Course Name: Professional Practice

Department Head/Coordinator: Department Head: Glenn Galy

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tr>
<td>School of Instructor Education</td>
<td></td>
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<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>Revised Course</td>
<td>3rd Year Post-secondary</td>
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**Name of Replacing Course (if applicable):**

Revision

**Course Number:** PIDP 3260

**Number of Credits:** 3

**Course Pre-requisites (if applicable):**

None

**Course Co-requisites (if applicable):**

None

**PLAR (Prior Learning Assessment & Recognition)**

- ☐ No
- ☑ Yes (details below):

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the PIDP 3260 course assignments.
2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.
3. An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the PIDP 3260 course.

**Course Description:**

The Professional Practice course introduces participants to the issues, themes and concepts of effective instruction, instructor competencies, informal and formal assessment and evaluation of instruction, as well as ethics, professionalism and career management. A central focus of the course is the use of feedback mechanisms to guide instruction and to improve one’s professional practice. Participants are also introduced to the purposes and methods of course evaluation. They will define their vision of effective instruction and design feedback instruments that assess their instructional competencies. Participants will analyze dilemmas and suggest resolutions to the problems that confront many adult educators. Using ethical principles and codes of conduct as reference points, they will strengthen and articulate their understanding of professionalism, which highlights the importance of ethical and professional behavior in their practice. The course also highlights the importance of developing a career management strategy which includes a professional development plan.
**Instructional Strategies:**

The primary instructional strategies for this course include case study, cooperative learning, independent study and reflective writing.

**Course Learning Outcomes:**

1. Self-assess professional competencies, based on trends in one’s field of practice and in adult education.
2. Create and develop strategies, techniques and instruments to get feedback on instructional effectiveness at the workshop or the course level.
3. Maintain a career management strategy that includes a professional growth plan.
4. Develop appropriate resolutions to classroom and workplace ethical dilemmas.
5. Contribute to a course or program evaluation project.
6. Conduct oneself in a professional manner in the classroom and in the workplace.

**Program Learning Outcomes:**

1. Design, deliver, and evaluate learning and teaching on a continuum of instructional approaches.
2. Create positive and engaging environments that promote respect for the diversity of learners.
3. Use instructional strategies and educational technologies appropriately to support and enhance teaching and learning.
4. Communicate effectively and work collaboratively in the workplace and in the community.
5. Act in an ethical and professional manner when working in an adult setting.
6. Develop professionally in response to trends and issues in one’s field of practice and in adult learning.
7. Become a reflective practitioner.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C-</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Essay (instructional effectiveness and course evaluation strategies)</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Instrument design and rationale for use</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Case analysis and report on ethical issues</td>
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<tr>
<td>Assignments</td>
<td>15</td>
<td>Career management strategy and professional development plan</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Journal</td>
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Total: 100%

## Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>30</td>
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Enter Total Hours

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Effective instruction
Instructor competencies
Assessment and evaluation of instruction
Course or program evaluation
Ethical dilemmas
Professionalism
Career management
Reflective practice

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about-vcc/policies/index.cfm

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |