

# British Columbia



## Provincial Instructor Diploma Program

---

### Participant Handbook

---

**Offered by the  
School of Instructor Education**



**A Program of the Ministry of Advanced Education**

Updated July 26, 2019



# Welcome to the BC Provincial Instructor Diploma Program

The BC Provincial Instructor Diploma Program provides participants with an excellent opportunity to develop and refine their skills, concepts, and best practices to become an adult educator. The PIDP serves a diverse community of current and future adult educators by providing relevant courses that prepare them for:

- Entry into employment
- Career advancement
- Higher level education (e.g. VCC/SFU M.Ed. in Curriculum and Instruction)
- Participation in the formal and non-formal adult education community

The PIDP provides adult educators with the knowledge and skills needed to design, develop, manage and evaluate the instruction of adults in post-secondary education, business, industry and non-traditional adult learning environments. It also provides instructors with an accredited development program leading to diplomas and degrees at Vancouver Community College and other institutions.

The program places a priority on developing the practical abilities to fulfill the role and responsibilities of adult educators. It also emphasizes the development of personal attributes needed to assume the duties of a professional educator. The program stresses classroom leadership and facilitation, as well as motivational skills and human relations skills.

The BC Provincial Instructor Diploma Program embodies the following core values which guide our decision making and conduct. As adult educators, we:

- Strive for excellence as we design, deliver, and evaluate participant learning in each of our courses.
- Strive to deliver a relevant, current, and practical program founded in current research and best practices.
- Respect diversity and strive to be inclusive in all our activities.
- Strive to model professionalism, fairness and ethical behaviour with students, staff and colleagues.

Each course is offered in several formats:

- (a) Classroom - daytime Monday to Friday
- (b) Classroom – two or three weekends
- (c) Hybrid – classroom and online
- (d) Online - continuous entry

**Note:** PIDP 3220: Delivery of Instruction must be taken in class and PIDP 3240: Media Enhanced Learning must be taken online.

Upon successful completion of the program, graduates are awarded the British Columbia Provincial Instructor Diploma.

VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Advanced Education. The PIDP is recognized by public and private colleges and institutes. Courses are offered throughout British Columbia, Alberta and online.

## Program Learning Outcomes

1. Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
2. Create positive and engaging learning environments that promote respect for the diversity of learners.
3. Communicate effectively and work collaboratively in the workplace and in the community.
4. Act in an ethical and professional manner when working in an adult education setting.
5. Practice critical reflection.
6. Promote critical thinking skills as a professional.

## Instructional Activities & Design

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 experiential learning.

Examples of techniques include: explicit teaching, demonstrations, active group work, problem analysis, presentations, reflective discussion, concept mapping, journal writing, case study, role play and storytelling, to name a few. Some of these activities will take place online.

Every course has a series of assignments which are to be completed outside of class time.

Instructors of the PIDP will apply the following strategies in order to underpin and facilitate creation of the course and program assignments in which participants demonstrate their achievement of program outcomes:

- Model in our instructional practices what we would expect of participants in their practice.
- Balance independent and collaborative work.
- Provide opportunities in each course for written and oral reflection on participant experience.
- Ensure a mix of online and classroom delivery.
- Provide opportunities for critical, creative and reflective thinking.
- Develop authentic assessment practices related to participant workplace situations.

## Program Duration

Five years maximum.

The program consists of:

- (a) Seven 30-hour courses offered in the classroom, online or a mix of both.
- (b) A Capstone Project, which includes demonstration of actual teaching, contextual essays and reflective writing.

## Evaluation of Student Learning

Assessment happens during all the courses and formal evaluations take place at the end of each course and at the end of the program. In order to graduate, learners are expected to attain a 1.67 Grade Point Average.

Learners will be expected to complete the following assignments as they progress through the program:

### **(a) Capstone Project**

The BC Provincial Instructor Diploma Program believes that a work-related demonstration of competence is the most effective means for graduates to demonstrate that they have met program outcomes and, thereby, will be able to contribute effectively when working in various adult learning environments.

This project will include the following components produced by the participant:

- ☐ Digital recording of actual participant teaching experience,
- ☐ Accompanying lesson plan,
- ☐ Contextual and reflective essays.

The recording of a lesson will provide an opportunity for the participants to demonstrate how they integrate, within a real teaching / learning environment, what they have learned in the ID courses. It provides the viewer with a window into the reality of the participant's workplace. The written documentation will provide the participant with an opportunity to reflect on the lesson and outline implications for future work.

The reflective writing will provide the participant with an opportunity to summarize their experiences in the Program, to comment on changes in their attitudes to teaching and learning, and to consider future directions for their professional development and their ongoing work and practice.

### **(b) Course Evaluations**

Throughout the Program, participants will be introduced to new knowledge, skills, and attitudes. As they advance through the Program, they will consistently be required to practice and demonstrate competence in these areas in order to successfully complete their course of studies.

The instructional strategies will use interactive and learner-centered techniques. Opportunities for independent learning will be incorporated into the program for both the theoretical and technical components. The Program will accommodate unique individual participant needs.

Each course requires 30 hours of class or online time and an additional 15-20 hours of work outside of class time to complete the assignments. Basic computer skills, such as word processing, internet use, and email are required because all assignments will be created and submitted electronically.

The foundational course in the program will provide a solid introduction to the teaching profession. As learners advance through the program, emphasis will be placed on regular practical demonstration of their learning.

- Reflective discussions and essays
- Individual and group presentations

- Mini-lesson demonstrations
- Journal entries
- Self and peer assessments
- Case study analysis, problem solving and Problem-based Learning (PBL)
- Creating instructional and evaluation activities
- Developing course design, delivery and evaluation documents

## Entrance Requirements

1. A non-refundable \$35 application fee.
2. Photocopies of certificates, diplomas or relevant documents, which indicate the training you have received in your speciality. If your training has been work related, a current resume is acceptable.
3. A one page letter of introduction outlining education background and your motivation in taking our program.
4. Grade 11 English, Grade 12 Communication or equivalent.

## Prior Learning Assessment & Recognition (PLAR)

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 an exemption based on Prior Learning. You may apply for a maximum of three courses for exemption through PLAR and prior course equivalency. However, the PIDP 3220: Deliver of Instruction and PIDP 3270: Capstone Project cannot be completed by means of PLAR.

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.

Steps:

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.

## Courses

Course #	Course Name	Credit
PIDP 3100	Foundations of Adult Education	3
PIDP 3210	Curriculum Development	3
PIDP 3220	Delivery of Instruction <i>*must be taken in class</i>	3
PIDP 3230	Evaluation of Learning	3
PIDP 3240	Media Enhanced Learning <i>*must be taken online</i>	3
PIDP 3250	Instructional Strategies	3
PIDP 3260	Professional Practice	3
PIDP 3270	Capstone Project	2
<b>Program Total</b>		<b>23</b>

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](mailto:sie@vcc.ca)  
Website: <http://www.vcc.ca/sie>

# Foundations of Adult Education

PIDP 3100 — Foundations of Adult Education  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

The Foundations of Adult Education course introduces participants to knowledge and skills which will be developed in subsequent courses of the BC Provincial Instructor Diploma Program. Participants will review key elements from the background and theory of adult education and the cognitive sciences. They will discuss the characteristics of the adult learner and adult learning, and outline key roles of the adult educator. In addition, participants will develop skills related to reflective practice, communication, and the use of learning tools. They will use search strategies to access resources which they will require in their work. Participants will be introduced to concepts and techniques used to plan for teaching and learning. They will examine ways to create positive environments for learning in courses, workshops, presentations, and short forms of on-the-job training.

The primary instructional strategies for the course are in-class workshops, interactive instructor presentations, discussions, group work, independent research and reflective writing.

## Course Outcomes

1. Identify ways to create a positive learning environment.
2. Compare and contrast adult learning theories.
3. Formulate a personal teaching philosophy.
4. Search, find, and critique adult education resources.
5. Examine how instructional roles impact classroom and workplace learning.
6. Examine trends in education and the ways they impact teaching.
7. Apply cognitive science research to your practice.



# Curriculum Development

PIDP 3210 — Curriculum Development  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

The Curriculum Development course introduces participants to a range of theories and approaches to curriculum development, such as competency-based education and outcomes-based education. Although this course introduces such general concepts of curriculum theory and practice, the course focuses primarily upon the design and development of curriculum documents. In particular, participants will develop material related to their own work environment. In addition, participants will develop skills related to instructional design such as the development of plans for teaching and learning. The course highlights the importance of alignment; that is, the connection between course outcomes/goals, delivery of instruction, and the assessment and evaluation of learning. The course also prompts reflection upon the importance of designing and developing positive learning environments.

The primary instructional strategies for the course are in-class workshops, instructor presentations, group work and discussion, independent research and curriculum development, and journal writing.

## Course Outcomes

1. Develop or revise curriculum for a course or workshop.
2. Create a lesson plan.
3. Create a course syllabus.
4. Provide a rationale for course development and curriculum documents.
5. Apply the concept of alignment in curriculum documents.

# Delivery of Instruction

PIDP 3220 — Delivery of Instruction  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

The Delivery of Instruction course provides participants with the opportunity to prepare, deliver and debrief three short (10 min.) mini-lessons with the rest of the class. Participants are encouraged to select one lesson from each of the three domains of learning (cognitive, affective, psychomotor). They are expected to use a variety of techniques while they present content and processes in a clear, enthusiastic and interactive manner. They will provide useful feedback to other course participants. The instructor will critique each lesson as well. Participants will then reflect critically on each lesson they taught and prepare a written reflective report describing their progress and learning during the course. This particular approach has been proven to be highly effective in increasing instructional skills in adult educators.

The instructional strategies include demonstration and practice of mini-lessons and providing oral and written feedback.

## Course Outcomes

1. Align objective, instruction, and assessment in a lesson.
2. Prepare and deliver interactive lessons.
3. Use instructional techniques and media to support learning.
4. Assess learning during a lesson.
5. Give, receive, and act on constructive feedback.

## Course Advisory

This course must be taken in class.

When selecting topics for mini-lessons, participants must consider the sensibilities of course participants.

# Evaluation of Learning

PIDP 3230 — Evaluation of Learning  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

The Evaluation of Learning course examines the practices that support the assessment and evaluation strategies used in education and training. The course provides the knowledge and skills to design and implement a comprehensive strategy for obtaining information that is used to inform learners of their progress and guide them to successful completion. The course enables the participants to plan, construct and use assessment instruments that are appropriate and ethical to their teaching context.

The primary instructional strategies for the course are in-class workshops, group work, independent self-directed research and reflective journaling.

## Course Outcomes

1. Develop and analyze evaluation strategies and techniques.
2. Align evaluation strategies with learning outcomes and instructional activities.
3. Create assessment instruments.
4. Use informal assessment strategies.
5. Integrate feedback strategies into assessment and evaluation instruments.
6. Provide rationale for ethical implications in evaluation decisions.

## Course Advisory

It is recommended that you take PIDP 3210 before PIDP 3230. Each participant in PIDP 3230 creates an evaluation plan based on the course curriculum designed in PIDP 3210. Please advise your instructor at the start of PIDP 3230 if you have not completed PIDP 3210.

# Media Enhanced Learning

PIDP 3240 — Media Enhanced Learning  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

The Media Enhanced Learning course enables participants to create, select, use and justify media, technology and tools for their various teaching and learning environments. The course emphasizes the application of media related concepts, copyright laws, media approaches and learning theories in the creation and selection of instructional media. Participants will investigate the current trends and issues, and will work with a wide range of instructional media tools.

The primary instructional strategies for the course are on-line modules, group work, independent research and project development, discussions, conferences, presentations, and reflective journaling.

## Course Outcomes

1. Adhere to creative commons guidelines and copyright laws when selecting and creating material.
2. Determine the impact of current trends and issues on teaching and learning.
3. Select and use appropriate media to support learning.
4. Provide rationale for the selection of media.

## Course Advisory

This course must be taken online.

# Instructional Strategies

PIDP 3250 — Instructional Strategies  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

The Instructional Strategies course provides participants with the opportunity to experience a variety of instructional strategies and techniques which they can apply to their own teaching practice. Participants will develop and adapt motivational strategies to better engage their students. They will also learn how to manage classrooms and handle difficult situations in a respectful, professional manner. Participants will use creative techniques and frameworks to help their students learn how to learn and how to think critically and creatively.

The main instructional strategies include interactive lectures, group discussions, collaborative learning projects, role plays, presentations, journal writing and reflective practices.

## Course Outcomes

1. Analyze strategies and techniques that support learning.
2. Enable adult learning by applying motivational models and approaches.
3. Apply techniques to help adults learn how to learn.
4. Apply classroom management skills.

# Professional Practice

PIDP 3260 — Professional Practice  
Length: 30 hrs

3 Credits

---

## Course Description and Instructional Strategies

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 behaviour in their practice. The course also highlights the importance of developing a career management strategy which includes a professional development plan.

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

## Course Outcomes

1. Create and develop strategies, techniques and instruments to get feedback on instructional effectiveness at the workshop or course level.
2. Develop a career management strategy that includes a professional growth plan.
3. Analyze ethical dilemmas and formulate appropriate solutions.
4. Describe and design course evaluation strategies.
5. Analyze values and moral reasoning to manage classroom diversity and implement institutional policy.

# Capstone Project

PIDP 3270 — Capstone Project

2 Credits

---

## Course Description and Instructional Strategies

During the Capstone Project, participants will outline and describe what relevant life and work experiences they brought into the program. They will then reflect upon the themes and concepts, key insights and points of learning from each PIDP course and how they understand the integration of these insights in terms of their own work. The participants will develop and deepen the reflection of their personal experiences in the program and the implications for their practice. Last, the participants will design, deliver, digitally record and self-assess a 45-90 minute lesson which will be delivered in a real setting.

This is a self-paced course in which participants work on their own, in consultation with their PIDP Advisor, to complete the course requirements.

## Course 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. Demonstrate reflective practice.

## Course Advisory

Participants have a maximum of **one year** from the time of registration to complete the Capstone Project.

## 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.

Course	Broadway Campus	Online	Outside of Broadway
Application Fee	\$35.00	\$35.00	\$35.00
PIDP 3100: Foundations of Adult Education	\$548.21	\$504.45	\$558.21
PIDP 3210: Curriculum Development	\$548.21	\$504.45	\$558.21
PIDP 3220: Delivery of Instruction <i>(must be taken in class)</i>	\$548.21	\$548.21	\$558.21
PIDP 3230: Evaluation of Learning	\$548.21	\$504.45	\$558.21
PIDP 3240: Media Enhanced Learning <i>(must be taken online)</i>	\$504.45	\$504.45	\$504.45
PIDP 3250: Instructional Strategies	\$548.21	\$504.45	\$558.21
PIDP 3260: Professional Practice	\$548.21	\$504.45	\$558.21
PIDP 3270: Capstone Project <i>(self-directed, under supervision of advisor)</i>	\$336.30	\$336.30	\$336.30
Grad Fee	\$40.00	\$40.00	\$40.00
Total	\$4205.01	\$3986.21	\$4265.01

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
Train the Trainer Certificate	\$21.21



# Textbook List

Textbooks can be obtained by ordering it online through the publisher, Amazon or by purchasing it through the VCC Bookstore:

Broadway Campus Bookstore  
Phone: 604-871-7000, ext. 5033  
Email: [bookstore@vcc.ca](mailto:bookstore@vcc.ca)  
Website: <http://broadway.store.vcc.ca/>

## **PIDP 3100: Foundations of Adult Education**

Adult Learning: Linking Theory and Practice (2013).

By: Sharan B. Merriam & Laura L. Bierema.

Publisher: Jossey-Bass

## **PIDP 3210: Curriculum Development**

No textbook required.

## **PIDP 3220: Delivery of Instruction**

No textbook required.

## **PIDP 3230: Evaluation of Learning**

Classroom Assessment Techniques: A Handbook for College Teachers, 2nd Edition (1993)

By: Thomas A. Angelo & K. Patricia Cross

Publisher: Jossey-Bass

### **Required Pre-readings**

- Week long course: Pages 3 – 11, 18 – 36, 105- 114
- First weekend course: Chapter 1
- Online course: Readings are assigned in the course

The Art of Evaluation: A Resource for Educators and Trainers, 2nd Edition (2009)

By: Tara Fenwick & Jim Parsons

Publisher: Thompson Educational Publishing

### **Required Pre-readings**

- Week long course: Chapter 1, 2, 3, 4, 5, 14, 15
- First weekend course: Chapter 1, 2, 3, 4, 5, 14
- Online course: Readings are assigned in the course

**PIDP 3240: Media Enhanced Learning**

Technology and Innovation in Adult Learning (2017)

By: Kathleen P. King

Publisher: Jossey-Bass

**PIDP 3250: Instructional Strategies**

Student Engagement Techniques: A Handbook for College Faculty (2009)

By: Elizabeth F. Barkley

Publisher: Jossey-Bass

**PIDP 3260: Professional Practice**

The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom, 3rd Edition (2015)

By: Stephen D. Brookfield

Publisher: Jossey-Bass

**Recommended Textbooks to Support your Learning**

Essential Questions: Opening Doors to Student Understanding (2013)

By: Jay McTighe & Grant Wiggins

Publisher: ASCD

How Learning Works: Seven Research-Based Principles for Smart Teaching (2010)

By: Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman &

Richard E. Mayer (Foreword by)

Publisher: Jossey-Bass

What the Best College Teachers Do (2004)

By: Ken Bain

Publisher: Harvard University Press

# Frequently Asked Questions

## Why should I take this program?

The BC Provincial Instructor Diploma will give you the knowledge and skills you need to instruct within a variety of adult learning environments. The BC Provincial Instructor Diploma is a requirement of employment at many colleges and institutes in British Columbia.

---

## Who enrolls in this program?

In the 1970's the Government of British Columbia developed the BC Provincial Instructor Diploma Program to train instructors for the many new community colleges that were being built around the province. For many years, students in the program were mostly from public colleges and institutes. Gradually, the program has attracted students from a wide variety of backgrounds.

A typical class today includes instructors from public colleges, private training institutions, trainers or supervisors in business, industry or government, and those who are not presently working as instructors, but who are planning a career change.

---

## What are the admission requirements?

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

1. A non-refundable \$35 application fee (a \$35 reactivation fee will be incurred for dormant accounts of 12 months).
2. Photocopies of certificates, diplomas or relevant documents, which indicate the training you have received in your speciality. If your training has been work related, a current resume is acceptable.
3. A one page letter of introduction outlining education background and your motivation in taking our program.
4. Grade 11 English, Grade 12 Communication or equivalent.

---

## 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 in the program. In order to complete the Capstone Project, however, you must complete the practical teaching component.

---

## Can I take the courses in any order?

Yes\*, you can take the PIDP courses in any order.

\* That being said, based on student feedback we recommend that:

- a) You take PIDP 3210: Curriculum Development prior to PIDP 3230: Evaluation of Learning.
- b) If you are a current instructor consider taking PIDP 3240, 3250 or 3260 first.
- c) If you are new to instruction consider taking PIDP 3100: Foundations of Adult Instruction first.

---

## How are courses offered?

Courses are offered in a variety of formats:

- Classroom - daytime Monday to Friday (9am-4pm)
- Classroom - two weekends (Friday 6-9pm, Saturday & Sunday 9am-4pm)
- Classroom - three weekends (Friday 6-9pm, Saturday 8:30am-4:30pm)
- Hybrid – classroom and online
- Online - continuous entry

Courses are generally offered at local community colleges. For times and locations of the courses nearest you, please refer to our website <http://www.vcc.ca/sie>

---

## Where are courses offered?

The BC Provincial Instructor Diploma is managed by Vancouver Community College and offered at locations throughout British Columbia, Alberta and online. Courses are generally offered at local community colleges. For times and locations of the courses nearest you, please refer to our website <http://www.vcc.ca/sie>.

If your institution or agency has 18 or more people who are interested in the program, you may consider in-house training. Courses can be tailored for your organization and presented on-site to meet your specific training needs. Please phone (604) 871-7000 ext. 7488 or 7499 for more information.

---

## 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). There is a 1 year period from your registration date to complete the PIDP 3270: Capstone Project.

The maximum time frame to complete all the 7 courses and the practicum is 5 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, by mail with a cheque or money order or online.

Contact our office to proceed.

---

## 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.

---

## How much homework is involved?

Approximately 30 hours of homework are required in each course (including reading, homework and course assignments).

---

### **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 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/>

---

### **Do you offer courses online?**

Yes! For some of you this way of taking courses online may not be new but for many of you, the online version of courses represents "a whole new way of learning". It can be an exciting new experience. All of our PIDP courses except PIDP 3220 are available on line.

Please consider the following expectations and be sure that you can meet them.

1. We offer our online courses as continuous entry, a flexible option that allows you to register and start at any time. All continuous entry courses are designed to be completed in 10 weeks. Certain courses can be completed quicker but plan to allocate 10 weeks to complete an online course.
2. For most students each course takes an average of 55-65 hours to complete.
3. Taking vacation from the course is **NOT** suggested. If you plan to be away from the course, please consider taking the course at another time. Your participation is vital to success.
4. Courses may have deadlines throughout the 10 weeks, which must be met. Falling behind will impact on your success in the course.
5. In some courses, you may work with other students on some of the assignments.
6. You need to have access to a computer (with a webcam, speakers and microphone) for the duration of the course.
7. You need basic typing skills. Much of your communication in the course will be done by typing information that is posted into the course.

---

### **Am I able to take 2 online courses at a time?**

Yes, you may take two courses concurrently with Department Head approval. However, you must recognize that this represents a very heavy course load and that weekly time commitments may vary between 10-20 hours per week. Students who have done so in the past do not recommend taking two courses at one time, especially if working full time, with other outside commitments.

---

## 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.

---

## How do I submit my assignments and receive my grades?

- ❖ Assignment due dates will be given in class or online course.
- ❖ Students who are unable to complete a course in the scheduled time due to serious or unavoidable circumstances, may request an 'I' Contract, however, this request must be submitted prior to the due date, not after the due date. Assignments not submitted will be scored a zero. To view the full VCC Grading, Progression and Withdrawal Policy and Procedures see Policy No. C.1.1 in the Policies section on <http://www.vcc.ca/>
- ❖ Students wishing to withdraw from a/an:
  - Week long class must notify the office by Thursday (noon)
  - Two weekend class must notify the office by the Friday (4 pm) of the second weekend
  - Three weekend class must notify the office by the Friday (4 pm) of the third weekend
  - Online class must notify the office by the end of Week 6 (Friday 4pm)
- ❖ 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.
- ❖ Your assignment will usually be returned in a reasonable time frame after submission. Please contact your instructor if you have been waiting for a grade.
- ❖ A student who receives a D or F will have to retake the course and complete the assignments if they wish to receive credit for completion.
- ❖ Participants must maintain a 1.67 (C-) grade average for the program in order to be eligible to complete the Capstone Project.
- ❖ Grades are final. Participants may not resubmit a set of assignments or a component to be reassessed. Students may, however, appeal a grade to the Department Head if they have grounds to believe that it is not accurate. (\$50.00 fee). To view the full VCC Appeal of Final Grade Policy and Procedures see Policy No. C.1.2 in the Policies section on <http://www.vcc.ca/>
- ❖ To view your grades login to <https://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.

---

## How do I receive an official transcript?

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

---

## What is Train the Trainer?

Participants who are unable to complete the Capstone Project may apply for the VCC Train the Trainer Certificate upon completion PIDP 3210, PIDP 3220 and PIDP 3230. Applicants must have completed at least two of these three PIDP courses (i.e., only one course exemption can be included in those three courses).

---

## 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

---

## When can I graduate?

The maximum time frame to complete all the seven courses and the Capstone Project is five years. You have one year from the date of registration to complete your Capstone Project. Failure to complete the Capstone Project within the year will result in re-registering with full tuition.

When the requirements of the Capstone Project are successfully completed, you will receive an official letter confirming your successful completion of the program. The actual diploma will be mailed following the convocation.

---

## 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/>

---

## Can I receive a credit for any courses?

A credit for a course in the BC Provincial Instructor Diploma 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 three courses. Each equivalent credit course must be taken within 10 years of the transfer date. There is no PLAR for the PIDP 3220: Delivery of Instruction; however the Instructional Skills Workshop (ISW) is accepted as a transfer credit. There is no transfer credit or PLAR for the PIDP 3270: Capstone Project.

### 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 transfer agreements do you have?

The BC Provincial Instructor Diploma Program articulates with a number of degree, diploma and certificate programs at various educational institutions. Please check the [BC Council on Admissions and Transfer](#) website for additional information.

**Degree Programs:** The following university accepts PIDP graduates into their programs, provided they meet the master's admission requirements.

- Simon Fraser University (MEd)

Further information is available directly from the accepting institutions.



---

## What is Principled Learning and Teaching?

1. 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.
  - a. We must model the behaviour that we expect from our learners. Typically, positive and ethical behaviour in the PID 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.
  - b. 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.
2. Respect the views and values of others. Although this seems obvious, each member 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.
3. 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.
4. 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 in the classroom.
5. Principled learning and teaching means being willing to contribute and, even sacrifice, a bit of ourselves for others. You will be called to contribute energy and time to group work and in-class assignments during the program. As teachers, you will be asked to give many hours of your valuable time.
6. 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.
7. 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.
8. 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, rudeness towards instructors and program personnel, and insistence on the correctness of one's views.

## PIDP Old vs. New Course Numbers

The PIDP curriculum has undergone changes over the past number of years; however, the changes that 'rolled out' in April 2011 were some of the most significant that we have seen in the past ten years. With the exception of PIDP 3220, which only had minor changes, all other courses had extensive changes. Here is a list of the new course line up:

Previous Course Numbers and Names	New Course Numbers and Names
none (new course)	PIDP 3100: Foundations of Adult Education
ID 3101 Design of Instruction ID 101 Instruction & Curriculum Design	PIDP 3210: Curriculum Development
ID 3102 Instructional Techniques ID 102A Elements of Instruction Part A	PIDP 3220: Delivery of Instruction
ID 3104 Evaluation of Learning ID 104A Evaluation of Learning & Instruction Part A	PIDP 3230: Evaluation of Learning
ID 3103 Instructional Media ID 103 Use and Design of Instructional Media	PIDP 3240: Media Enhanced Learning
ID 3106 Elements of Instruction ID 102B Elements of Instruction Part B	PIDP 3250: Instructional Strategies
ID 3105 Evaluation of Instruction ID 104B Evaluation of Learning & Instruction Part B	PIDP 3260: Professional Practice
ID 3107 Practicum ID 105 Final Assignment	PIDP 3270: Capstone Project