

# Faculty Certificate Program

## PLAR Candidate Guide

Prior Learning Assessment and  
Recognition (PLAR)



Tomorrow  
in the making.

## Copyright

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Saskatchewan Polytechnic

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The Faculty Certificate Program is dedicated to removing barriers and broadening access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

<b>Developed by program</b>				
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*This RPL Guide has been prepared to assist Faculty Certificate Program participants in their engagement of the process and products required to obtain "Recognition for Prior Learning".*

Enjoy the process!

*Questions and suggestions for revision are invited from all users. Please send your comments to:*

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**Abbreviations:**

**FCP:** Faculty Certificate Program

**PLAR:** Prior Learning Assessment and Recognition

**RPL:** Recognition of Prior Learning

**BLOCK RPL:** Assessment of two or more FCP courses by a single assessor

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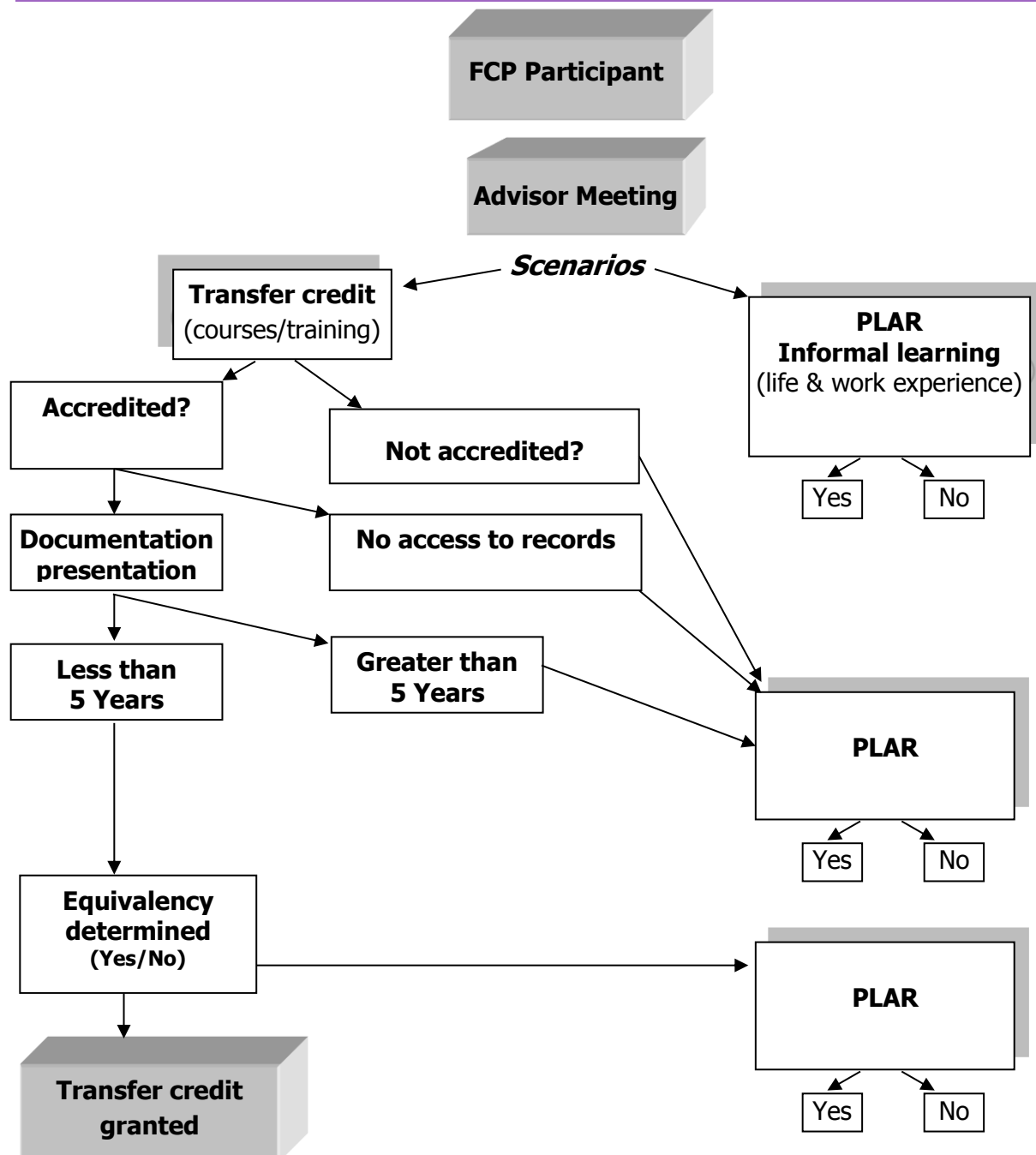
## What is RPL (Recognition of Prior Learning)?

Adults gain skills and knowledge through life and work experiences. This needs to be recognized and validated in a formal way.

Saskatchewan Polytechnic recognizes prior learning through two evaluation processes: transfer credit and prior learning assessment and recognition (PLAR).

Your unique formal and informal learning experiences will be considered as you complete the requirements of the Faculty Certificate Program. This guide will help you understand the process and procedures for both transfer credit and PLAR evaluation.

## RPL Transfer Credit/PLAR Process for FCP Participant



## Can I apply for transfer credit?

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**Transfer credit** is a credit awarded by Saskatchewan Polytechnic for academic work completed at another approved credit-granting institution. Saskatchewan Polytechnic has agreements, called Articulation Agreements, with many accredited colleges and universities across Canada.

The agreements allow graduates from both Saskatchewan Polytechnic and the reciprocating institutions to gain advanced standing in a wide variety of programs through transfer credits.

### The following guidelines\* apply:

- The required grade for transfer credit is the passing grade of the course from the originating institution.
- Transfer credit is granted with the understanding that the participant is responsible for knowing the content of the course for which the credit has been given.
- Credit will generally be limited to education completed within the previous five years, although this may vary depending on the extent to which program or professional requirements have changed.
- For training that does not qualify for transfer credit and for which the student has had additional experiential learning, Prior Learning Assessment and Recognition (PLAR) may be an option.

*\*For complete Transfer Credit guidelines, visit <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>*

Transfer credit is available for the following six FCP courses:

Course		Transfer Credit Available
SFCP 600	Theory and Practice in Adult Instruction	✓
SFCP 601	Introduction to Adult Development	✓
SFCP 602	Evaluation	✓
SFCP 603	Program Design	✓
SFCP 604	Educational Technology (Introduction)	✓
SFCP 606	Educational Leadership	✓

If you find your credits cannot be used for transfer credit, you may use the accredited courses as part of your evidence for a PLAR application. Transfer credit is always considered before PLAR.

## **How do I apply for transfer credit or a previously awarded transfer credit?**

1. Identify the Saskatchewan Polytechnic course for which you want credit.
2. Identify the credit to be used as equivalent (previous credit).
  - Obtain an official transcript for your final submission (a stamped, signed copy is available from the Human Resources Department).
3. Identify your needs with the Faculty Advisor.
  - Speak or meet with the faculty advisor to help guide and support you through the process.
  - Complete a transfer credit request form, available for download from the Saskatchewan Polytechnic website, from your faculty advisor, or the Registrar's Office.
  - Submit the relevant documentation to your faculty advisor to be processed.

## **What happens after I submit my transfer credit?**

After you give your application to your faculty advisor, he or she will submit it to the administrative assistant. The administrative assistant in the Instructional and Leadership Development Centre (ILDC) 'walks' your application through the process to the end, at which point you will be granted or denied the transfer credit. You will be contacted if there are any issues along the way or when the process is complete. Upon approval from the assessor and director, your application will be sent to the registrar's office to be finalized.

Please be advised that "credit" older than 5 years will be moved to a PLAR Process.

Go to <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx> for information about transfer credit.



## **What is PLAR assessment, and why might I need one?**

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The Faculty Certificate Program (FCP) recognizes previous relevant informal learning and/or experiential learning.

This previous experience is assessed through Prior Learning Assessment and Recognition (PLAR), which uses a comprehensive set of methods or tools to evaluate lifelong learning, both formal and informal, against a set of established standards. In short, you may receive academic credit for the knowledge you have gained from life experiences.

The Instructional and Leadership Development Centre (ILDC) will assess the knowledge and skills you've acquired through previous education, training, and experience to determine the equivalency of the credit to the FCP course you wish to challenge.

***You will be guided through this process by the faculty advisor and the FCP course facilitator (assessor).***

## **What are the eligibility requirements for PLAR?**

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In general, you may apply for PLAR assessment for each of the applicable courses if you have:

- recent successful experience relating to the PLAR being requested
- your experience is documentable
- you have previously learned the skills and knowledge for one or more of the FCP-eligible courses

If you are considering PLAR, you'll receive orientation and follow the steps outlined by the faculty advisor. The advisor will do the following:

- Advise you of the process
- Assist you in determining your eligibility through a self-audit process
- Make referrals to the course assessor(s)

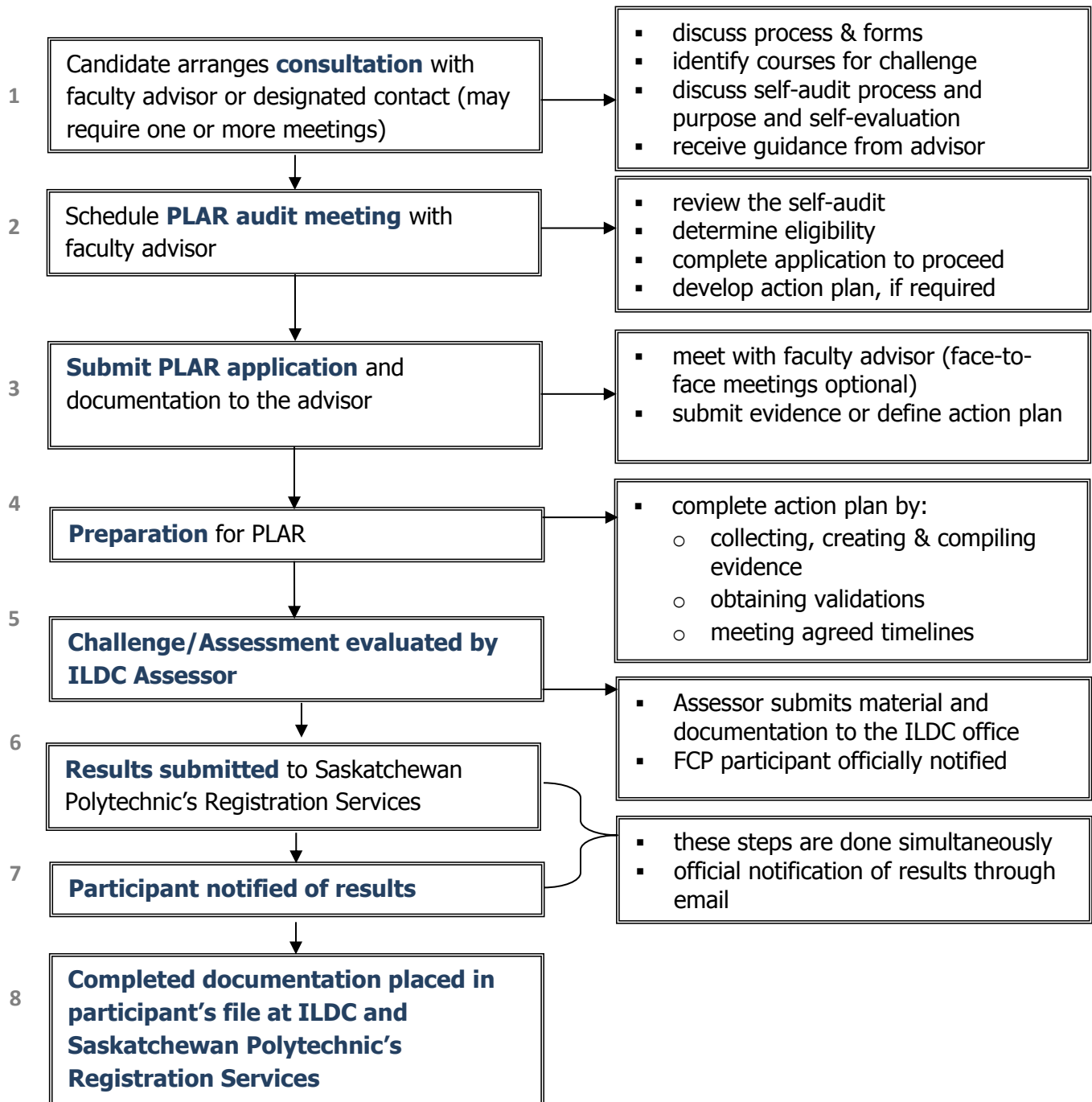
## What are the steps involved in the PLAR process?

The following flowchart describes the steps involved in the FCP PLAR process.

**Faculty Advisor:** First contact in the RPL process; appropriate forms and RPL process guidelines offered at this time.

**Assessor:** Assesses and approves requests for transfer credit or PLAR; results are submitted to the ILDC Director.

**ILDC Administrative Assistant:** Receives assessment documentation results forms and notifies Saskatchewan Polytechnic's Registrars' Office.



## **How many courses can be challenged through PLAR?**

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Nine certificate courses in FCP are available for PLAR. You may challenge the courses for which you are able to demonstrate prior skills and knowledge.

<b>Program Profile</b>			
<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>Transfer Credit and PLAR available</b>	<b>PLAR only</b>
SFCP 600	Theory & Practice in Adult Instruction	✓	
SFCP 601	Introduction to Adult Development	✓	
SFCP 602	Evaluation	✓	
SFCP 603	Program Design	✓	
SFCP 604	Educational Technology Introduction	✓	
SFCP 605	Professional and Instructional Skills Introduction		✓
SFCP 606	Educational Leadership	✓	
SFCP 607	Leadership Skills Introduction		✓
SFCP 608	Personal Professional Development		✓

## **Is it easier to challenge a course through PLAR or take the course?**

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Neither is easier. By demonstrating knowledge you already possess through the PLAR process, you may reduce the repetition of studying information you already know.

However, PLAR is not an easy way to certification – it's simply another way. Your level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you are a good match for a specific course.

PLAR is not an alternative learning process but rather the assessment of knowledge and skills previously developed. Evidence used to assess a course through PLAR will be evaluated.

## Beginning Your PLAR Process

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1. Read through the levels of competence listed below.

<b>Mastery:</b>	I am able to demonstrate the learning outcome well enough to teach it to someone else.
<b>Competent:</b>	I can work independently to apply the learning outcome.
<b>Functional:</b>	I need some assistance in using the outcome.
<b>Learning:</b>	I am developing skills and knowledge in this area.
<b>None:</b>	I have no experience with the outcome.

### ***Learning outcomes***

For each learning outcome, please self-evaluate your competency levels and record in the appropriate column of the self-audit. (RPL Appendices)

2. Take a few minutes and read through the self-audit for each course you are interested in for PLAR located in the RPL Appendices.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you determine if you wish to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your **abilities must be at the competent or mastery level for the bolded learning outcomes and steps**. When determining your level of competence, consider:
  - How do I currently use this outcome?
  - What previous training have I had in this outcome: workshops, courses, on-the-job?
  - What personal development or volunteer experience do I have in this area?
  - What experience(s) do I have that demonstrates my competence?

Whenever possible, include a brief description of the evidence and/or documentation you may use to support your level of mastery for each learning outcome. The evidence will demonstrate the skills and knowledge gained from your experience.

The evidence should enable the assessor to:

- Understand how the learning was acquired
  - Measure/quantify the learning
  - Verify the learning
  - Evaluate the learning against predetermined course learning outcomes
5. Bring your completed self-audit to a consultation meeting with the faculty advisor.

If your self-audit is completed at the competent or mastery level for the bolded learning outcomes, your advisor will develop an action plan with you. If PLAR is suggested, the action plan will include a description of the PLAR assessment. The assessment may be an evidence file submission, or formal interview, or practical demonstration.

Your request for PLAR designation will go through the administrative process as illustrated in the diagram on page 1, "[RPL Transfer Credit / PLAR Process for FCP Participant](#)".

6. The faculty advisor will forward your PLAR to the administrative assistant for further processing.

### **How is my prior learning assessed?**

Assessment methods measure an individual's learning against course learning outcomes. The methods listed below are the most commonly used, but other forms may be considered. These assessments may include one or a combination of the following tools:

- Performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- Interviews
- Equivalency (evaluations of learning from non-credit training providers)
- Evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)
- Previous credit, older than five (5) years, plus experience

### **How do I develop a PLAR evidence file?**

Your first step in the PLAR process is to assess your skills and knowledge for each course (the self-audit). Prior learning experiences may include, but are not limited to, jobs, volunteer experiences, non-credit, and credit training.

**Check with the faculty advisor before you begin to gather evidence, as other PLAR assessment options may be required.**

Your evidence must be valid and relevant.

**Your evidence must match the learning outcomes identified for each course.**

- It is your responsibility to create, collect, and compile relevant evidence, if required.
- Learning must be current and relevant.
- The evidence, if required, will demonstrate the skills and knowledge gained from your experiences.
- The learning must have had both a theoretical and a practical component.

Provide full evidence to your faculty advisor to ensure your PLAR application is assessed appropriately. Well-organized, easy-to-track evidence will also ensure that none of the evidence is missed or assessed incorrectly. The evidence should enable the assessor to:

- Understand how the learning was acquired
- Measure/quantify the learning
- Verify the learning
- Evaluate the learning against the predetermined course learning outcomes

Here are some examples of evidence you may be requested to submit as part of your evidence file:

- Written descriptions and analyses

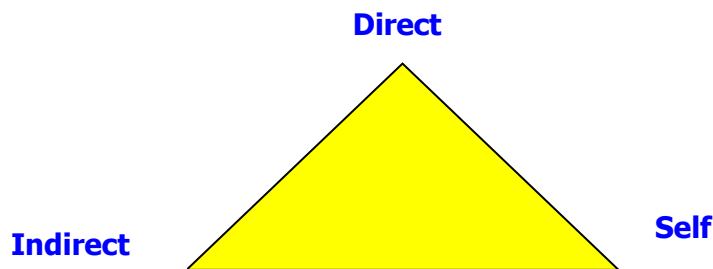
- Experience outlines
- Philosophy statement
- Workplace validations
- Work samples
- Videotapes /CDS/DVDS
- E-files

### **How long will it take to prepare evidence for PLAR?**

Since requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

### **Three Types of Evidence Used in PLAR**

When compiling your documentation, think of the three types of evidence as a triangle, with each type adding to the whole picture of your experiences.



**Direct evidence** is evidence you have produced. For example, the instructional/training plan you have developed as part of your job duties or an article you have published.

**Indirect evidence** is evidence provided by a third party that documents your learning. An example would be a letter of verification from a colleague, a supervisor, a client, etc. that verifies your abilities.

**Self-evidence** is what you say about yourself. It is a written report of your strengths as a professional in your field and your personal reflections on teaching.

**Note:** Consideration of all three types of evidence is important. Direct evidence makes it obvious to someone else that you have obtained the skills. With Indirect and Self Evidence it is often necessary to explain the specific skills you have acquired and how they were acquired.

- **Include the reason for selection.** A piece of evidence is only useful when it includes the reasons for its selection. This conveys reflective learning about you, about teaching and about learning.

## Collection of Evidence

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Evidence collection can begin at any time—immediately is good. Keep in mind the three types of evidence outlined above. Some individuals find that collecting evidence helps them organize their thoughts and gives them material to begin the process.

Gathering evidence may require time. For example, you may have to send away for transcripts, certificates, letters of recommendation and verification. You may also need to seek duplicates of pieces of evidence you cannot find. The point—plan ahead.

When you are requesting validation from a colleague and/or supervisor, it helps to present them with the specific information you need them to reference.

## Direct Evidence

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Direct evidence includes materials such as:

- Official Transcripts and Certificates from approved educational institutions
- Papers, projects, reports, presentations, assignments, tests/examinations you completed as a team member
- Work products such as reports, memos, proposals, lab exercises, instructional material, lesson plans, or web pages you designed/created
- Reflective reading interpretations
- Photos/videos of skill demonstration
- Sample documents demonstrating computer skills such as spreadsheets, designs, formatting, developed software, etc.
- Financial/budget reports, production reports, supervisory reports, etc.
- Research studies
- Products/photographs of hobbies and interests that are relevant to your professional career
- Any publications for which you are credited
- Any additional samples you wish to include

**Work samples may not list your name as the author/creator. In such cases, it is wise to have your work supervisor authenticate your work samples. Verification of evidence should be on official letterhead indicating the place of practice of the professional who is verifying your work sample.**

Note: It is important to practice confidentiality when gathering and submitting evidence. Get permission in writing from individuals if you submit any evidence that may disclose their identity. Remove any identifying names from copied documents.

## Indirect Evidence

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Indirect evidence includes documentation gained from others about your skills and knowledge, such as:

- Letters and expressions of appreciation
- Certificates of Attendance from workshops and training sessions
- Verification letters
- Validation letters
- Employment evaluations
- Notification letters of scholarships, awards, etc.

## **Self-Evidence**

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Self-Evidence is information you submit about yourself, such as:

- Your identification page
- Your personal concept of what makes a good instructor (philosophy)
- Your professional goals (future)
- Your employment strengths
- Your skill resume
- Self-inventory
- Reflective learning
- Possible areas of future professional growth
- Written submission on community groups with whom you work
- Reflections on information you encountered during workshops you may have attended

## **Is PLAR available any time of the year? How long should the process take?**

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Yes, PLAR is available any time of the year. PLAR challenges should be submitted a minimum of one month prior to registering for an FCP course (speak with the faculty advisor about special requests). You should receive confirmation of your PLAR within two months.

## **Suggested RPL Package Submissions**

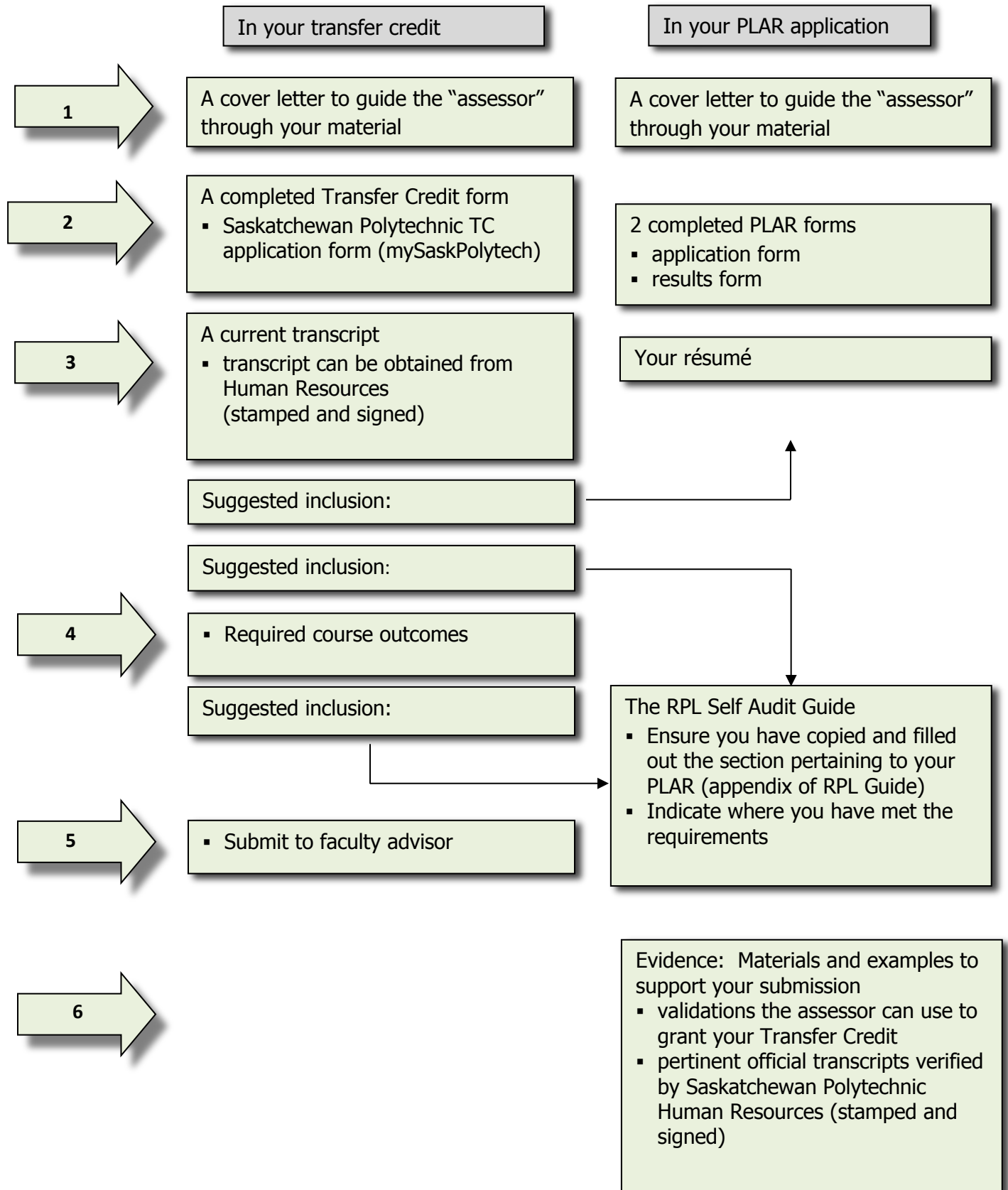
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1. Statement of request, directing assessor as to how your material has been structured to meet the request for assessment. (Cover letter)
2. If transfer credit is possible, then an "Official" Transcript will be required for completion. (A stamped signed copy from Saskatchewan Polytechnic HR is sufficient.)
3. A self-audit sheet (available at the beginning of the course description in the Appendix of the RPL Guide) is completed and attached.
4. In cases where the course work may be viewed as "dated" (more than 5 years) it is suggested that your CV (Resume) and current job description are also attached. This allows the assessor to move to PLAR if it is seen as a necessary option! (Usually in consultation with the submitter.)
5. Always when applying for PLAR only, ensure your CV and current job description are attached. As well as all of the evidence you are submitting for assessment.
6. Include whatever else you and the advisor think would be appropriate to complete the PLAR process.

In completion, the package is provided to the faculty advisor, who in turn sends the request and material on its administrative journey. Remember, the more clear and orderly the package, the easier and quicker it is to have assessed.



**Have You Included:**



The completed package is given/sent to the faculty advisor, who in turn sends the request and material on its administrative journey. Remember, the more clearly presented and orderly the package, the easier and quicker it is to have assessed.

- 
- RPL – By Course:**
- **Course Self Audit**
  - **Candidate Instruction Sheet**

## SFCP 600 – Theory and Practice in Adult Education

You will focus on the knowledge and skills necessary to initiate the on-going progression and development of effective instructional skills as you begin as a new Saskatchewan Polytechnic instructor. As a content expert, you require skills to deliver subject matter competently to students.

**Credit unit(s):** 3.0

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 600 Theory and Practice in Adult Education</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>1. Examine theoretical perspectives on adult learning.</b>					
<ul style="list-style-type: none"> <li>▪ Describe your philosophy of teaching and learning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Compare different perspectives on teaching</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify learning styles and their impact</li> </ul>					
2. Examine the qualities, characteristics, skills, styles and roles of adult instructors.					
<ul style="list-style-type: none"> <li>▪ Describe role of an adult educator</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine the qualities and responsibilities of an adult educator</li> </ul>					
<b>3. Examine the relationship between adult instruction and the learning environment.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Examine the characteristics of adult learners</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the elements of an effective lesson plan</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply the elements of effective instruction in various learning environments</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the integration of employability skills and essential skills</li> </ul>					
4. Use instructional methods and strategies.					
<ul style="list-style-type: none"> <li>▪ Identify the key factors in selecting an appropriate instructional technique</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply the characteristics of direct instruction</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply the characteristics of indirect instruction</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply the characteristics of collaborative instruction</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Apply the characteristics of co-operative instruction and learning</li> </ul>					

<b>SFCP 600 Theory and Practice in Adult Education</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Apply the characteristics of experiential instruction and learning</li> </ul>					
<b>5. Examine the learning process.</b>					
<ul style="list-style-type: none"> <li>▪ Examine the principles of learning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the theories of motivation, learning transference, retention, and reinforcement as they relate to instructions</li> </ul>					
<b>6. Examine effective course management skills.</b>					
<ul style="list-style-type: none"> <li>▪ Discuss privacy, ethics, and confidentiality information technologies</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the elements of positive learning environment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss appropriate questioning techniques</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe how to give feedback to students</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Compare types of students and their needs</li> </ul>					
<b>7. Use instructional technology.</b>					
<ul style="list-style-type: none"> <li>▪ Identify different types of interactive information technologies</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Determine appropriate types of instructional media for various lessons</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Demonstrate the appropriate use of instructional media in lesson presentations</li> </ul>					
<b>8. Create an effective lesson based on an analysis of the relationship between effective adult instruction and adult learning environment.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Identify elements of a lesson plan</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Use learning outcomes and learning steps</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Use an appropriate instructional technique for the lesson</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Prepare appropriate instructional resources for the lesson</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Use an appropriate evaluation tool for the lesson</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Teach an effective cooperative or experiential lesson</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Analyze the effective of instruction</b></li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. **To be eligible you must have significant knowledge of theory and instructional practices in the field of adult education.**

1. **Evidence file** – An unstructured interview may be required or recommended to validate and discuss the evidence file.

Participants will bring documentation of relevant course credit obtained from a **non-recognized institution** and/or completion of private training courses, non-credit courses, and/or workshops that they have successfully completed. Evidence could include: transcripts, informal adult development courses/workshops, course descriptions/outlines/syllabus.

### **The following items may be included in your evidence file. (Resume required)**

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR.
- Signed **letter of validation** on company letterhead from supervisor to support work samples. Refer to letter template in candidate guide.
- A **personal resume** detailing the relevant work history of the candidate.
- **Written lesson plan and video recording of a lesson.**
- **Documentation of relevant credit obtained from a non-recognized institution.** PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, conferences, workshops, etc.
  - Self-study/research activity documentation.
  - If applicable, any additional items to support the evidence file.

A formal interview may be required at the assessor’s discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate’s knowledge of any learning outcomes.

2. **Formal Interview** – See examples of interview questions below.  
The interview would take approximately 60 minutes.

1. Based on an actual lesson, identify two areas in which you did well, and one area in which you would like to improve. How would you improve your practice?
2. Describe a situation when you had a learner who was resistant to learning. What did you do? How did you learn from the experience? Use the Behavioral Questioning Response Model STAR\* when responding.
3. Give an example of how you have addressed diverse learner needs in your classroom, shop, lab, or clinic. Use the Behavioral Questioning Response Model STAR\* when responding.
4. Give three examples of how you integrate instructional strategies and knowledge of learning styles in the classroom, lab, shop, or clinic. Use the Behavioral Questioning Response Model STAR\* when responding.
5. How does the learning process affect lesson planning?
6. What technical skills do you possess that enhance learner success?
7. Based on your philosophy of teaching, learning and assessment explain what a great teacher looks like.

## Resources

Renner, P. (2005). *The Art of Teaching Adults: How to become an exceptional instructor and facilitator*. Vancouver, BC: Training Associates Ltd.

Kolb Learning Styles Booklet

Lang, H.R. & Evans, D.N. (2006). *Models, strategies and methods for effective teaching*. Boston, MA: Pearson Education Inc.

Major, C.H., Harris, M.S., Zakrajsek, T. (2016). *Teaching for Learning: 101 intentionally designed educational activities to put students on the path to success*. New York: Routledge. ISBN: 9780415699365

\* STAR

- (S) What was the specific situation?
- (T) What was your task, your role?
- (A) What specific actions did you take?
- (R) What was the result?

## **SFCP 600 – PLAR Candidate Instruction Sheet**

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Faculty Certificate Program Student name: \_\_\_\_\_

SFCP 600 Student ID: \_\_\_\_\_

Theory and Practice in Adult Education Completion date: \_\_\_\_\_

### **Requirements**

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 8. Note to Assessor: Please check off all applicable evidence.

### **Please include the following in your evidence file**

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- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### **Structured Interview date:**

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Assessor’s name:

\_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_



## SFCP 601 – Introduction to Adult Development

You will examine the basic concepts that underpin the foundation and philosophy of adult education and training. You will examine the nature of adult learners in relation to individual, social, and societal development across the lifespan. You will link theory and practice by comparing facilitation strategies for specific learning tasks and contexts.

**Credit unit(s):** 3.0

**Prerequisite(s):** SFCP 600, SFCP 605

**Note: Bolded outcomes and steps are critical and will be assessed.**

<b>SFCP 601 – Adult Development</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Discuss Canadian historical trends in adult education.					
<ul style="list-style-type: none"> <li>▪ Describe the development of technical colleges in Canada and in Saskatchewan</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss the current trends in adult education in Canada</b></li> </ul>					
2. Examine the assumptions and underlying ideologies associated with adult education.					
<ul style="list-style-type: none"> <li>▪ <b>Describe the characteristics and unique learning needs of the adult learner</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe the various learning styles of the adult learner</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe motivations and barriers that affect adult learning</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss the role of lifelong learning in adult education</b></li> </ul>					
3. <b>Examine adult development across the lifespan.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the theories of adult physical and psychological development</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the theories of adult socio-cultural development</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the theories of adult cognitive development</li> </ul>					
4. <b>Explain the learning and facilitation implications of adult development.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss the implications of adult physical and psychological development</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss the implications of adult socio-cultural development</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss the implications of adult cognitive development</b></li> </ul>					
5. <b>Examine the integration of theory and practice of adult learning and teaching.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Identify appropriate facilitation models</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the integration of adult learning and teaching theory and practice</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. **To be eligible you must have at least two years' experience in the instruction of adults, supplemented by formal, non-formal or informal learning in at least one of the following areas: psychology (lifespan development), education (learning theory) or adult education (theories and principles).**

### 1. Evidence file

An unstructured interview may be required or recommended to validate and discuss the evidence file.

Participants will bring documentation of relevant course credit obtained from a **non-recognized institution** and/or completion of private training courses, non-credit courses, and/or workshops that they have successfully completed. Evidence could include: transcripts, informal adult development courses/workshops, course descriptions/outlines/syllabus.

**The following items may be included in your evidence file. (Resume required)**

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR.
- Signed **letter of validation** on company letterhead from supervisor to support work samples. Refer to letter template in candidate guide.
- A **personal resume** detailing the relevant work history of the candidate.
- **Work sample documents.**
- **Documentation** of relevant **credit obtained from a non-recognized institution.** PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, conferences, workshops, etc.
  - Self-study/research activity documentation.
- If applicable, any **additional items** to support the evidence file.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge of any learning outcomes.

## 2. Formal Interview – See examples of interview questions below.

The interview would take approximately 60 minutes.

1. What is the relationship among Saskatchewan Polytechnic and its partners in the delivery of adult education?
2. What are the emerging trends in post-secondary education that impact on the delivery of adult education?
3. Describe foundational philosophies that influence instructional decisions in adult education.
4. What is the role of adult education in today's society? Please be prepared to discuss at least three impacts of adult education involving the individual and society
5. What are common motivations and barriers of the adult learner?
6. List three distinct learning styles. What is the influence of learning styles and instructional decisions?
7. What are the major biological, socio-cultural and cognitive developmental needs of the adult learner?
8. Using the facilitation strategies of directing, enabling and collaboration, describe the role of the facilitator and learner in promoting adult development.

### Resources

- Mackeracher, D. (2004). *Making sense of adult learning* (2nd ed.). Toronto, ON: University of Toronto Press Inc.
- Merriam, S.V. & Bierema, L. L. (2014). *Adult Learning: Linking theory and practice*. San Francisco: Jossey-Bass.

## SFCP 601 – PLAR Candidate Instruction Sheet

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 601

Student ID: \_\_\_\_\_

Introduction To Adult Development

Completion date: \_\_\_\_\_

### Requirements

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 5. Note to Assessor: Please check off all applicable evidence.

### Please include the following in your evidence file

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- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### Structured Interview date:

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Assessor’s name:

\_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

## SFCP 602 – Evaluation

You will explore evaluation and assessment in training organizations and adult education environments. You will analyze and construct learner assessment instruments, course evaluation tools, and follow-up documentation.

**Credit unit(s):** 3.0

**Prerequisite(s):** SFCP 600, SFCP 605

**Note: Bolded outcomes and steps are critical and will be assessed.**

<b>SFCP 602 – Evaluation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Determine the purposes of evaluation.					
▪ Discuss the need for evaluation					
▪ Discuss the challenges of various evaluation methods					
▪ Discuss the authentic assessment					
▪ Use formative and summative evaluation					
2. <b>Examine your philosophy of evaluation.</b>					
▪ <b>Develop your philosophy of evaluation</b>					
▪ Describe the characteristics of evaluation					
▪ Discuss evaluating adults as learners					
3. <b>Plan for evaluation.</b>					
▪ <b>Determine what is to be measured</b>					
▪ <b>Use Bloom’s taxonomy</b>					
▪ <b>Develop criteria for evaluation</b>					
▪ <b>Develop evaluation plans/activities</b>					
4. <b>Select evaluation strategies.</b>					
▪ <b>Design summative evaluation methods</b>					
▪ Plan the evaluation of technical skills					
▪ Plan how to evaluate performance					
▪ Interpret the impact of evaluating for grades in an adult education institution					
5. <b>Construct evaluation tools.</b>					
▪ <b>Develop a test blue print</b>					
▪ Discuss validity and reliability of evaluation methods					
▪ <b>Develop subjective &amp; objective test items</b>					

<b>SFCP 602 – Evaluation</b>						
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>▪ <b>Construct relevant measurement instruments</b></li> </ul>						

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor.

**To be eligible you must have developed new assessment tools (such as examinations, quizzes, assignments, presentations) or done major revisions to existing assessment tools.**

- 1. Evidence file** – An unstructured interview may be required or recommended to validate and discuss the evidence file.

Participants will bring documentation of relevant course credit obtained from a non-recognized institution and/or completion of private training courses, non-credit courses, and/or workshops that they have successfully completed. Evidence could include: transcripts, informal evaluation courses/workshops, course descriptions/outlines/syllabus.

**The following items may be included in your evidence file. (Resume required.)**

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR.
- A current job **posting**.
- Signed **letter of validation** on company letterhead from supervisor to support work samples. Refer to letter template in candidate guide.
- A **personal resume** detailing the relevant work history of the candidate.
- **Work sample documents**  
Please provide at least 5 examples of assessment tools that you have developed (classroom assessment techniques, examinations, assignments, pre-assessment, etc.) or existing tools to which you have made major revisions. At the interview you may be asked to speak to these and their applicability to course learning outcomes.  
  
Optional (but encouraged): Activities that show awareness of the issues in evaluation of learners, related to presentation evaluation, matching evaluation tools to teach content, subjectivity in evaluation methods, peer and self-evaluation methods, the importance of alignment of evaluation methods with the appropriate learning domain.  
Please provide an example of a completed examination blueprint.
- **Documentation** of relevant **credit obtained from a non-recognized institution**. PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.

- Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, conferences, workshops, etc.
  - Self-study/research activity documentation.
- If applicable, any **additional items** to support the evidence file.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge of any learning outcomes.

## 2. Formal Interview – See examples of interview questions below.

The interview would take approximately 60 minutes.

During a formal interview you will be expected to discuss the following:

1. How does your philosophy of evaluation influence your instructional practice?
2. How do you plan for an effective evaluation?
3. How is formative and summative evaluation used to improve the learning experience?
4. Describe a time that you designed evaluation plans/activities for learning. Use the Behavioral Questioning Response Model STAR\* when responding.
5. Describe a time that you blueprinted an examination. Use the Behavioral Questioning Response Model STAR\* when responding.

## Resources

Fenwick, T., & Parsons, J. (2009). *The art of evaluation: A resource for educators and trainers* (2nd ed.) Toronto, ON: Thompson Educational Publishing Inc.

\* STAR

(S) What was the specific situation?

(T) What was your task, your role?

(A) What specific actions did you take?

(R) What was the result?

## SFCP 602 – PLAR Candidate Instruction Sheet

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 602

Student ID: \_\_\_\_\_

Evaluation

Completion date: \_\_\_\_\_

### Requirements

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 5. Note to Assessor: Please check off all applicable evidence.

### Please include the following in your evidence file

---

- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### Structured Interview date:

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Assessor's name:

\_\_\_\_\_

Phone number: \_\_\_\_\_ Email:

\_\_\_\_\_



## SFCP 603 – Program Design

You will explore the process of program design. There will be an examination of instructional design models which may be used in the field of adult education. You will analyze and design a curriculum project related to your program area.

**Credit unit(s):** 3.0

**Prerequisite(s):** SFCP 600; SFCP 605

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 603 – Program Design</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Review curriculum development definitions and task.					
<ul style="list-style-type: none"> <li>▪ Describe perspectives on Curriculum Development</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the relevance of curriculum design to adult education</li> </ul>					
2. <b>Discuss the curriculum design process.</b>					
<ul style="list-style-type: none"> <li>▪ Identify the elements of the instructional design process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe the roles of those involved in program design</b></li> </ul>					
3. Prepare a needs assessment.					
<ul style="list-style-type: none"> <li>▪ Discuss the needs assessment process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Prepare a needs assessment of the learners and learning environment</li> </ul>					
4. <b>Examine design models applied in adult educational environments.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Describe models of instructional design</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Review the Saskatchewan Polytechnic curriculum model</li> </ul>					
5. <b>Create an instructional plan.</b>					
<ul style="list-style-type: none"> <li>▪ Analyze the tasks and skills to be taught</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Create learning outcomes</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Review copyright considerations</li> </ul>					
6. <b>Prepare instruction delivery strategies.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Prepare content sequencing strategies based on the instructional plan</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Compose instructional strategies from the instructional plan</b></li> </ul>					
7. <b>Set up a student assessment plan.</b>					
<ul style="list-style-type: none"> <li>▪ Discuss student assessment strategies</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Prepare student assessment strategies from the instructional plan</b></li> </ul>					

<b>SFCP 603 – Program Design</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<b>8. Examine instructional implementation.</b>						
<ul style="list-style-type: none"> <li>Describe the CLER (Configurations, Linkages, Environment and Resources) model of curriculum implementation</li> </ul>						
<ul style="list-style-type: none"> <li><b>Analyze the decisions to be made during instructional implementation</b></li> </ul>						

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. **To be eligible you must have developed new curricula or completed major revisions to existing curricula.**

**1. Evidence File** – An unstructured interview may be required or recommended to validate and discuss the evidence file.

Students will bring documentation of courses and/or programs that they have developed. Evidence could include a course outline, course overview, course description, evaluation methods, and rationalization for their work. They may have information on needs assessments that they have conducted, curriculum design models that they have used, curriculum orientations and implementation models.

**The following items may be included in your evidence file. (Curriculum examples and resume are required.)**

- Curriculum examples that you have developed and other appropriate work sample documents.** Work samples should be clearly identified; you may choose to organize your sample in a binder separated into sections with each section clearly marked.
- A **personal resume** detailing the relevant work history of the candidate.
- A signed **letter of validation** on company letterhead from supervisor to support work samples.
- Documentation of credit obtained from a non-recognized institution**  
 PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.

- Self-study/research activity documentation.
- **Additional items** to support the evidence file.

## Work Samples Checklist

Work samples will be assessed according to the following criteria:

### Course Outlines/Overviews

- Written in an orderly, sequential, professional format.
- Content divided into learning outcomes (or objectives) which provide the framework for the curriculum.
- Learning steps clearly describe the learning outcome and their domains.
- Sequencing scheme is creative and justified.
- Learning activities are creative and match the goals.
- Included a variety of assessments measuring the learning outcomes.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge of any learning outcomes.

## 2. Formal Interview – See examples of interview questions below:

The interview would take approximately 60 minutes.

1. What are the roles in curriculum development? Which roles have you experienced?
2. Explain the key elements of curriculum development.
3. What is a needs assessment? Why would it be done prior to curriculum planning?
4. Describe two curriculum models commonly applied in adult educational environments.
5. Discuss the connection between learning outcomes, learning steps, learning activities and evaluation.
6. Define the curriculum orientations (transmission, transaction and transformation) and how they influence instructional and evaluation strategies.
7. How would you plan for instructional implementation?

## Resources

Morrison, G., Ross, S., Kalman, H., and Kemp, J. (2013) *Designing Effective Instruction*, 7<sup>th</sup> ed. Hoboken, NJ: John Wiley & Sons, Inc.

## SFCP 603 – PLAR Candidate Instruction Sheet

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 603

Student ID: \_\_\_\_\_

Program Design

Completion date: \_\_\_\_\_

### Requirements

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 8. Note to Assessor: Please check off all applicable evidence.

### Please include the following in your evidence file

---

- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### Structured Interview date:

---

Assessor’s name:

\_\_\_\_\_

Phone number: \_\_\_\_\_ Email:

\_\_\_\_\_

## SFCP 604 – Instructional Technology

You will examine the use of technology in the educational process. As a content expert you require the ability to deliver knowledge competently to the learners through a variety of methods. You will learn to use technology to enhance the learning process.

**Credit unit(s):** 3.0

**Prerequisite(s):** SFCP 600; SFCP 605

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 604 – Instructional Technology</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Define educational technology.					
▪ Explain what educational technology is					
▪ Explain the current roles of technology in education					
2. Examine learning theories and styles as applied to technology delivery modes					
▪ Discuss various learning theories as they relate to the use of technology					
▪ Discuss various learning styles as they relate to the use of technology					
▪ Examine the rational for using different technology delivery modes					
3. <b>Demonstrate the application of asynchronous technologies.</b>					
▪ <b>Discuss the advantages and disadvantages of using asynchronous technologies in education</b>					
▪ <b>Demonstrate the use of asynchronous technologies</b>					
4. <b>Demonstrate the application of face-to-face technologies.</b>					
▪ <b>Discuss the advantages and disadvantages of using face-to-face technologies in education</b>					
▪ <b>Demonstrate the use of face-to-face technologies</b>					
5. <b>Demonstrate the application of supporting technologies.</b>					
▪ <b>Discuss the advantages and disadvantages of using supporting technologies in education</b>					
▪ <b>Demonstrate the use of supporting technologies</b>					
6. <b>Demonstrate the application of synchronous technologies.</b>					
▪ <b>Discuss the advantages and disadvantages of using synchronous technologies in education</b>					

<b>SFCP 604 – Instructional Technology</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Demonstrate the use of synchronous technologies</li> </ul>					
<b>7. Demonstrate the application of blended delivery modes to enhance learning.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss the advantages and disadvantages of using blended delivery modes in education</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Demonstrate the use of blended delivery modes</b></li> </ul>					
<b>8. Evaluate instructional effectiveness using different technologies.</b>					
<ul style="list-style-type: none"> <li>▪ Discuss the use of educational technology in your program area</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the educational outcomes and value of using technology in the classroom</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss online instruction and its application in your program area</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Do an evaluation of the effectiveness of your mini-lesson from step 7</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

In addition to a cover letter and your resume you may bring documentation of

- Courses and/or programs that you have taught using a variety of educational technologies. Evidence could include a course outline, course overview, course materials, course description, or evaluation methods.
- Courses and/or programs that you have taken using a variety of educational technologies. Evidence could include a course outline, course overview, course materials, course description, or evaluation methods.
- Short courses and/or training that you have taken about using educational technologies. Evidence could include a course outline, course overview, course materials, or course description.
- Examples of course materials developed by you: PowerPoint slides, podcasts, clickers, online polling

Evidence may be submitted electronically, on paper in a binder or a combination of both.

### 2. Lab demonstration

If sufficient documentation is not available, you may demonstrate their skills and knowledge of at least 5 educational technologies in a multimedia presentation.

### **3. Structured interview**

If sufficient documentation is not available and you choose not to do a presentation, candidates will participate in a 60 minute structured interview in which specific questions will be asked to ascertain whether they understand the philosophy of program design and models of curriculum development.

During the formal interview you will be expected to discuss the following:

Discuss examples and the advantages and disadvantages of asynchronous, face-to-face, and synchronous technologies.

Discuss the role of supporting technologies.

Discuss in detail five technologies that you use and how they relate to learning theories and styles.

How can success or usefulness of technologies be evaluated?

### **4. A combination of the above.**

#### **Resources**

Bates, A.W. (2015). *Teaching in a Digital Age*. Available from <https://opentextbc.ca/teachinginadigitalage/>

## SFCP 604 – PLAR Candidate Instruction Sheet

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 604

Student ID: \_\_\_\_\_

Instructional Technology

Completion date: \_\_\_\_\_

### Requirements

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 8. Note to Assessor: Please check off all applicable evidence.

### Please include the following in your evidence file

---

- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### Structured Interview date:

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Assessor’s name:

\_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_



## SFCP 605 – Professional and Instructional Skills Introduction

You will develop professional and instructional skills that will enhance your effectiveness as a Saskatchewan Polytechnic instructor. Workshops will include: Classroom management, cooperative learning, diversity, experiential learning, library research skills, personal development planning technology, and writing.

**Credit unit(s):** 2.0

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 605 Professional and Instructional Skills Introduction</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. <b>Examine principles and strategies of classroom management.</b>					
▪ Attend workshop					
▪ Participate in workshop activities					
2. Examine cooperative learning techniques and principles.					
▪ Attend workshop					
▪ Participate in workshop activities					
3. <b>Examine the diverse learning needs and the difference among Saskatchewan Polytechnic students in our classrooms.</b>					
▪ Attend workshop					
▪ Participate in workshop activities					
4. Examine the experiential learning models and cycle.					
▪ Attend workshop					
▪ Participate in workshop activities					
5. Examine the importance of leadership.					
▪ Attend workshop					
▪ Participate in workshop activities					
6. <b>Investigate research skills to access library databases.</b>					
▪ Attend workshop					
▪ Participate in workshop activities					
7. Examine the role of the ILDC and the FCP in the development of Saskatchewan Polytechnic and a teaching portfolio.					

<b>SFCP 605 Professional and Instructional Skills Introduction</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
	<b>Competent:</b> I can work independently to apply the outcome.					
	<b>Functional:</b> I need some assistance in using the outcome.					
	<b>Learning:</b> I am developing skills and knowledge for this area.					
	<b>None:</b> I have no experience with the outcome.					
	▪ Attend workshop					
	▪ Participate in workshop activities					
8. Investigate the use of the technology in the educational process.						
	▪ Attend workshop					
	▪ Participate in workshop activities					
9. Examine writing principles to improve writing skills.						
	▪ Attend workshop					
	▪ Participate in workshop activities					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. To be eligible you must have significant knowledge about professional and instructional skills.

1. **Evidence file** – An unstructured interview may be required or recommended to validate and discuss the evidence file.  
Participants will bring documentation of relevant course credit obtained from a non-**recognized institution** and/or completion of private training courses, non-credit courses, and/or workshops that they have successfully completed. Evidence could include: transcripts, informal adult development courses/workshops, course descriptions/outlines/syllabus.

#### The following items may be included in your evidence file. (Resume required)

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [Appendix A](#).
- Signed **letter of validation** on company letterhead from supervisor to support work samples. Refer to letter template in candidate guide.
- A **personal resume** detailing the relevant work history of the candidate.
- **Work sample documents.**
- **Documentation** of relevant **credit obtained from a non-recognized institution.** PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as

transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:

- Official transcript showing successful completion of course.
- Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, conferences, workshops, etc.
  - Self-study/research activity documentation.

If applicable, any **additional items** to support the evidence file.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge of any learning outcomes.

2. **Formal Interview** – See examples of interview questions below:  
The interview would take approximately 60 minutes.

1. Tell us a time when you examined Saskatchewan Polytechnic resources in order to promote learner success. Use the Behavioral Questioning Response Model STAR\* when responding.
2. Speak to two pieces from your evidence file that substantiates your competency in research skills using Saskatchewan Polytechnic Library Services databases?
3. Describe a situation when you used Saskatchewan Polytechnic resources to help work with a learner who was resistant to learning. Use the Behavioral Questioning Response Model STAR\* when responding.
4. Give an example of how you have addressed diverse learner needs using specific Saskatchewan Polytechnic resources in your classroom, shop, lab, or clinic. Use the Behavioral Questioning Response Model STAR\* when responding.

\* STAR, (S) What was the specific situation?, (T) What was your task, your role?, (A) What specific actions did you take?, (R) What was the result?

## Resources

Various Saskatchewan Polytechnic and Program Documents and resources found on mySaskPolytech such as:

- ILDC Training Events and Workshops
- Professional Development
- Program Operations Procedures (POP) Manual
- Reasonable Accommodations
- Library Services
- Saskatchewan Polytechnic Diversity Program

## Workshops/Presentations

## SFCP 605 – PLAR Candidate Instruction Sheet

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 605

Student ID: \_\_\_\_\_

Professional & Instructional Skills Introduction

Completion date: \_\_\_\_\_

### Requirements

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 9. Note to Assessor: Please check off all applicable evidence.

### Please include the following in your evidence file

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- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### Structured Interview date:

---

Assessor's name:

\_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

## SFCP 606 – Educational Leadership

You will develop an understanding of the difference between leadership and management as it relates to your classroom. The course content includes discussion of a variety of leadership skills. You will explore the concept of leadership in the classroom, the institution, and the world beyond.

**Credit unit(s):** 3.0

**Prerequisite(s):** SFCP 608

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 606 Educational Leadership</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<b>1. Differentiate between leadership and management.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Describe management functions, skills and traits</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how each of the management functions contributes to organizational goals</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Describe leadership roles and the traits</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine convergence between management and leadership</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Differentiate between the need for leadership and the need for management in education</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Differentiate between the need for leadership and the need for management within the classroom</li> </ul>					
<b>2. Analyze the specific skills associated with effective leadership.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Examine effective individual and group decision making techniques</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Identify how team building can be used to improve performance</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Examine effective conflict resolution techniques</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Discuss successful steps when initiating change</b></li> </ul>					
<b>3. Analyze theories and styles of leadership.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Describe the key features of theories of leadership</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Compare the strengths and weaknesses of the leadership theories</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>Examine skills common to most leadership theories</b></li> </ul>					
<b>4. Examine culturally diverse aspects of leadership.</b>					
<ul style="list-style-type: none"> <li>▪ <b>Identify how elements of culture influence organizational culture</b></li> </ul>					

<b>SFCP 606 Educational Leadership</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Explore gender and leadership styles</li> </ul>					
<b>5. Assess the importance of leadership to education and training.</b>					
<ul style="list-style-type: none"> <li>Describe the importance of including leadership training at Saskatchewan Polytechnic</li> </ul>					
<ul style="list-style-type: none"> <li><b>Examine the importance of instructors demonstrating leadership characteristics and traits to their students</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Examine the importance of instructors demonstrating leadership characteristics and traits to faculty and staff</b></li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the importance of instructors taking a leadership role with curriculum and outside of the classroom</li> </ul>					
<b>6. Develop a personal philosophy of leadership.</b>					
<ul style="list-style-type: none"> <li>Identify your leadership style</li> </ul>					
<ul style="list-style-type: none"> <li><b>Recognize the strengths and weaknesses of your leadership style</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Apply your leadership style to different situations</b></li> </ul>					
<ul style="list-style-type: none"> <li>Develop strategies to overcome challenges</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. **To be eligible you must have significant knowledge about leadership.**

**1. Evidence File** – An unstructured interview may be required or recommended to validate and discuss the evidence file.

Students will bring documentation of courses and/or programs that they have completed. Evidence could include a course outline, course overview, course description, evaluation methods, and application of leadership theory and skills. Students may have evidence of leadership roles, challenges, successes and failures.

**The following items may be included in your evidence file.**

- Evidence of leadership knowledge and/or roles.
- A personal resume detailing the relevant work history of the candidate.
- A signed letter of validation on company letterhead from supervisor to support evidence.
- Documentation of credit obtained from a non-recognized institution  
 PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.

- Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Self-study/research activity documentation.
- **Additional items** to support the evidence file.

A formal interview may be required at the assessor's discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate's knowledge of any learning outcomes.

## 2. Formal Interview – See examples of interview questions below.

The interview would take approximately 60 minutes.

1. Discuss the similarities and differences between leadership and management.
2. What are three specific skills associated with effective leadership?
3. How does leadership affect one of the following: decision making, team building, conflict resolution or change?
4. Compare three leadership theories/styles.
5. Discuss the relationship between culture and leadership.
6. Discuss the relationship between leadership and your educational role.
7. Discuss your leadership style.

## Resources

Northouse, Peter G. (2007) *Leadership: Theory and practice* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

Dubrin, Andrew J. (2007) *Leadership* (5<sup>th</sup> ed.). Boston: Houghton Mifflin.

Bolden, Richard. (2004). What is leadership? (Research Report 1). Retrieved from University of Exeter, Leadership South West website:

[https://ore.exeter.ac.uk/repository/bitstream/handle/10036/17493/what\\_is\\_leadership.pdf?se](https://ore.exeter.ac.uk/repository/bitstream/handle/10036/17493/what_is_leadership.pdf?se)

## **SFCP 606 – PLAR Candidate Instruction Sheet**

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 606

Student ID: \_\_\_\_\_

Educational Leadership

Completion date: \_\_\_\_\_

### **Requirements**

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 6. Note to Assessor: Please check off all applicable evidence.

### **Please include the following in your evidence file**

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- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- Any additional items to support the evidence file.

### **Structured Interview date:**

---

Assessor’s name:

\_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_



## SFCP 607 – Leadership Skills Introduction

You will explore leadership topics and skills as they apply to you as a Saskatchewan Polytechnic instructor. You will attend workshops on a variety of current and potential educational leadership strategies and challenges.

**Credit unit(s):** 2.0

**Prerequisite(s):** SFCP 608

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 607 Leadership Skills Introduction</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>1. Recognize current Saskatchewan Polytechnic leadership strategies.</b>					
<ul style="list-style-type: none"> <li>▪ Attend workshop</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Participate in workshop activities</li> </ul>					
<b>2. Examine potential Saskatchewan Polytechnic leadership challenges.</b>					
<ul style="list-style-type: none"> <li>▪ Attend workshop</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Participate in workshop activities</li> </ul>					
<b>3. Examine perspectives on education and their relationship to leadership.</b>					
<ul style="list-style-type: none"> <li>▪ Attend workshop</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Participate in workshop activities</li> </ul>					
<b>4. Investigate teaching philosophies on their relationship to leadership.</b>					
<ul style="list-style-type: none"> <li>▪ Attend workshop</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Participate in workshop activities</li> </ul>					
<b>5. Appraise personal beliefs and practices</b>					
<ul style="list-style-type: none"> <li>▪ Attend workshop</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Participate in workshop activities</li> </ul>					
<b>6. Validate educational goals and plans</b>					
<ul style="list-style-type: none"> <li>▪ Attend workshop</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Participate in workshop activities</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. **To be eligible you must have significant experience in leadership roles.**

**1. Evidence File/Portfolio** – An unstructured interview may be required or recommended to validate and discuss the evidence file/portfolio. Candidates will bring documentation of leadership courses and/or programs that they have completed. Evidence could include a course outline, course overview, course description, evaluation methods, and application of leadership theory and skills. Candidates may have evidence of leadership roles, challenges, successes and failures. Candidates could provide evidence of awareness of Saskatchewan Polytechnic leadership documents and statements. Candidates could include evidence of attendance at workshops, seminars, meetings, or other Saskatchewan Polytechnic leadership events.

Your portfolio may include all of the following evidence.

### **The following items may be included in your evidence file/portfolio.**

- Evidence of leadership knowledge and/or roles.
- A personal resume detailing the relevant work history of the candidate.
- A signed letter of validation on company letterhead from supervisor to support work samples.
- Documentation of credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Additional items** to support the evidence file.

A formal interview may be required at the assessor’s discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate’s knowledge of any learning outcomes.

**2. Formal Interview** – See examples of interview questions below:

The interview would take approximately 60 minutes.

1. What are some of the leadership strategies and challenges for Saskatchewan Polytechnic?
2. What are some of the Saskatchewan Polytechnic priorities on educational leadership?
3. What is your teaching and learning philosophy?
4. Discuss your leadership beliefs and practices.
5. Why is diversity important in the workplace?
6. What is your plan for lifelong learning?
7. What are the next steps for your professional development?

## Resources

Various Saskatchewan Polytechnic and Program Documents, such as:

- Saskatchewan Polytechnic Operating Capital Plan
- Saskatchewan Polytechnic Strategic Plan
- Saskatchewan Polytechnic vision, mission and mandate
- Saskatchewan Polytechnic reports and data
- Saskatchewan Polytechnic Partners Newsletter
- ILDC Newsletter

Workshops/Presentations

## **SFCP 607 – PLAR Candidate Instruction Sheet**

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Faculty Certificate Program

Student name: \_\_\_\_\_

SFCP 607

Student ID: \_\_\_\_\_

Leadership Skills Introduction

Completion date: \_\_\_\_\_

### **Requirements**

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1 – 4. Note to Assessor: Please check off all applicable evidence.

### **Please include the following in your evidence file**

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- Documentation of relevant credit obtained from a non-recognized institution. PLAR may be facilitated if the credit course(s) taken at institutions not “recognized” as transfer credit (under Saskatchewan Polytechnic Policy and Procedures Statement 116) is accompanied by the following documentation:
    - An official transcript showing successful completion of course.
    - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Documentation of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
    - Course documents identifying course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
    - Self-study/research activity documentation.
- Any additional items to support the evidence file.

### **Structured Interview date:**

---

Assessor's name:

\_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_

## SFCP 608 – Personal Professional Development

This course is ongoing throughout the program in order to ensure that individual professional development needs are being met. This component of FCP includes two main elements:

- Product elements, including the personal professional development plan (PPDP) and the initiation and ongoing development of a teaching portfolio.
- Process elements, including recognition of prior learning (RPL), mentoring activities, self and collaborative evaluation, and continuing education opportunities.

### SFCP 608 – Personal Professional Development

You will develop your teaching portfolio and your personal professional development plan. As part of the plan you will also develop your personal teaching philosophy. You will identify mentoring opportunities and participate in peer assessment opportunities that will example your understanding of the process and philosophy. By actively participating in this course you will identify professional development opportunities that will complement your career path, aligning your philosophy and goals to your work and daily life.

**Credit unit(s):** 2.0

**Prerequisite(s):** SFCP 600 and SFCP 605

**Note: Bolded outcomes and steps are critical and will be assessed**

<b>SFCP 608 Personal Professional Development</b>	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.					
<b>1. Describe teaching portfolios.</b>					
▪ Identify the purpose and elements of a teaching portfolio					
▪ Describe the types of evidence collected in a teaching portfolio					
▪ Describe mentorship					
▪ Describe a personal professional development plan					
<b>2. Compose a teaching philosophy statement.</b>					
▪ Interpret results from self-assessment surveys					
▪ Relate survey results to your teaching practice					
▪ Formulate a teaching philosophy statement					
<b>3. Collect evidence for your teaching portfolio.</b>					
▪ Identify examples of your teaching practice for inclusion in your plan					
▪ Create reflection statements to accompany the evidence					

<b>SFCP 608 Personal Professional Development</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Organize the evidence</li> </ul>						
<b>4. Compose supporting sections of the teaching portfolio.</b>						
<ul style="list-style-type: none"> <li>Collect evidence of feedback</li> </ul>						
<ul style="list-style-type: none"> <li>Analyze self-assessment, peer/supervisor observation/feedback, and student feedback</li> </ul>						
<ul style="list-style-type: none"> <li>Write reflections related to mentorship</li> </ul>						
<ul style="list-style-type: none"> <li>Design a personal professional development plan</li> </ul>						
<b>5. Assemble your teaching portfolio.</b>						
<ul style="list-style-type: none"> <li>Assemble the sections of your teaching portfolio</li> </ul>						
<ul style="list-style-type: none"> <li>Prepare a presentation of your teaching portfolio</li> </ul>						

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting with a faculty advisor. **To be eligible you must have developed your teaching portfolio.**

- Evidence File/Portfolio** – An unstructured interview may be required or recommended to validate and discuss the evidence file/portfolio. Students will submit their portfolio and be prepared to discuss the evidence, if required.

#### The following items must be included in your evidence file/portfolio:

- Introduction
- Resume/Curriculum Vitae
- Education Documents
- Teaching Philosophy
- Evidence for each Instructional Competency
  - Student learning and performance: the instructor facilitates the development of knowledge, skills, behaviour and attitude.
  - Diversity: the instructor promotes an environment that is inclusive for students, staff and others.
  - Instruction: the instructor provides excellent instruction to enhance learning.
  - Technology: the instructor uses technology to enhance learning.
  - Communication: the instructor communicates effectively.
  - Collaboration: the instructor works collaboratively.

7. Professionalism: the instructor demonstrates excellence through competency, conduct and attitude.
- Mentorship
  - Personal Professional Development Plan

**The following items may be included in your evidence file/portfolio:**

- A signed **letter of validation** on company letterhead from supervisor to support work samples.
- **Documentation of credit obtained from a non-recognized institution**  
PLAR may be facilitated if the credit course(s) taken from institutions not “recognized” as transfer credit under the Saskatchewan Polytechnic Policy and Procedures Statement 116. The following documentation is to be provided by the candidate:
  - Official transcript showing successful completion of course.
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
- **Documentation** of completion of private training courses, non-credit courses, and/or workshops. The following documentation is to be provided by the candidate:
  - Course documents identifying: course description, learning outcomes/objectives, course hours, learning resources (i.e. textbook), assessment method, etc.
  - Self-study/research activity documentation.
- **Additional items** to support the evidence file.

A formal interview may be required at the assessor’s discretion if the evidence submitted by the candidate does not address, or identifies, gaps in the candidate’s knowledge of any learning outcomes.

2. **Formal Interview** – See examples of interview questions below:

The interview would take approximately 60 minutes.

1. Describe your teaching philosophy.
2. Describe two situations, one where you were a mentor and, one, when you were a mentee.
3. What are your professional development goals?
4. How will you maintain your portfolio?

## Resources

Print:

Saskatchewan Polytechnic SFCP 608 Guide Book

## **SFCP 608 – PLAR Candidate Instruction Sheet**

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Faculty Certificate Program

Participate name: \_\_\_\_\_

SFCP 608

Participant ID: \_\_\_\_\_

PPD / Portfolio

Completion date: \_\_\_\_\_

### **Requirements**

The PLAR candidate will submit the following evidence to support the meeting of course learning outcomes 1-3. Note to Assessor: Please check off all applicable evidence.

### **Please include the following in your evidence file**

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- **Documentation** of relevant information (see below); **presentation of portfolio**. PLAR may be facilitated if self-audit, portfolio, and/or interview meet SFCP 608 requirements. The following documentation is to be provided by the candidate:
  - Portfolio and presentation
  - Documents identifying basic Saskatchewan Polytechnic portfolio information as outlined in the SFCP 608 Self-Assessment.
- Any additional items to support the evidence file.

### **Structured Interview date:**

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Assessor's name: \_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_



## **Appendix – Sample Package**

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- Example Validation Letter Request
- Example Cover Letter
- Example Self-audit

## Example Validation Letter Request

A candidate may need to validate direct evidence, such as work samples and self-evidence as a description of one's strengths. A letter of validation is somewhat different than a letter of reference. In a letter of validation, it is important to outline specific job experiences. It may help to give your employer, supervisor, and/or colleague the following sample when writing a letter of validation for you.

Date

Mr. S. Smith  
South City Motors  
Regina, SK S4W 2M8

Dear Mr. Smith,

As we discussed on the telephone, I am writing to ask you for a letter to validate my knowledge and skills while working with your company. I am in the process of presenting evidence that will highlight my professional abilities. Your letter will validate that what I know and can do contributes to my growth as a professional educator.

I would like your letter to include the following:

A description of my position as \_\_\_\_\_ between 2000 and 2004. This should include a brief mention of the responsibilities I assumed and some of my main accomplishments.

A statement of your relationship to me (for example, that you were my immediate supervisor) and the situations under which you observed or evaluated my work.

An indication of the skills, knowledge, and abilities you believe I possess.

An indication of my interpersonal skills as they relate to clients and the staff I supervised.

And finally, a statement indicating how well you think I met the overall job role.

I would appreciate your sending this statement on company stationery to me at \_\_\_\_\_.  
If possible, I would like this letter to reach me by \_\_\_\_\_.

Thank you for agreeing to write this letter on my behalf. The creation of my teaching portfolio is a very important personal goal for me.

If you require clarification, please contact me at (306) \_\_\_\_\_

Yours truly,

Your name

## Example Cover Letter

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Laurie E. Jarvis  
Instructional Designer  
Learning Technologies  
SIAST Kelsey Campus  
1130 Idylwyld Dr. N.  
Saskatoon, SK S7K 3R5  
Phone: 306-659-4685  
Email: laurie.jarvis@siast.sk.ca

December 7, 2012  
Prior Learning and Recognition  
SIAST Kelsey Campus  
1130 Idylwyld Dr. N.  
Saskatoon, SK S7K 3R5

Dear PLAR Assessor:

The purpose of this cover letter is to introduce my PLAR application for consideration with a description of my previous education and work experience. The course I wish to PLAR is the Faculty Certificate Program Course, SFCP 601 Introduction to Adult Development. Please find enclosed:

1. Request Form
2. Transcripts
3. Resume
4. Job Description
5. Evidence File

Please note that there have been some changes to the course codes at the University of Saskatchewan. EDCMM (Educational Communications and Technology) is currently ETAD (Educational Technology and Design). For SFCP 601 PLAR purposes, there are several courses in my undergrad Education Degree and in my Masters in Educational Technology and Communications that are applicable. As well, I have taught adults and facilitated workshops for several years in formal and informal learning environments. Thank you.  
Sincerely,

Laurie E. Jarvis

## Example Self-audit Completion

(sampling SFCP 601 – process applies to all submissions)

<b>SFCP 601 Introduction to Adult Development</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge in this area.					
<b>None:</b> I have no experience with the outcome.					
1. Discuss Canadian historical trends in adult education.					
▪ Describe the development of technical colleges in Canada and in Saskatchewan			√		
▪ <b>Discuss the current trends in adult education in Canada</b>	√				
2. Examine the assumptions and underlying ideologies associated with adult education.					
▪ <b>Describe the characteristics and unique learning needs of the adult learner</b>	√				
▪ <b>Describe the various learning styles of the adult learner</b>	√				
▪ <b>Describe motivations and barriers that affect adult learning</b>	√				
▪ <b>Discuss the role of lifelong learning in adult education</b>	√				
<b>3. Examine adult development across the lifespan.</b>					
▪ Describe the theories of adult physical and psychological development	√				
▪ Describe the theories of adult socio-cultural development	√				
▪ Describe the theories of adult cognitive development	√				
<b>4. Explain the learning and facilitation implications of adult development.</b>					
▪ <b>Discuss the implications of adult physical and psychological development</b>	√				
▪ <b>Discuss the implications of adult socio-cultural development</b>	√				
▪ <b>Discuss the implications of adult cognitive development</b>	√				
<b>5. Examine the integration of theory and practice of adult learning and teaching</b>					
▪ <b>Identify appropriate facilitation models</b>	√				
▪ Discuss the integration of adult learning and teaching theory and practice	√				