

Certificate in Online/eLearning Instruction

Participant Handbook

**Offered by the
School of Instructor Education**



Updated October 8, 2019

Welcome to the Certificate in Online/eLearning

The Internet has become a medium for people to carry out a whole range of life's activities, including education. Instructors of online eLearning need to prepare themselves with knowledge and skill sets directly related to this teaching and learning environment.

This certificate program builds on a foundation of professional preparation experience as an educator. Completion of the certificate is a follow-up to prior instructor training.

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

- Build on their professional background and expertise as educators, instructors, or trainers to become highly effective online instructors.
- Gain the knowledge and skills to design, develop, and deliver online/eLearning instruction.
- Combine research-based best practice concepts, relevant learning theories, and authentic assessment activities to formulate their own personalized approach to online instruction.
- Maximize their potential as online instructors by being challenged to create high quality and highly interactive online learning communities.

Entrance Requirements

1. A non-refundable \$35 application fee (a \$35 reactivation fee will be incurred for dormant accounts of 12 months)
2. Documentation confirming Completion of the BC Provincial Instructor Diploma Program or another teaching qualification (a degree, the PDP from SFU etc.)
3. Documentation confirming teaching role or involvement with instruction

Students should also be competent with standard applications such as Word & PowerPoint. Also knowledge of how to use the web for research and how to evaluate web based resources is an asset. Preferably have a high speed internet connection and access to technology to record audio (microphone, web cam etc) and video (camera, cell phone, web cam etc.).

Courses

Course #	Course Name	Credit
EDUC 4150	eLearning: Principles and Processes	3
EDUC 4151	Design and Develop Interactive eLearning	3
EDUC 4152	Design and Develop an Online Course	3
	Program Total	9

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

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>

eLearning: Principles and Processes

EDUC 4150 - Online/eLearning: Principles and Processes
Length: 45 hrs

3 Credits

Course Purpose

In this first course of the Certificate Program, participants advance their professional development as instructors by focusing on principles and processes that are the foundation of eLearning.

Course Outcomes

By the end of the course participants will be able to:

- Research and outline available tools and technology for e-learning.
- Create and maintain online digital resources.
- Apply learning theories to online learning.
- Outline challenges and opportunities of e-learning.
- Analyze learner characteristics for best practices in e-learning design.

Design and Develop Interactive eLearning

EDUC 4151 - Design and Develop Interactive eLearning

3 Credits

Length: 45 hrs

Course Purpose

In this course, participants continue to develop their professional capabilities as Online/eLearning instructors.

Course Outcomes

By the end of the course participants will be able to:

- Determine the impact that learners will have on course design.
- Maintain an online digital resource.
- Develop eLearning activities, tools and assessment strategies to support alignment.
- Apply a feasibility framework model to eLearning environments.
- Analyze the four types of interaction in online learning.

Design and Develop an Online Course

EDUC 4152 - Design and Develop an Online Course

3 Credits

Length: 45 hrs

Course Purpose

In this course, participants continue to develop their professional capabilities as Online/eLearning instructors

Course Outcomes

By the end of the course participants will be able to:

- Apply instructional design principles and procedures to the design of an online course.
- Create online lessons that include appropriate strategies for:
 - content delivery
 - community and interaction
 - collaboration and participatory learning
 - reflection
 - feedback and assessment.
- Evaluate eLearning by using quality guidelines.
- Use video technology to critically examine e-learning best practices.

Tuition and Fees

Full payment must accompany registrations which are processed in a first-come first-served basis, so it's best to register early. Tuition and textbook fees are subject to change without notice. Refunds and transfers are subject to administrative charges and the current college initiative fee. See Policies and Procedures for more information.

Vancouver Community College Employees:

As a VCC employee, you may qualify to take all our courses free, through a fee waiver. For more information, please refer to VCC's Tuition Fee Waiver policy or contact the VCC Human Resources Department.

Certificate in Online/eLearning Instruction (NOT including textbooks)	
Application Fee	\$ 35.00
EDUC 4150 Online/eLearning: Principles and Processes	\$756.68
EDUC 4151 Design and Develop Interactive eLearning	\$756.68
EDUC 4152 Design and Develop an Online Course	\$756.68
Graduation Fee	\$ 40.00

Miscellaneous fees	
Duplicate Receipt	\$5.00
Duplicate Student Schedule	\$5.00
Exemption Request	\$50.00
Grade Appeal	\$50.00
NSF Cheques	\$30.00
Refund/Transfer Fees	\$41.00

Textbook List

EDUC 4150: Online/eLearning: Principles and Processes

Boettcher, J. V., & Conrad, R. (2016). *The online teaching survival guide: Simple and practical pedagogical tips*. 2nd ed., San Francisco, CA: Jossey-Bass.

EDUC 4151: Design and Develop Interactive eLearning

Course readings accessed online.

EDUC 4152 1 Design and Develop an Online course

Course readings accessed online.

Additional resources (optional)

Conrad, R., & Donaldson, J. A. (2011). *Engaging the online learner: Activities and resources for creative instruction*. San Francisco, CA: Jossey-Bass.

Conrad, R., & Donaldson, J. A. (2012). *Continuing to engage the online learner: More activities and resources for creative instruction*. San Francisco, CA: Jossey-Bass

Frequently Asked Questions

Why should I take this program?

This Certificate is designed for educators and trainers who plan to enter the world of eLearning and:

- Are eager to implement online instruction.
- Are highly motivated to learn eLearning tools and techniques.
- Enjoy dynamic project-based learning activities that are relevant to delivering successful online courses.
- Have some understanding of online education but lack practical implementation skills.

What are the admission requirements?

Admission requirements include the following:

1. A non-refundable \$35 application fee (a \$35 reactivation fee will be incurred for dormant accounts of 12 months).
2. Documentation confirming Completion of the BC Provincial Instructor Diploma Program or another teaching qualification (a degree, the PDP from SFU etc.).
3. Documentation confirming teaching role or involvement with instruction

Students should also be competent with standard applications such as Word & PowerPoint. Also knowledge of how to use the web for research and how to evaluate web based resources is an asset. Preferably have a high speed internet connection and access to technology to record audio (microphone, web cam etc.) and video (camera, cell phone, web cam etc.).

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

You must be currently working in education and training. Individuals not currently employed as instructors may request to be exempt from this requirement if they can show that they are involved in education as administrators or instructional support personnel, such as teaching assistants.

Can I take the courses in any order?

No, courses must be taken in sequence.

How long is the program?

There are three courses. We offer the courses as continuous entry, a flexible option that allows you to register and start at any time. Students can complete each course in 3 weeks up to a maximum of 3 months.

What kinds of activities take place during the courses?

The program is designed to combine theory and practice within a multi-dimensional, constructivist, project-based learning experience. Real-life learning situations have been created in which participants demonstrate instructor competencies by means of authentic assessment tasks.

How do I register for a course?

Full payment must accompany course registration. 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). There is a 1 year period from your registration date to complete the practicum.

The maximum time frame to complete the courses is 2 years. Failure to do so will result in re-taking the program at full tuition.

Note:

New students are required to submit an Application for Admission. Applications cannot be processed without all the required documents and the application payment. When this application procedure is complete, a “Letter of Acceptance” will be sent to you. Once you have been accepted into the program, you can register for courses by phone with a Visa, MasterCard and American Express or by mail with a cheque or money order.

Contact our office to proceed.

Are there attendance requirements during courses?

The courses are self-paced. Students can complete the course in 3 weeks up to a maximum of 3 months. No extensions will be given beyond 3 months.

Can I receive a refund when I withdraw from a course?

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 a withdrawal 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/>

How do I submit my assignments and receive my grades?

- ❖ Course work should be submitted in the form requested by your instructors. As these courses are recognized as university transfer credits, you are expected to submit assignments of comparable quality. Work should be clearly written and spell checked.
- ❖ You have four weeks in which to submit your assignment. If you cannot submit within four weeks, you can request an 'I' Contract, however, this request must be submitted prior to the due date, not after the due date. Assignments not submitted will result in an F and you will have to retake the course.
- ❖ Students who are unable to complete a course in the scheduled time due to serious or unavoidable circumstances, may request additional time from the instructor. An 'I' Contract, signed by the student and instructor, states the work required and the contract completion date of not more than two months beyond the term or program end date. The temporary 'I' grade will be changed to 'F' if the contract is not fulfilled.
- ❖ Your assignment will usually be returned in a reasonable time frame after Submission
- ❖ Students wishing to withdraw from an online class must notify the office by the end of Week 6 (Friday 4pm)

How am I evaluated?

Evaluation of student learning is based on completion of course assignments or projects. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course.

Where can I find my grades?

Login to my.VCC.ca and enter your VCC Student ID Number. If this is the first time you login, your password is set initially to your birth date in the format of MMDDYY (Example: January 18, 1975. Your Password is: 011875). You can then access your grades through My Services in the Student Records area.

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.

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:

Grades	Percentage	Rubric	GPA
A+	98-100	Level 4	4.30
A	94-97	Level 3	4.00
A-	90-93	Level 3	3.60
B+	85-89	Level 3	3.33
B	80-84	Level 2	3.00
B-	75-79	Level 2	2.67
C+	70-74	Level 2	2.33
C	65-69	Level 2	2.00
C-	60-64	Level 2	1.67
D	50-59	Level 2	1.00
F	0-49	Level 1	0.00
N	Ceased to attend and did not complete course requirements		0.00
W	Withdraw		
R	Audit		

How do I appeal my grade?

Students who do not agree with their official course grade may appeal to the Department Head. The request should be supported by relevant information, specific grounds for appeal, the original marked assignment and a \$50 fee.

How do I receive an official transcript?

Official transcripts can be ordered from VCC Registrar's Office.

Can I receive a credit for any courses?

A credit for a course in the Certificate in Online eLearning Program 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 one course. 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. The submission of materials and information that you supply will be graded. If your submission is not accepted, you will still be charged for the process and be asked to complete the course.

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.