



## LOOKING TO IMPROVE THE QUALITY OF INSTRUCTION AT YOUR CAREER COLLEGE?

NACC is pleased to announce its new

### Instructor Development Program

ONLINE

Though you have hired many great field experts to teach your programs and courses, the reality is that many instructors have little or no background in education. They may be some of the best business people, IT professionals, health care workers, etc., but... **how well can they teach?**


By providing your instructors with a solid foundation in adult education you will not only be helping them but also providing your students with a more meaningful education and making an invaluable improvement to your College as a whole. Better instructors, better graduates, BETTER COLLEGE!

**Upon successful completion of the 100-hour online NACC IDP Certificate your instructors will be able to:**

- Understand the theories of adult education
- Demonstrate professionalism and work ethics while on the job
- Identify different levels of stress
- Cope with job-related stress
- Manage time better
- Develop a personal time schedule
- Apply alternative approaches to instructional design
- Recognize the different learning styles in adults
- Incorporate styles techniques into lessons
- Set course goals and objectives
- Use various models of evaluation
- Select appropriate instructional materials
- Sequence material effectively
- Apply various methods of instruction
- Design professional lesson plans
- Assess and evaluate students
- Apply evaluation theories into practice
- Give structured feedback to students
- Design and use rubrics
- Design and administer tests
- Give considerations to special needs learners
- Administer and design assessment
- Feel confident about their teaching

Please see the enclosed information for a complete program description and how to participate in the NACC initiative to improve education quality in Canada's Private Career Colleges.

# National Association of Career Colleges INSTRUCTOR DEVELOPMENT PROGRAM

<p><b>The NACC's Instructor Development Program (IDP) is comprised of three courses and a total of 100 hours online learning.</b></p>	<p style="text-align: center;"><b>Online Learning 100 hours</b></p>
<p><b>Program Overview:</b>  <b>Teaching in Private Career Colleges – IDP101 (20 hours)</b>          This course introduces the subject of Adult Education specifically in the Private Career College sector. It is designed for field experts in any field who are or may plan, administer, and deliver instruction to adults in a Canadian Private Career College. Units include: 1. Introduction; 2. Adult Education in Canada; 3. The Private Career College Sector, 4. Professionalism and Ethics; 5. Learning Styles; 6. Multiculturalism; 7. Teaching vs. Learning; 8. Coping with Stress; 9. Time Management. Course Evaluation: 2 Quizzes, Journal, Assignment (Resource List)</p> <p><b>Designing Instruction for Adult Education – IDP102 (40 hours)</b>          This course introduces various instructional theories, practices and strategies of Adult Education. It further focuses on the decision making instructional strategies, a step-by-step design of an instructional unit, and facilitation of various instructional methodologies. Units include: 1. Introduction; 2. Purposes of Education and Training; 3. Instructions and Learning Styles; 4. Diverse Learner; 5. Learning Objectives and Learning Outcomes; 6. Evaluation; 7. Selecting Instructional Material; 8. Sequencing Instruction; 9. Methods of Instruction; 10. Lesson Planning. Course Evaluation: 4 Quizzes, Journal, Assignment (Lesson Plan)</p> <p><b>Assessment and Evaluation – IDP103 (40 hours)</b>          This course introduces assessment and evaluation strategies based on the theories and practices of adult teaching and learning. It further provides teachers with the possibility to self-reflect on their own teaching. Units: 1. Introduction; 2. Evaluation Theories; 3. Classroom Assessment 4. Giving Feedback 5. Learner Assessment 6. Rubrics; 7. Testing and Grading; 8. Teacher Evaluation Tools; 9. Learners with Special Needs; 10. Assessment and Learning Outcomes. Course Evaluation: 4 Quizzes, Journal, Assignment (Learning Outcomes)</p>	
<p><b>How the program works:</b>          All courses are fully conducted online. Upon registration you will be sent a unique user name and password within 48 hours to your email by your appointed online instructor who will be there to support you from beginning to end. There is a required text that you will be informed where and how to easily purchase upon registration. You have six months from the time of registration to complete the program. All journals and assignments are to be submitted by email unless other arrangements are made. A passing grade of 70% is required for all online quizzes, journals and assignments to move from one module to another and to obtain your Certificate. You work at your own pace and can do so from any Internet connection. Upon successful completion of the program your NACC Instructor Development Program Certificate will be mailed to you.          Program fee: \$500; Text Book: \$35 Contact NACC for Non-member registrations.</p> <p><b>Hardware Requirements and Internet Access:</b>          All you need is a computer with an Internet connection and an email address. Please note that some of the topics require speakers to hear audio/video presentations.</p> <p style="text-align: center;"><b><i>Better Instructors, better graduates...BETTER COLLEGE!</i></b></p>	 <p><b>How to Register:</b> Simply go to <a href="http://www.nacc.ca">www.nacc.ca</a> and register online or for assistance email <a href="mailto:naccadmin@brant.net">naccadmin@brant.net</a></p> <p>The NACC IDP provides a solid FOUNDATION in Adult Education to help greatly improve the quality of instruction in Canada's Private Career Colleges nationwide.</p> <p style="text-align: center;">For even further training  please see the  <b>ADVANCED INSTRUCTOR DEVELOPMENT PROGRAM</b></p>

**National Association of Career Colleges**  
**ADVANCED INSTRUCTOR DEVELOPMENT PROGRAM**

<p><b>The NACC's Advanced Instructor Development Program (IDP) is comprised of two online courses plus a PRACTICUM module.</b></p>	<p><b>Additional 100 hours</b></p>
<p><b>Program Overview:</b>          Upon successful completion of the NACC <i>Foundations</i> Instructor Development Program, candidates may register for this ADVANCED Instructor Development Program, which includes a 20-hour practicum.</p> <p><b>Online Courses:</b></p> <p><b>Theories in Adult Education – IDP104 (40 hours)</b>          This course looks at the more in depth study of Adult Education. It describes theories and practices in the field. Units: 1. Introduction; 2. Challenges in Adult Education; 3. Adult Education Around the World; 4. Academic Writing; 4. Adult Education Theories; 5. Learning Styles-Case Studies; 6. Creativity, Humour and Support; 7. Adult vs. Child Learners; 8. Principles of Adult Learners; 9. Training vs. Learning; 10. Philosophy of Adult Education. Course Evaluation: 4 Quizzes, Journal, Assignment (Your Personal Teaching Philosophy in 150 words)</p> <p><b>Facilitating Adult Learning – IDP105 (40 hours)</b>          This course brings the theories closer into practice by describing community and institutional based education and their relationship to Adult Education. Participants will further learn about developing presentation and decision-making skills while facilitating groups and teams. Units: 1. Introduction; 2. Diversity in Adult Education, 3. Important Trends in Adult Education; 4. Critical Thinking; 5. Leadership; 6. Facilitating Groups and Teams; 7. Community and Adult Education; 8. Non-verbal Communication; 9. Motivating Students; 10. The Future of Adult Education. Course Evaluation: 4 Quizzes, Journal, Assignment (1000 word Essay)</p>	
<p><b>Practicum Module:</b></p> <p><b>College Instructor Practicum – IDP106 (20 hours)</b>          This course brings all the theory and practice into the classroom. The practicum has two components: Class Observation and Supervised Practice Teaching. Upon successful completion of the two above courses your online instructor will serve as your Practicum Monitor. You will need to locate a "Host Instructor" at a registered Private Career College of your choice and have that individual agree to allow you observe 10 hours of his/her classes and then teach 10 hours of that class under his/her supervision. It is up to you to find a Host Instructor and you are strongly advised to work with a more experienced instructor.</p>	
<p><b>How the program works:</b>          All courses are fully conducted online. Upon registration you will be sent a unique user name and password within 48 hours to your email by your appointed online instructor who will be there to support you from beginning to end. There is a required text that you will be informed where and how to easily purchase upon registration. You have six months from the time of registration to complete the program. All journals and assignments are to be submitted by email unless other arrangements are made. A passing grade of 70% is required for all online quizzes, journals and assignments to move from one module to another and to obtain your Certificate. You work at your own pace and can do so from any Internet connection. Upon successful completion of the program your NACC Instructor Development Program Certificate will be mailed to you.          Program fee: \$500; Text Book: \$35 (Same textbook as in Foundations IDP)          Contact NACC for Non-member registrations.</p> <p><b>Hardware Requirements and Internet Access:</b>          All you need is a computer with an Internet connection and an email address. Please note that some of the topics require speakers to hear audio/video presentations.</p> <p><b>Better Instructors, better graduates...BETTER COLLEGE!</b></p>	<p><b>How to Register:</b> Simply go to <a href="http://www.nacc.ca">www.nacc.ca</a> and register online or for assistance email <a href="mailto:naccadmin@brant.net">naccadmin@brant.net</a></p>  <p><i>Better Instructors, better graduates...BETTER COLLEGE!</i></p>

# Certification

## Record of Completion/Transcript Sample



**NACC – National Association of Career Colleges**  
155 Lynden Road, Unit #2  
P.O.Box 340  
Tel: 519.753.8689

Brantford, ON N3T 5N3  
Fax: 519.753.4712

### Course Completion Record

Student's Name:

Number	Course Title	Status	Grade %	Date of Completion
IDP 101	Teaching in Private Career Colleges	Completed	85	July 21, 2009
IDP 102	Designing Instruction for Adult Education			
IDP 103	Assessment and Evaluation			

Date of Issue:

Issued by :

# Learning Outcomes

## NACC IDP Learning Outcomes

### **IDP 101 Teaching in Private Career Colleges**

The key theory elements that a student is expected to know upon successful completion of this course:

1. Know the fundamental theories of adult education.
2. Know the Private Career College sector
3. Know professional codes of ethics and conduct for instructors in the sector
4. Know the multiple intelligences of adult learners
5. Know the various levels of stress and techniques for coping with them
6. Know various methods of time management

The skills that the student is expected to perform upon successful completion of this course:

1. Demonstrate understanding of adult education theories
2. Describe the Private Career College sector in Canada
3. Demonstrate understanding of the importance of professionalism and work ethics
4. Identify and accommodate a variety of learning styles
5. Assess and evaluate students using appropriate models
6. Identify and cope different levels of stress
7. Manage time better
8. Develop a personal time schedule to be an effective instructor

### **IDP 102 Designing Instruction for Adult Education**

The key theory elements that a student is expected to know upon successful completion of this course:

1. Know alternative approaches to Instructional Design
2. Know the different styles of adult learning
3. Understand learning objectives
4. Know various types and strategies for evaluation
5. Know tools for selecting instructional materials
6. Understand the various types of analysis in sequencing instruction
7. Know the methods of instruction
8. Know the structure of lesson planning

The skills that the student is expected to perform upon successful completion of this course:

1. Apply alternative approaches to Instructional Design
2. Recognize the different learning styles and incorporate techniques into lessons
3. Set goals and objectives
4. Use various models of evaluation
5. Select appropriate instructional materials
6. Sequence material effectively
7. Apply various methods of instruction
8. Design professional lesson plans

## **IDP 103 – Assessment and Evaluation**

The key theory elements that a student is expected to know upon successful completion of this course:

1. Understand the purpose of assessment
2. Know various evaluation theories
3. Know different types of feedback
4. Know how to design a rubric
5. Know types of tests and alternatives to testing
6. Understand learners with special needs
7. Know the types and stages of assessment

The skills that the student is expected to perform upon successful completion of this course:

1. Assess and evaluate students
2. Apply evaluation theories into practice
3. Give feedback to students
4. Design and use rubrics
5. Design and administer tests
6. Give considerations to learners with special needs
7. Administer and design assessment

## **IDP 104 – Theories in Adult Education**

The key theory elements that a student is expected to know upon successful completion of this module:

1. Understand the challenges in Adult Education
2. Know the primary theories in Adult Education
3. Understand writing at a more academic level
4. Know the role of creativity, humour and support in instruction
5. Understand the difference between adult and child learners
6. Understand the difference between teaching and learning
7. Know the different philosophical approaches to adult education

The skills that the student is expected to perform upon successful completion of this module:

1. Cope with the challenges of Adult Education
2. Apply theories of Adult Education into practice
3. Advance and improve student writing
4. Apply strategies to incorporate creativity, humour and support in instruction
5. A variety of philosophical views on adult education into instruction
6. Develop a personal teaching philosophy

## **IDP 105 – Facilitating Adult Learning**

The key theory elements that a student is expected to know upon successful completion of this module:

1. Understand the diversity of Adult Education
2. Understand bias and stereotypes
3. Know the history of Adult Education from past to present
4. Know important trends in Adult Education
5. Know the developmental stages of critical thinking
6. Understand the general principles of leadership
7. Understand key methods in facilitating groups and teams
8. Know the various types of non-verbal communication in instruction

The skills that the student is expected to perform upon successful completion of this module:

1. Identify diversity in the classroom
2. Promote critical thinking in students
3. Demonstrate leadership skills in the classroom
4. Maintain classroom control
5. Effectively teach both small and large groups
6. Improve non-verbal communication in instruction
7. Motivate students

# Introduction to the Certificate in Adult Education

## Sample Unit

### NACC IDP 101

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This unit is provided as a free sample lesson and introduction to the **NACC Instructor Development Program** offered exclusively via distance education to all those employed or seeking to be employed as a Career College Instructor.

Human Resources and Skills Development Canada defines "College and Other Vocational Instructors" under Canada's National Occupation Code (NOC) 4131 as:

*A unit group that includes instructors who teach applied arts, academic, technical and vocational subjects to students at community colleges, CEGEPs, agricultural colleges, technical and vocational institutes, language schools and other college level schools. This unit group also includes trainers who are*

*employed by private training establishments, companies, community agencies and governments to deliver internal training or development courses. College teachers who are heads of departments are included in this group.*

*HRSDC also states that the educational requirements in Canada for the employment of College and Other Vocational Instructors are:*

- *A bachelor's degree, a college diploma or demonstrated expertise in the field of instruction is required.*
- **A certificate, diploma or degree in adult education may be required.**
- *A master's degree in the field of instruction may be required.*

The main duties of these instructors include:

- Teaching students using a systematic plan of lectures, demonstrations, discussion groups, laboratory work, shop sessions, seminars, case studies, field assignments and independent or group projects
- Developing curriculum and preparing teaching materials and outlines for courses
- Preparing, administering and marking tests and papers to evaluate students' progress
- Advising students on program curricula and career decisions
- Providing individualized tutorial/remedial instruction
- Supervising independent or group projects, field placements, laboratory work or hands-on training
- Supervising teaching assistants
- Possibly serving on committees concerned with matters such as budgets, curriculum revision, and course and diploma requirements.

This program is specifically designed to help career college instructors enhance their skills and the following mini-unit is a free sample of one of the many education topics covered in the program to demonstrate how the quizzes are presented.

Knowledge of individual learning styles and an awareness of his/her personal learning style are important components of effective teaching

The adult learner is unique and the individual's learning style is one of many key components an instructor should take into consideration in order to be most effective. What kind of learner are you? Take the short survey here to find out!

**Enjoy!**

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## Learning Style Survey

Instructions:

- Rank each statement 0, 1, or 2.
- Write 0 if you disagree with the statement.
- Write 2 if you strongly agree.
- Write 1 if you are somewhere in between.

Linguistic Learner

“The Word Player”

- \_\_\_ 1. I like reading newspapers, magazines, and books.
- \_\_\_ 2. I consider myself to be a good writer.
- \_\_\_ 3. I can remember people's names easily.
- \_\_\_ 4. I like telling jokes and stories.
- \_\_\_ 5. I have a good vocabulary in my native language.

Musical Learner

“The Music Lover”

- \_\_\_ 1. I consider myself a good singer.
- \_\_\_ 2. I can hum the tunes to many songs.
- \_\_\_ 3. I play a musical instrument or sing in a choir.
- \_\_\_ 4. I can tell when music sounds off-key.
- \_\_\_ 5. I often sing songs.

Logical/Mathematical Learner

“The Questioner”

- \_\_\_ 1. I often do arithmetic in my head.
- \_\_\_ 2. I am good at chess and/or checkers.
- \_\_\_ 3. I like putting things into categories.
- \_\_\_ 4. I like figuring out how computers work.
- \_\_\_ 5. I ask many questions about how things work.

Spatial Learner

“The Visualizer”

- \_\_\_ 1. I enjoy art activities.
- \_\_\_ 2. I can draw well.
- \_\_\_ 3. I can read maps easily.
- \_\_\_ 4. I enjoy putting puzzles together.
- \_\_\_ 5. Movies and slides really help me learn new information.

**Body/Kinesthetic Learner**

“The Mover”

- 1. It is difficult for me to sit quietly for a long time.
- 2. I am good at sports.
- 3. I enjoy running and jumping.
- 4. I am good at sewing, woodworking, building, or mechanics.
- 5. It is easy for me to follow exactly what other people do.

**Interpersonal Learner**

“The Socializer”

- 1. I am often the leader in activities.
- 2. I have many friends.
- 3. I enjoy talking with my friends.
- 4. I like working in groups.
- 5. I am a member of several clubs.

**Intrapersonal Learner**

“The Loner”

- 1. I like to spend time alone.
- 2. I learn from my mistakes.
- 3. I go to the movies alone.
- 4. I go to the library alone to study.
- 5. I can tell some things I am good at doing.

Now, tally your score and see which type of learner YOU are. You may be a combination of two or more styles. Now ask yourself which type of learner makes the best teacher. If you think all of the above then you are correct. Instructors tend to teach in the style in which they prefer to learn. The best instructors will strive to deliver strategies in teaching that can be related to by all the learning styles in the class, keeping in mind that in most learning environments many or all styles will exist.



If we accept that different intelligences predominate in different people, it suggests that the same learning task may not be appropriate for all of our adult students. While “the Questioner” might respond well to a complex logical explanation, as “the Visualizer” might need the comfort of diagrams and physical demonstration because his/her strength is in the spatial area. “The Socializer” who has a strong interpersonal intelligence may require a more interactive environment than “the Loner” in order for learning to be effective.

The following chart presented by Murray Loom at the Internet site for the University of Canberra in Australia shows what the different learning styles might mean to the students.

LEARNING STYLE	LIKES TO	IS GOOD AT	LEARNS BEST BY
Linguistic “The Word Player”	Read, write, tell stories	Memorizing names, place, dates and trivia	Saying, hearing and seeing words
Musical “The Music Lover”	Sing, hum tunes, listen to music, play an instrument, respond to music	Picking up sounds, remembering melodies, noticing pitches/rhythms, keeping time	Rhythm, melody, music

Logical Mathematical "The Questioner"	Do experiments, figure things out, work things out, work with numbers, ask questions, explore patterns and relationships	Math, reasoning, logic and problem solving	Categorizing, classifying, working with abstract patterns/relationships
Spatial "The Visualizer"	Draw, build, design and create things, daydream, look at pictures, watch movies, play with machines	Imagining things, sensing changes, mazes/puzzles, reading maps, charts	Visualizing, dreaming, using the mind's eye, working with colours and pictures
Kinesthetic "The Mover"	Move around, touch and talk, use body language	Physical activities	Touching, moving, interacting with space, processing knowledge through bodily sensations
Interpersonal "The Socializer"	Have lots of friends, talk to people, join groups	Understanding people, leading others, organizing, communicating, manipulating, mediating conflicts	Sharing, comparing, relating, cooperating, interviewing
Intrapersonal "The Loner"	Work alone, pursue own interests	Understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals, being original	Working alone, individualized projects, self-paced instruction, having own space

Take some time to reflect and consider how an adult educator would best present the same piece of new information to the various types of learners in the class. This topic is further researched in great detail in IDP 101 Teaching in Private Career Colleges.

Now try a sample test like those you would encounter if taking the program.

## Learning Styles Quiz

- Which of the following learning styles is most important to consider when preparing to teach a class?
  - linguistic
  - mathematical/logical
  - musical
  - all of the above
- Which type of learner would enjoy building a model in class?
  - spatial
  - kinesthetic
  - linguistic
  - musical

3. Which type of learner would be the most active participant in group work?
  - a) linguistic
  - b) musical
  - c) interpersonal
  - d) intrapersonal
  
4. Which type of learner would excel at essay writing?
  - a) linguistic
  - b) musical
  - c) spatial
  - d) kinaesthetic
  
5. Which type of learner would learn best having textbooks with lots of charts and diagrams?
  - a) spatial
  - b) visual
  - c) interpersonal
  - d) intrapersonal
  
6. Which type of learner would be the best candidate to mediate an in-class debate?
  - a) musical
  - b) mathematical/logical
  - c) interpersonal
  - d) intrapersonal
  
7. What kind of classroom activities would be most suitable for kinaesthetic learners?
  - a) watching movies
  - b) singing songs
  - c) athletics
  - d) silent independent readings
  
8. What kind of homework would be most suitable for interpersonal learners?
  - a) problem solving
  - b) journal writing
  - c) interviewing a person
  - d) conducting an experiment alone
  
9. What kind of things would a linguistic learner excel at memorizing for an exam?
  - a) names
  - b) dates
  - c) places
  - d) all of the above
  
10. What kind of things would a mathematical/logical learner excel at doing in an exam?
  - a) short answer
  - b) working with numbers
  - c) summarizing
  - d) essay writing

Answers:

1. d; 2. a; 3. c; 4. a; 5. b; 6. c; 7. c; 8. c; 9. d; 10 b.

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# Assessment

## NACC IDP Rubric for Journal Entry Submissions

**Student:**

**Assessor:**

**Date:**

**Feedback:**

1 = Unsatisfactory

2 = Satisfactory

3 = Good

4 = Excellent

	<b>The Journal Entry</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Was free of spelling and grammar errors				
2	Organized and flowed smoothly from one idea to the other				
3	Remained on topic and all points were relevant				
4	Was <i>original</i> and not expressing the ideas of others without proper citation or referencing to sources				
5	Demonstrated critical thinking and reflection on the topic				
6	Validates an understanding of the topic				
7	Covered all key elements of the task				
8	Made good points with adequate support				

**Total: /32**

**Comments:**

## IDP 106 Practice-Teaching Performance Review

4 = Exemplary; 3 = Good; 2 = Satisfactory; 1 = Unsatisfactory;  
N/O = Not observed

<b>The Teacher:</b>		1	2	3	4	N/O
1	Was professional and task-oriented					
2	Was punctual					
3	Was available to students and supervisors					
4	Demonstrated confidence and enthusiasm					
5	Maintained a good rapport with the students					
6	Spoke clearly and at an appropriate volume					
7	Organized/used teaching tools effectively					
8	Managed class time effectively					
9	Elicited and encouraged student response					
10	Asked questions to ascertain understanding					
11	Answered questions appropriately					
12	Made the objectives of the lessons clear					
13	Demonstrated knowledge of the topics/subject					
14	Addressed individual needs when appropriate					
15	Delivered lessons that flowed coherently					
16	Presented material in a logical sequence					
17	Was able to follow guidelines/curriculum					
18	Used pair work and group work effectively					
19	Gave instructions that were clear and easy to follow					
20	Used a variety of teaching techniques					
21	Used appropriate classroom management strategies					
22	Showed awareness of student cultural backgrounds					
23	Provided encouragement to students					
24	Treated all students equitably and with respect					
25	Was able to take constructive criticism/feedback					
26	Was self-reflective about the lessons					

**Location of Practice-Teaching:**

**Total Hours of Supervised Practice-Teaching:**

**Host Instructor Name & Contact Info:**

**Comments & Feedback:**

## Lesson Plan Rubric NACC

**Student:**

**Assessor:**

**Date:**

**Feedback**

1 = Unsatisfactory

2 = Satisfactory

3 = Good

4 = Excellent

<b>The Lesson Plan</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Instructional Goals and Objectives</b>				
Instructional Goals and Objectives are clearly stated				
Learning outcomes are clearly outlined				
<b>Methodology</b>				
Instructional Strategies are clearly stated				
Instructional strategies are appropriate for the desired learning outcomes				
<b>Assessment</b>				
Method of assessment is clearly stated				
Method of assessment is appropriate				
<b>Organization</b>				
Used a variety of learning materials				
Lesson plan was well organized				
Lesson plan had no grammar or spelling errors				
Lesson plan addressed a variety of learning styles				
<b>Subtotal</b>				
<b>Total</b>				<b>40 (Max)</b>

Notes:

## Code of Ethics



## NACC ETHICAL CODE OF CONDUCT for “professional” college instructors

The Ethical Code of Conduct is a public statement by the NACC to set expectations and principles to guide and inspire the professional excellence of Instructors in Canada's Private Career Colleges.

### **Ethical Conduct Toward Students**

The Professional College Instructor recognizes that he/she is a role model for the students and the profession

The Professional College Instructor deals with each student fairly, equitably, and respectfully

The Professional College Instructor acknowledges diversity in the classroom and fosters an environment of respect

The Professional College Instructor creates, supports, and maintains a challenging learning environment for all students

The Professional College Instructor aims to resolve problems with and among students according to law and college policy

The Professional College Instructor meets and deals with students only in an appropriate educational environment

The Professional College Instructor does not reveal private information regarding a student, unless required by law

### **Ethical Conduct Toward Practices and Performance**

The Professional College Instructor assumes responsibility and accountability for his/her performance

The Professional College Instructor strives to maintain the dignity of the profession by demonstrating personal integrity

The Professional College Instructor accepts a teaching position on the basis of professional qualifications and adheres to the terms of a contract or appointment

The Professional College Instructor does not disclose any program content to other colleges or institutions without the consent of his/her employer/contractor

The Professional College Instructor applies his/her professional knowledge to the best of his/her ability to promote student learning

The Professional College Instructor maintains mental and physical health necessary to perform the duties of any professional assignment

The Professional College Instructor practices good hygiene and dresses appropriately

The Professional College Instructor acts in accordance with the regulations of the college and governing laws of the province

The Professional College Instructor does not use institutional or professional privileges for personal gain

The Professional College Instructor continues professional growth by being committed to his/her own learning in order to develop his/her practice

### **Ethical Conduct Toward Colleagues**

The Professional College Instructor treats colleagues with respect

The Professional College Instructor participates in discussions regarding curriculum, instruction, and assessment and collaborates with colleagues in the interest of student learning

The Professional College Instructor does not reveal confidential information concerning colleagues, unless required by law

The Professional College Instructor does not comment/discuss the performance of other instructors with students

The Professional College Instructor is willing to mentor instructors who are new to the profession and participates in staff professional development activities

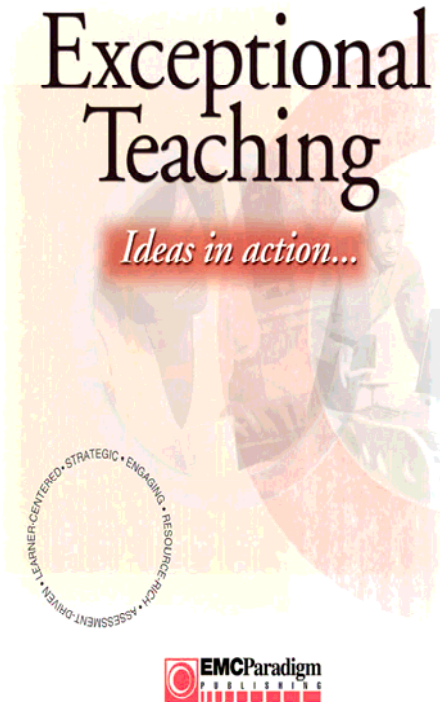
## Online Guidelines and Procedures

**The following NACC guidelines describe the procedure and regulations for online learners.**

- Students are emailed the login information with their password within 48 hours of the payment receipt. Students are responsible for checking and correcting the spelling of their name. This name will be printed on the record of completion and the certificate.
- Students are to inform the instructor and/or the NACC registrar about a change of name (e.g., due to marriage) or a change of address.
- Certificates will be mailed to the address submitted on the original registration form.
- Certificates are mailed directly from NACC
- Students are to notify the online instructor when they finish the last course.
- The online instructor will issue the Record of Completion within 48 hours of such notice.
- The Record of Completion is emailed in PDF format.
- The online course material will remain accessible for the full 6 months even if the student finishes all the tests. The online instructor will generally respond to questions until the Record of Completion is issued.
- A course extension can be granted under special circumstances, should the student fail to complete the program before the 6-month deadline.

## Course Content and Tests

- All courses require journal entries. These entries can be done in any format that suits the student. The feedback is emailed back to the student within 5 working days.
- All courses include an assignment to be marked by the instructor. The assignments should be emailed to the instructor in the required (specified in each course) format. The marked assignments will be emailed back to the student within 7 working days.
- The online instructor responds to any questions within 48 hours.
- Students have two attempts to try the test and thus receive the highest score possible. Only the highest score will be recorded.
- The final mark (in percentage) is printed on the record of completion.
- The online instructor monitors the test results and views the pages and material viewed by the student.
- Should there be any problem with the test (technical or otherwise), students should contact the instructor immediately.



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