Foundation**

#### **KEVIN D. KIRK**

MBA, University of Leicester, 2008; MTS,  
Tyndale Seminary, 1999; BRS, Ontario Bible  
College, 1993.

### **Senior Vice President, Administrative and Support Services**

#### **GLEN J. ROADKNIGHT**

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#### **SHARON CHUAH**

MTS, Tyndale University, 2015; BA,  
York University, 2006.

### **Vice President Academic and Dean of the School of Arts & Sciences**

#### **W. PAUL FRANKS**

PhD, University of Oklahoma, 2012; MA, Biola  
University, 2004; BS, Southwestern Assemblies  
of God University, 2002.

### **Vice President Academic and Interim Dean of the Seminary and Graduate Studies**

#### **MICHAEL KRAUSE**

DMin, Gordon Conwell Theological Seminary,  
2009; MDiv, Ontario Theological Seminary,  
1985; BScF, University of Toronto, 1981.

## Alumni and External Relations

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*Director, External Relations*

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**SCOTT A. ROUGH**

*Director, Campus Operations*

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**JOANNA E. ROYAL**

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**VIVIAN LABIB**

*Director, Human Resources*

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**YOUNAN E. YOUNAN**

*Director, Information Technology*

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**TRACEY MORI**

*Director, Marketing & Communications*

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*Director, Enrolment*

**Centre for Academic Excellence**

**CHAD MUISE**

*Director, Centre for Academic Excellence*

**Distributed Learning**

**JAMES T. ROBERTSON, PhD**

*Director, Distributed Learning*

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**LEAH VETRO**

*University Librarian*

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**BRENDA HO**

*Registrar*

**Student Life**

**GEORGE W. SWEETMAN**

*Dean of Student Life*

**Tyndale Wellness Centre**

**WILMA NEVERS**

*Director, Tyndale Wellness Centre*

## School of Education Staff

**MARIAM FARID**

Manager of Education Programs

**JACLYN STEPHENSON**

Education Programs Coordinator

**SARA SALAMA**

Education Programs Officer

**ANTHONY FRAGALE**

Practicum Coordinator

**CATHERINE YEUNG**

Administrator of Education Programs

# FACULTY

## School Leadership

### HEATHER J.S. BIRCH

*Dean of the School of Education*

*Director of Education Programs*

*Professor of Education*

PhD, Ontario Institute for Studies in Education, University of Toronto, 2018; MA, Ontario Institute for Studies in Education, University of Toronto, 2013; BEd, University of Windsor, 1997; BA University of Waterloo, 1995; BRS, Ontario Bible College, 1993; ARCT, Piano Performance, Royal Conservatory of Music, 1993.

**Areas of Specialization:** Arts education, educational technology integration, knowledge media design.

### BLAIR PIKE

*Associate Director of Education Programs*

*Assistant Professor of Education*

MEd, Ontario Tech University, 2023; BEd, University of Windsor, 1991; BA Hons, University of Toronto, 1990.

**Areas of Specialization:** Spiritual formation, teacher formation, teacher well-being, social and emotional intelligence.

## Faculty

### CHARMAIN M. BROWN

*Adjunct Professor of Education*

MEd, York University, 1999; BEd, York University, 1995; Honours PGDip, Seneca College of Applied Arts & Technology, 1991; BA, York University, 1990.

**Areas of Specialization:** Curriculum development, instruction, development of publications and resources focused on various equity issues, qualified Tribes Trainer.

### MARK CASSAR

*Assistant Professor of Education*

MEd (Leadership and Policy), University of Toronto; BEd, Ontario Institute for Studies in Education, University of Toronto; BA (History/Sociology/English), University of Toronto.

**Areas of Specialization:** Mathematics education, Catholic education.

### YVONNE CHAN

*Assistant Professor of Education*

EdD (ABD), OISE; MEd, OISE, 2006; BEd, OISE, 1998; MTh, University of Edinburgh, 1992; BDiv, 1991.

**Areas of Specialization:** educational leadership and administration; diversity, equity, and inclusion; literacy education, auto-ethnography.

### NICOLE FLETCHER

*Assistant Professor of Education*

MA, Ontario Institute for Studies in Education (Institute of Child Study), University of Toronto, 2013; BA (Honours), York University, 2007.

**Areas of Specialization:** Environmental education, land-based learning, sustainable teaching practices for formation.

### ROB FOSTER

*Assistant Professor of Education*

EdD, Ontario Institute for Studies in Education, University of Toronto, 2006.

**Areas of Specialization:** Philosophy of education, ethics, French as a second language and curriculum writing, assessment and evaluation.

### GENIE KIM

*Associate Professor of Education*

PhD, University of Toronto, 2017; MEd, University of Toronto, 2013; BEd, University of Toronto, 2000; BSc (Honours), University of Toronto, 1996.

**Areas of Specialization:** Mathematics Pedagogy, The Learning Environment.

## APPOINTED FACULTY

### KENNETH R. BADLEY

Research Professor of Education  
PhD, University of British Columbia, 1986; MCS,  
Regent College, 1983; MEd, University of Regina,  
1980; BEd, University of Regina, 1975; BA  
(Honours), University of Saskatchewan, 1974.  
**Area of Specialization:** *Philosophy of Education.*

### JOSEPH BISHAY

Lecturer in Biology, Chemistry, and Science  
Pedagogy  
BEd, Tyndale University College, 2013;  
BSc (Honours), University of Toronto, 2001.  
**Areas of Specialization:** Science teacher  
education, microbiology, molecular genetics, and  
human pathobiology.

### MARY LINTON

*Lecturer of Education*  
EdD, Taft University, 2025; MA, 1993, Teachers'  
College, Columbia University; BSc, University of  
Arizona, 1991.  
**Areas of specialization:** System-Level educational  
leadership; educational policy and advocacy;  
equity, diversity and inclusion; leadership  
development and mentorship.

### BEVERLEY MUIR

Adjunct Professor of Education  
MEd, Ontario Institute for Studies in Education,  
University of Toronto, 1981.  
**Area of Specialization:** *Educational leadership and  
administration.*

### CARLA D. NELSON

Professor Emeritus of Education  
PhD, University of Alberta, 2003; MEd, University  
of Alberta, 1994; MDiv, Tyndale University College  
& Seminary, 1989; BEd, University of  
Saskatchewan, 1984; DipCS, Regent College, 1982;  
BA, University of Regina, 1981.  
**Area of Specialization:** *teacher formation,  
narrative inquiry.*

## FACULTY ADVISORS

### SANDI FARAONE

BEd, University of Toronto, 1992; BA, University of  
Toronto, 1990.

### FRANCO FRANCESCO

EdD (Candidate), Western University; MEd,  
OISE, 2009; BEd, University of Toronto, 1994; BComm,  
University of Toronto, 1992.

### KRISTEN GOODMAN

MEd, University of Toronto, 2009; BEd,  
University of Ottawa, 1996; BA Honours,  
University of Western Ontario, 1994.

### LISE HAWKINS

MEd, University of Toronto, 2009; BEd,  
University of Toronto, 1989; BA, York  
University, 1988.

### ROCCHINA LEONE

MEd, University of Toronto, 1998;  
BEd, University of Toronto, 1986;  
BA, University of Toronto, 1984.

### DALE MARTIL

MEd, Mount Saint Vincent University, 2005;  
BEd, University of Toronto, 1991; BSc,  
University of Toronto, 1990.

### GARY MCGILVRAY

BEd, University of Toronto, 1991;  
BPHE, University of Toronto, 1990.

### MICHAEL O'REILLY

MEd, OISE, University of Toronto, 2001; BEd,  
Queens University, 1986; BA, University of  
Toronto / Université Laval, 1985.

### DAVID POLLARD

BEd, York University, 1984; BEd, Simon Fraser  
University, 1974.

### NORMA RESENDES

BEd, University of Windsor, 1995; BA, University of  
Toronto, 1992.

LAURA RYCKMAN

MSc in Education, 1997; BEd, York University, 1991; BA, McMaster University, 1991.

SALLY SALAMA

MEd, University of Toronto, 1999; BEd, Western University, 1993; BA, Western University, 1993.

PETER STACHIW

MSc in Education, Canisius College, 1994; BA, University of Waterloo, 1991.

CLAUDETTE WHITE

MEd, York University, 2005; BEd, Western University, 1986; BMusic, McGill University, 1985; BSacred Music and Christian Ed, Ontario Bible College (Tyndale University), 1982.

## **INDIGENOUS COMMUNITY LEADERS**

Terry LeBlanc, PhD | Director Emeritus, NAIITS:  
An Indigenous Learning Community

Adrian Jacobs | Indigenous Program Elder |  
Ganosono (Deer Lodge), Turtle Clan, Cayuga  
Nation, Six Nations Haudenosaunee Confederacy