

Teaching Online Certificate

Participant Handbook

Offered by the
School of Instructor Education



Updated November 17, 2020

Welcome to the Teaching Online Certificate

The purpose of the Teaching Online Certificate is to enhance the practice of educators and trainers to design, develop, evaluate, and facilitate online learning. Students will explore a range of pedagogical practices and emerging technologies for effective online and digitally-enabled teaching and learning relevant to their work and interests. It is appropriate for anyone providing adult learning experiences in a wide variety of fields, including college, university, workplace, and non-profit settings.

By the conclusion of this certificate program, students will be able to:

- Integrate fundamental principles of adult learning as they apply to diverse online learning environments
- Design, develop and facilitate learning using online pedagogies and digitally enabled technologies
- Design engaging online learning experiences that reflect evidence-based approaches/strategies
- Integrate assessment strategies to measure, enhance, and guide learning and teaching
- Evaluate the effectiveness of online teaching and learning against quality assurance frameworks
- Use reflective strategies to improve professional practice and stay current in emerging educational technologies

Admission Requirements

1. English language proficiency at an English 11 level
2. Evidence of subject matter expertise (i.e. diploma, bachelors degree, trades certification, substantial work place experience) or departmental approval
3. Successful completion of computer competency self-assessment

Contact Information

School of Instructor Education, Room 2561 Building A
Vancouver Community College
1155 East Broadway
Vancouver, BC V5T 4V5

Tel: 604-871-7000, ext. 7488 or 7499

Email: sie@vcc.ca

Website: <http://www.vcc.ca/sie>

Courses

CORE COURSES (15 credits)

Course #	Course Name	Credit
PIDP 3210	Curriculum Development	3
PIDP 3230	Evaluation of Learning	3
EDUC 4250	Foundations of Online Teaching and Learning	3
EDUC 4251	Developing and Designing Online Learning	3
EDUC 4252	Facilitation of Online Learning	3

ELECTIVES (3 credits)

Course #	Course Name	Credit
PIDP 3260	Professional Practice	3

Visit our website for more information and course schedules vcc.ca/sie

Frequently Asked Questions

Why should I take this program?

The Certificate is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

- a willingness to participate in a wide variety of online instructional strategies
- familiarity with computer applications and communication tools
- the ability to work independently and with others

What are the admission requirements?

Completed Application Form and the following requirements to support your application:

- English language proficiency at an English 11 level
- Evidence of subject matter expertise (i.e. diploma, bachelors degree, trades certification, substantial work place experience) or departmental approval
- Successful completion of computer competency self-assessment

Can I take the program even if I am not presently working as an instructor?

Yes. Individuals not currently employed as instructors may take all the courses

Can I take the courses in any order?

No, some courses have pre-requisites.

How long is the program?

18 credits. Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The program must be completed within five (5) years.

What kinds of activities take place during the courses?

During this program, participants will engage in activities and strategies ranging from direct to indirect instruction, from interactive instruction to independent study as well as project-based and experiential learning. All courses are offered online. Examples of instructional strategies include: readings and watching videos, problem analysis, case studies, discussion, course mapping, and reflective writing. All activities will take place online. The majority of activities are asynchronous with the potential of some synchronous activities. Instructors in the Teaching Online Certificate will model excellence in online instruction and facilitate participants' achievement of the program outcomes.

How do I register for a course?

Full payment must accompany course registrations which are processed on a first-come first-served basis, so it's best to register early.

Applications are good for one year from the date of acceptance into the program. A \$35 reactivation fee will be incurred for dormant accounts of 12 months (time between courses).

The maximum time frame to complete all the credits is 5 years. Failure to do so will result in re-taking the program at full tuition.

Can my course be cancelled?

Vancouver Community College reserves the right to cancel courses if registration is insufficient. If you enrol in a course that is cancelled, you will receive a full refund of your tuition. Alternatively, you can request that the tuition be held and applied to another course.

Can I change courses?

If you are registered in a course, you may transfer to another course, 3 BUSINESS DAYS BEFORE START DATE subject to ADMINISTRATIVE CHARGES to be paid before a transfer can be applied.

Can I audit a course?

Yes, students not requiring formal evaluation may request to audit a course and receive an "R" grade. An "R" may not be applied towards the BC Provincial Instructor Diploma. The audit fee is the same as the current tuition fee.

Can I receive a refund?

Refund requests for a course must be made 3 BUSINESS DAYS (72 hrs) prior to the start date. Official withdrawals are effective as of the date they are received in writing, by our office. As student's signatures are required you must complete the form and email it to our office. Please note all refunds are subject to an administration fee.

Refund requests submitted after the 72-hour deadline may be considered for appeal under special circumstances, such as court subpoena or family bereavement, upon provision of relevant supporting documents. Applicants must submit a completed Refund Appeal Form to our office. A decision will be rendered in writing within 30 days, and all decisions are final.

To view the full VCC Refund Policy and Procedures see Policy No. D.3.4 in the Policies section on <http://www.vcc.ca/>

Can I receive a credit for any courses?

A credit for a course in the Teaching Online Certificate can be achieved in two ways.

If you have previous formal education in one of the courses, you can apply for a Transfer Credit. If you do not have formal education or training in the content of a particular course, but do have extensive experience and already possess the knowledge and skills, you can apply for Prior Learning Assessment & Recognition (PLAR).

Participants can receive exemptions for a maximum of 50% of the required credits. Each equivalent credit course must be taken within 10 years of the transfer date.

Transfer Credit Process:

1. Read the Program Guide and identify courses for which you will be requesting exemption. Fill out the Application for Exemption Form.

2. Collect copies of all relevant transcripts, course descriptions and length, evaluation procedures and additional, related information. Provide as much information as possible to support your claim of similar course content. A transcript by itself is not sufficient.
3. Include a letter that clearly outlines the requested exemptions. Transcripts and course descriptions that are not accompanied by a specific course equivalency request will be delayed in processing.
4. Include payment of \$50 assessment fee per request.
5. The office will inform you on the status of your request.

Prior Learning Assessment & Recognition (PLAR) Process:

1. Read the Program Guide and identify courses for which you will be requesting PLAR. Fill out the Application for PLAR Form.
2. Submit the following to the School of Instructor Education Department Head:
 - Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
 - An essay in which the applicant describes the development of his/her thinking related to the themes, issues, and concepts of the course.
3. A successful interview with the SIE Department Head or one of the full-time SIE faculty members. It is recommended that students contact the School of Instructor Education Department Head for further details.

Note:

The fee for Prior Learning Assessment is half the tuition in that particular course at that time. If your submission is not accepted, you will still be charged for the process and be asked to complete the course.

Where can I find Vancouver Community College Policies?

As a student of a program delivered by Vancouver Community College, you are subject to the Policies of the College (e.g., Standards of Student Conduct Policy). These policies can be found on the Vancouver Community College website <http://www.vcc.ca/>

What is the grading system?

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

The transcript shows a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Grade	Percentage	Description	Grade Point Equivalency
A+	98-100		4.33
A	94-97		4.00
A-	90-93		3.67
B+	85-89		3.33
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
D	50-59		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdraw	N/A
Course Standings			
R		Audit. No Credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer credit.	N/A

What is Principled Learning and Teaching?

Classrooms are microcosms of the complex and diverse society that we live in. As instructors, we must learn to tolerate views and personalities that differ from our own. More importantly, we must learn to build and maintain an environment of trust and cooperation which enable all participants to feel at ease with each other.

1. We must model the behaviour that we expect from our learners. Typically, positive and ethical behaviour in the Online eLearning Certificate program indicates a person's capacity to demonstrate those values and attitudes as an instructor. During the program, we expect learners and teachers to adhere to the following principles.
 - a. Do no harm to others. We must ensure that our words and actions contribute positively to the experience of others. To damage others is to undermine the very purpose of education.
 - b. Respect the views and values of others. Although this seems obvious, all members of the class must be given an opportunity to speak and express their ideas. Sometimes, this results in the airing of opinions that are not popular or shared by others. A climate of learning and a respect for intellectual freedom, however, require that we listen, weigh evidence and question one another in a spirit of enquiry.
2. Principled learning and teaching means setting high standards for oneself and striving to meet them. Learning is not about "just getting by" or getting assignments done. It involves commitment to grow, to enlarge one's understanding of the profession and one's role as a professional teacher. Such growth is difficult to quantify with a grade or a transcript.
3. Principled learning means setting limits on the validity of one's experience. Each of us has garnered a lifetime of memories and knowledge through our work both in and out of the classroom. Our experience is just that — our personal encounter with life and learning — not the final word on how it should be done. It is important to share what you believe to be true and correct. Teaching and learning, however, can rarely be reduced to a simple set of rules or unshakeable maxims. Dogmatic insistence on the correctness of one's views is of little benefit to this in the classroom.
4. Principled learning and teaching means being willing to contribute, and even sacrifice, a bit of ourselves for others. You will be called on to give energy and time to group work and in-class assignments during the program. As instructors, you will be asked to give many hours of your valuable time.
5. Learning in the principled classroom means becoming aware of the moral and ethical character of our work. Participants in the program must avoid plagiarism and cheating. They also hold fast to the ideal of fairness in dealing with others.
6. The content and activities of the program have been designed with the needs of adult instructors in mind. Should some of the curriculum not bear direct relevance to your instructional setting, please consider the needs of others. Future instructional environments may call on some of the skills that appear less applicable today.
7. As instructors, we are expected to demonstrate fairness and sensitivity in our interaction with others. Kindness and consideration are, after all, two of the hallmarks of a good instructor. As part of the program, you are expected to show respect and consideration for other participants. Off-colour comments, sexual and racial stereotyping, etc., are unacceptable in the classroom. Other examples of behaviour that are not commensurate with the professional deportment of an instructor include: monopolizing class time and discussion, harsh, public criticism of others during class, unwillingness to compromise and cooperate with colleagues and rudeness towards instructors and program personnel.