

# OCULL Newsletter

Fall 2007

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## Ontario Council for University Lifelong Learning Newsletter – Fall 2007

The Ontario Council for University Lifelong Learning (OCULL) is a professional association for administrators and practitioners who develop and deliver degree and non-degree continuing education programs in Ontario universities. OCULL is an advocate for adult learners at Ontario universities, a collegial network, and a vehicle for professional development for its members.

The organization began with a meeting of Ontario university extension directors in 1959. In 1960, they formed the Ontario Departments of Extension and summer Schools (ODESS), and in 1972, ODESS became the Ontario Council for University Continuing Education (OCUCE). In 1994, OCUCE became OCULL to reflect its role as champion of lifelong learning. OCULL provides a forum for the exchange of ideas about adult education, continuing education, and distance education in Ontario universities.

## Message from the President

It has been an absolute pleasure working with the dedicated members of the OCULL Executive this past year. They are a representative sampling of the wonderful distance and continuing education community in which we all work. We do the field such a service by our collective commitment to share our knowledge, experience, and best practices with each other. Everyone benefits—including our lifelong and distant learners!



I hope you will enjoy reading about the upcoming Retreat and AGM. Our colleague, Petra Schennach, has done a terrific job pulling together an amazing program of top-notch presenters. As always, this flagship event is the primary opportunity for OCULL members to gather and exchange news and knowledge with each other. If you have not participated in the past, you really should consider attending this year! For those of you who may have attended several Retreats over the years, I am pleased to tell you that this year we will be welcoming two colleagues back to our event: Rick Nigol is one of our presenters, and this year we will be awarding an Honorary Membership to Dale Schenk. I encourage each of you to mark October 18th and 19th in your calendars and plan to join us in Waterloo.

## Message from the President **Continued**

There is also useful information about the OCULL Research Fund. OCULL Executive members have been working with representatives from the CAUCE Research Committee to explore opportunities to encourage research in the field of distance and continuing education. Perhaps you are considering a research project yourself, or you know of someone who is. Check out the funding opportunities available through OCULL!

If you are new to OCULL, welcome! If you are not currently a member, consider joining today. If you are a loyal OCULL supporter, thank you. I look forward to seeing many of you in October.

Cathy Kelly  
President

### Mission of OCULL

OCULL promotes public recognition of university continuing and distance education as a major source of lifelong learning opportunities for adults in Ontario. The Council advocates for its constituency; builds partnerships with organizations, government and industry for the benefit of members and client groups; supports collaboration among members; and promotes professional development and excellent and equitable practice in adult education.

## 2007 OCULL Retreat

*October 18 & 19, 2007*

*Wilfrid Laurier University*



OCULL is pleased to invite you to the 2007 annual retreat at Wilfred Laurier University on Thursday October 18<sup>th</sup> and Friday the 19<sup>th</sup>. OCULL executive member, Petra Schennach has lined up an excellent array of interesting and informative presenters and sessions geared towards distance and continuing education professionals. Check the website <http://www.ocull.ca> for upcoming registration info.

### *Tentative session titles:*

- Going Online (and Making Malcolm Knowles Proud!)
- The Basics of Branding
- Marketing Distance and Continuing Education
- Digital Copyright – Panel Discussion

**See page 4-6 for more details about the sessions**

## Initiatives, Committees and Programs

### Standing Committee on Distance Education

This committee has been part of OCULL since 1991. The committee is comprised of representatives from each member university that chooses to participate. It supports the aims and objectives of OCULL, with emphasis on distance education research, programs and advocacy among and by Ontario universities. It is also responsible for maintaining the Distance Education Canada course database, in conjunction with colleagues at Canadian Association for Continuing Education and the University of Guelph who host the database.


Meetings have included sharing of institutional resources, protocols and tools on topics such as course evaluations, exam proctoring, digital copyright, and Learning Management Systems.

If you would like to attend a meeting, please contact Lisa Fanjoy at [lfanjoy@wlu.ca](mailto:lfanjoy@wlu.ca) after September 1, 2007.



### OCULL Communities of Practice

We have relocated the OCULL forums for the OCULL Communities of Practice to Wilfred Laurier's WebCT CE 6 server.

The Discussions tool  lists topics for the General Membership, Distance Education, Marketing, Program Planning, Visioning and Lifelong Learning.

You may access the new site via the link on the Communities of Practice page on the OCULL website. Simply click on the link on the left-hand side of the page, and on the "Login" button on the following page.

If you need assistance setting up your username and password, contact Mary Scott at [mscott@wlu.ca](mailto:mscott@wlu.ca)

## 2007 Retreat Tentative Session Details

Continued from page 2

### Going Online (and Making Malcolm Knowles Proud!)

We are all familiar with the central tenets of adult education theory. Adult learners wish to be in control of their learning. They are looking for direct relevance to their lives and their work. They want to participate and share experiences. They like learning that is task-focused.

Why, then, do we tend to ignore all this when we create online learning environments for adults? Why is so much of online learning still not much more than online books? Part of the answer is that we are still very much in the early days of online learning. Technologies change faster than human beings. We are still trying to find our way in this relatively new teaching and learning environment.

The irony of this situation is that emerging online technologies and practices provide us with so many innovative and effective ways of making learning more self-directive, relevant, participative, task-focused and communal. Things like Web 2.0 applications (blogs, wikis, social networking tools), online games and simulations, pod-casting and mobile learning, personal learning environments and portfolios, and online communities of practice, facilitate the creation of rich and engaging learning environments.

This presentation will provide examples of various creative strategies and tools that educators and trainers can use to more fully engage adult learners online.



*Rick Nigol is Co-founder and Director of Education at eLearn Campus, a full-service company that helps organizations get better results from their eLearning. Rick is the former Manager of Distance Education in the Office of Open Learning at the University of Guelph and a Past-Past-Past-Past President of OCULL.*

## 2007 Retreat Tentative Session Details Cont'd

### What is Branding?

What is a brand? Why is a brand important? How do you define your brand? How do you build a brand? The answers to such questions can position your organization for success and future growth. Don't miss an engaging opportunity to explore these branding principles in the context of continuing education.



*Sarah Harwood: Vice President, Integrated Communications, Quarry Integrated Communications Inc. Sarah brings more than 15 years of marketing experience to the Quarry team, working with organizations in the private and public sector. As a senior brand strategist, Sarah has been active in insight gathering and instrumental in the translation of that insight into strategy and multi-faceted campaigns for clients across a variety of sectors and industries including Sprint, Sun Life, Ten Thousand Villages, and Conestoga College.*

### Marketing Distance and Continuing Education

Understanding the traditional four 'Ps' of marketing is no longer adequate in the increasingly competitive continuing education and training environment. Drawing on his expertise in marketing, Kian will provide a unique perspective on marketing educational products and services providing valuable insights into marketing distance and continuing education courses and programs.

*Kian Merrikh is the Marketing and Communications Manager, Office of Open Learning, at the University of Guelph. Kian has spearheaded enrolment growth of the Open Learning program, as well as marketing professional continuing education programs to local, national, and international audiences. He is currently working towards obtaining his MBA, by distance.*

## 2007 Retreat Session Tentative Details Cont'd

### Digital Copyright – Panel Discussion

Do you remember the days when professors could hand out photocopies and make overhead transparencies of interesting articles, comics and photos from newspapers, magazines and books?

Enter the world of digital dissemination where the rules are different and constantly evolving with the technology.

- What are the fair use guidelines with respect to educational use?
- Is the ubiquitous nature of technology prohibiting sharing of information? How do we balance copyright protection in educational contexts?
- What are the best practices at Institutions across Ontario?

Join the panel discussion at the OCULL retreat.

Panel members include:

**K. Mark Haslett**, University Librarian, University of Waterloo

**Mariam Ahmed**, Copyright Administrator, Distance Education, The G. Raymond Chang, School of Continuing Education, Ryerson University

**Chabriol Colebatch**, McMaster University

**Natalie Giesbrecht**, Distance Education Production Manager, Office of Open Learning, University of Guelph.

*Bring your own digital copyright questions, policies, frustrations and triumphs.*

## Professional Development Opportunities

### Wise & Witty Weekday session

Title: **Innovations in Education – CNIE Is Your Network**

By: Raymond Guy

Date: 19 September 2007

Time: 1:00 P.M. (Eastern)

Mode: Elluminate Live!

To register for this session, please contact Tim Howard of CNIE in Ottawa at [cnie-rcie@cnie-rcie.ca](mailto:cnie-rcie@cnie-rcie.ca), phone 613.241.0018 or fax 613.241.0019. You are welcome to collect your colleagues at your site.

## Professional Development Opportunities

### Canadian Association for Prior Learning Assessment presents Fall Focus Workshop and Annual General Meeting

November 25-27, 2007 · Metropolitan Hotel, Toronto, ON

Some topics include:

- "PLAR training-who's doing what, where, why and how"
- "Evaluating adult learning against program standards and learning outcomes"
- "Using challenge exams, simulations, case studies, structured interviews, demonstrations and portfolio to assess competencies"



Come and hear what's happening in the area of qualifications recognition and prior learning assessment.

For more information, see <http://www.capla.ca/News.php>

### **CAUCE 2008**

*May 28-31,*

*Hilton London*

*London, Ontario*

While the official call for papers is still weeks away, it is never too early to start thinking about the annual CAUCE conference! Hosted by Continuing Studies at The University of Western Ontario, the theme for the 2008 conference is "University-Community Engagement". Potential areas for exploration may include service learning as a tool for civic engagement; the physical relocation of CE units to urban centres and the associated opportunities and implications for engagement; and the role changing technology plays in defining or re-defining what we mean by 'community'.

The team at Western looks forward to welcoming you to London, be sure to view your official invitation on the CAUCE website at <http://cauce-aepuc.ca/en/annual.asp>.

Also mark your calendars for:

[Canadian Network for Innovation in Education \(CNIE\)](#)

**Annual Conference**

*Reaching New Heights: Learning Innovation*

**April 26, 2008**

Banff, Alberta

## What's New?

Ryerson University's G. Raymond Chang School of Continuing Education is proud to offer innovative learning opportunities for internationally educated professionals to help them gain the education and credentials they need to achieve their personal and professional goals.

The Chang School understands the unique needs of New Canadians and is a recognized leader in developing innovative learning options for IEPs. Our profession-specific bridging programs typically include the following:



- Information/education about Canadian practice
- Information and counselling for professional registration/licensure, possible career paths, and employment
- Means to enhance communications competency in the Canadian practice setting, sometimes including language proficiency testing and programming
- Prior learning assessment that provides a reliable documentation of competencies
- Access to Canadian work experience
- Access to mentoring from professionals practicing in their area
- Access to higher education, to fill gaps in practice-related knowledge, without having to enroll in courses covering knowledge and competencies already mastered

### **Current Bridging Program Offerings**

Between 2001 and 2005, The Chang School worked with Ryerson faculty, professional associations, and regulatory bodies to secure Government of Ontario funding to create profession-specific bridging programs for immigrant professionals. The Chang School's Gateway for International Professionals is the administrative home for these programs.

They include the following areas:

- Midwifery (IMPP)
- Dietetics and Nutrition (IDPP)
- Social Work (IESW)
- Nursing (in association with CARE for Nurses)

More information on page 15

See what else is new at Waterloo on page 14

## Initiatives, Committees and Programs

### OCULL Research Committee Needs Your Ideas

Over the past year, the OCULL Research Committee has held a series of discussions with members of the CAUCE Research Committee, exploring ways to encourage and expand research-informed university lifelong learning practice. In addition to improving our day-to-day work through awareness of best practices, having empirical data to support the outcomes and impact of our work will enhance our ability to advocate, both internally and externally, for our programs and clients.

At our most recent joint discussion, we focused on the possibility of *commissioning* research that would be of broad benefit to membership, specifically in Ontario, but with potential extension across the country. The option of commissioning research recognizes that job demands, lack of time, and perhaps lack of research training may limit our ability to pursue relevant research. Examples of research questions we could pursue include:

- What is the profile of university lifelong learning in Ontario? Is there a 'typical' program or client? How is our client base changing?
- What are the social and economic impacts of university continuing and distance education in Ontario?
- Are there standard definitions and requirements for certificate and diploma programs?
- What approaches do different universities use to handle intellectual property, copyright and compensation for the development of e-learning courses?
- What supports and systems are used across the province for distance education exams?
- Does all university continuing education happen in or through continuing education units? Who are the other professional development and personal enrichment providers on our campus, and how can we include them in our outreach and advocacy work?

Do these ideas resonate with you? Or maybe you have others? We need your input! Please contact Karen Maki, [karenmaki@trentu.ca](mailto:karenmaki@trentu.ca) or (705) 748-1011, ext. 7133 with your ideas. The Executive hopes to move forward with this initiative beginning in Fall 2007.



## Research News

### OCULL Research Funding Available

**Deadline for Submissions: September 30, 2007**

OCULL administers a small research fund to support projects that enhance the quality of university lifelong learning and/or build knowledge of our constituencies. Grants are typically in the \$1,000 - \$1,500 range. Submissions must include the following:

- proposed design and methodology
- statement of your project's relevance to university lifelong learning
- budget
- project timeline
- a description of how the research findings will be disseminated



Please see [www.ocull.ca/research.html](http://www.ocull.ca/research.html) for a complete description of the OCULL Research Grants program and projects we have funded. For further information, please contact Karen Maki, [karenmaki@trentu.ca](mailto:karenmaki@trentu.ca) or (705) 748-1011, ext. 7133.

## Submissions to the Newsletter

We want to hear from you! Are you involved in a project that is innovative, exciting and new? Is your unit or institution doing something to foster best practices in lifelong learning that you want everyone to know about? We would be very happy to publish your news and stories in our Fall/Winter newsletter.

Please contact Giulia Forsythe at [gforsythe@brocku.ca](mailto:gforsythe@brocku.ca) with your submissions or for more information on what to submit. No article is too short or too long – our goal is to be an advocate for lifelong learning and to share the collected wisdom and achievements of our members to promote professional development.

## Initiatives, Committees and Programs

### Executive Committee

We have an active and interested Executive Committee this year.

***Past-President*** – Matt Wannan  
University of Western Ontario

***President*** – Cathy Newell Kelly  
University of Waterloo

***Vice-President*** – Karen Maki  
Trent University

***Secretary*** – Martha Ireland  
Ryerson University

***Treasurer*** – Leslie Malcolm  
Lakehead University

***Chair, Distance Education Committee*** – Lisa Fanjoy  
Wilfrid Laurier University

***Member-at-Large*** – Petra Schennach  
University of Guelph

***Member-at-Large*** – Giulia Forsythe  
Brock University

***CAUCE Representative*** – Sandy Hughes  
Wilfrid Laurier University

***CNIE Representative*** - Bettina Brockerhoff-Macdonald, Laurentian  
University

Thank you to our hard working executive members for their focus and vision.

If you have issues that you would like the Executive to address on your behalf, please contact Martha Ireland and ask that your issue be put on our agenda. Martha can be reached at [mireland@ryerson.ca](mailto:mireland@ryerson.ca)



## OCULL Membership – 2005-2006

We are particularly pleased to have sixteen institutional members in 2007-2008. This represents 77% of Ontario's 21 Universities. Our membership includes representatives from the following Ontario Universities:

- Brock University
- Carleton University
- University of Guelph
- Lakehead University
- Laurentian University
- McMaster University
- University of Nipissing
- University of Ottawa
- Ryerson University
- St. Michael's University College
- Trent University
- University of Waterloo
- University of Western Ontario
- Wilfrid Laurier University
- University of Windsor
- York University



If you are interested in joining OCULL, we offer three different levels of membership. Institutional membership (\$250 annually) is open to Ontario universities that are members of the Council of Ontario Universities. Each university has one vote, vested in the head (dean or director) of the central continuing education, extension or lifelong learning unit. Members of continuing education units in professional faculties and other areas of the universities are invited to participate in the membership held by their institution.

Subscriber membership: (\$60 annually: non-voting) is open to associations, agencies, and individuals associated with, or interested in, post-secondary continuing education.

Honorary memberships: (non-voting) may be conferred from time to time by OCULL on individuals who have made an outstanding contribution to university continuing education in Ontario

## Nominating an Honorary Member

OCULL honorary lifetime membership is awarded to:

- Long standing members of OCULL (10 years or more) with considerable achievements and contributions to the Continuing Education profession in Ontario, primarily outside their own institution.
- Members of the OCULL Executive with outstanding contributions to the activities and priorities of the Council over several years and having promoted the advancement of Continuing Education provincially.
- An individual who has made outstanding progress and took a crucial leadership role to initiate Continuing Education at an Ontario institution and was also an active member of OCULL.



### Notes

- The lifetime honorary membership is normally awarded to someone no longer serving directly in Continuing Education at an Ontario university.
- The lifetime membership is normally given at an annual general meeting, but could also be awarded at another special occasion.
- Further, only under exceptional circumstances would an honorary membership be awarded posthumously.

### Nomination

- To nominate someone for Honorary Membership to OCULL, complete the online Honorary Nomination Form found on the OCULL Website.

### Process

- The executive will serve as the nominating committee and the past president will serve as chair of the committee.
- Normally, in the spring of every year, the past president will request nominations for honorary membership from the membership. Members will be asked to complete the OCULL honorary member nomination form and submit it by the end of May.
- The executive will consider the nominations and make a determination by the end of June allowing sufficient time to contact the nominee and to make the necessary preparations to honor the member. Normally not more than one member would be honored each year.

## What's New at the University of Waterloo?

### New Associate Director for Continuing Education, University of Waterloo

The University of Waterloo's Distance and Continuing Education Office is very pleased to welcome Michael Hunt as our new Associate Director for Continuing Education. Michael joined the Distance and Continuing Education team in early July.



With a varied background in education and marketing — including stints as account manager and copywriter for various marketing communications agencies — he also has ten years experience in various marketing-related roles at UW.

He says, "I'm really excited about the opportunity because I believe UW Continuing Education has the potential to grow and have a positive impact on more people's lives."

To learn more about how Continuing Education can help you meet your professional development goals, visit UW's CE website: <http://ce.uwaterloo.ca/index.html>



### Master of Public Health

The University of Waterloo is offering a new course and practicum-based Master of Public Health (MPH) degree, building on the successful MSc and PhD degrees in population health currently offered by the Department of Health Studies and Gerontology. The program is available for both full-time and part-time study.

The initial and final courses in the program are held on the UW campus as 2-week summer block courses. The remaining MPH courses for both full-time and part-time students are offered in distance education format. To find out more about the MPH program: Master of Public Health website Phone: 519-888-4567, ext. 37734 Email: [mph@uwaterloo.ca](mailto:mph@uwaterloo.ca)

## What's New Continued from page 8

### New Chang School IEP Programs 2007

1. In 2007, several new initiatives are being launched at The Chang School. They include the following:
  2. profession-specific program in accounting leading to licensure and employment
  3. profession-specific program in financial services (e.g., banking, insurance, investment counsel) leading to employment
  4. extension of the program in dietetics and nutrition (IDPP)
  5. Talent Development for Organizational Effectiveness Program, developed in partnership with Toronto Region Immigrant Employment Council (TRIEC)
  6. assessment of qualifications (credentials and prior informal/experiential learning), for use in gaining advanced standing in academic programs, professional registration, and employment
  7. a pan-profession program for the development of experiential programming for IEPs to enhance their professional communications competencies, including the following:
    - language testing and support in language acquisition
    - interpersonal communications
    - critical and analytical thinking as required in Canadian workplaces
    - an array of interactive programming to prepare IEPs to navigate the tacit elements of workplace culture



The PCE program is designed to help internationally educated professionals (IEP) achieve an understanding of the Canadian workplace culture, and practice and assess their soft skills in a safe environment.

Our goal is to maximize the employment effectiveness (and leverage preparedness for professional bridging programs) of internationally educated professionals (IEPs) in the shortest time possible through a comprehensive assessment of their individual needs (Professional Readiness for Employment (PRE) Assessment); a workplace-focused curriculum (materials developed in partnership with employers and profession-specific bridging programs); and an experiential curriculum (using role plays, simulations with actors, realistic case studies, debate clubs, teamwork in small groups, mock practice job interviews etc.).

Through the Professional Readiness for Employment (PRE) Assessment process, the PCE program enables you to enter the most appropriate level of communication and language programming.

In order to make this program relevant to their sector/profession, each of the learning tools and modules will incorporate profession-related materials and experiences. As additional support for successful integration, you will be provided with a number of mentoring and networking opportunities through Ryerson's networks and partnerships with employers.

This program may be helpful to internationally educated professional who:

has not yet accessed expertise-based or meaningful employment;

1. is not yet eligible for a profession-specific bridging program based on language and/or communication skills; or
2. is already employed in your profession but struggle to maximize your potential (e.g., you are challenged to retain employment for extended periods of time or to get promoted to higher positions).