



ORIGINAL COURSE IMPLEMENTATION DATE:

November 1994

REVISED COURSE IMPLEMENTATION DATE:

January 2026

COURSE TO BE REVIEWED (six years after UEC approval):

September 2031

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 430		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Leadership in Adult Education Course Short Title: Leadership in Adult Education															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Exploring various leadership styles, perspectives, qualities, and practices, students will consolidate their understanding of what it means to be a leader in their respective context and construct their personal leadership philosophy. Students will analyze assumptions, beliefs, and diverse viewpoints, including Indigenous and feminist perspectives, fostering a holistic understanding of leadership.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	33							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	33														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: January 17, 2025													
Faculty Council approval		Date of meeting: March 21, 2025													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 26, 2025													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Critically examine leadership traits and practices in adult education.
2. Compare how different leadership styles (e.g., transformational, transactional, ethical, and distributed) influence decision-making, collaboration, and organizational culture in adult education contexts.
3. Investigate leadership perspectives including Indigenous and feminist perspectives.
4. Articulate personal leadership philosophy, reflecting on values, beliefs, and practices.
5. Analyze leadership practices for decolonization, inclusion, and conflict resolution.
6. Describe administrative aspects of leadership, including funding, program planning, and staffing.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	80%	%	%
Holistic assessment:	20%	%	%

Details:

Assignment 1: Video introduction and articulation of personal leadership values, roles, and/or qualities (10%)

Assignment 2: Dilemma analysis (30%)

Assignment 3: Alternative perspectives (20%)

Assignment 4: Facets of leadership presentation (20%)

Holistic assessment: Contributions to the learning of others and participation self-assessment (20%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Large and small group discussion, mini-lectures, participant-led seminars, guest speakers, community research, written assignments and participant presentations. Course delivery is referred to as a Hybrid model, combining asynchronous (online) learning, where students learn on their own time and schedule, and synchronous (face-to-face) teaching and learning.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Online resource	Symaluk, D. G., Andrews, D. M., Potter, T., & Zecevic, A. A	Documenting and activating educational leadership and authentic teaching. Collected Essays on Learning and Teaching, 15(1). https://doi.org/10.22329/celt.v15i1.7848	2024
2. Journal	Anderson, M. H., & Sun, P. Y. T.	Reviewing leadership styles: Overlaps and the need for a new 'full-range' theory. International Journal of Management Reviews, 19(1), 76–96. https://doi.org/10.1111/ijmr.12082	2017
3. Book	Rocco, T. S., Smith, M. C., Mizzi, R. C Merriweather, L. R., & Hawley, J. D. (Eds.)	The Handbook of Adult and Continuing Education. Taylor & Francis. https://doi.org/10.4324/9781003447849	2021
4. Journal	Martin, L. G., Conceição, S. C. O., & Knox, A. B. (Eds.)	Mapping the Field of Adult and Continuing Education: An International Compendium: Volume 3: Leadership and Administration. Taylor & Francis.	2017

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Leadership traits and practices at Canadian higher education institutions
- Vulnerability, neuroscience, and emotional intelligence
- Leadership styles
- Appreciative inquiry
- Indigenous leadership
- Feminist leadership and gender equity
- Mentoring
- Decolonization, inclusion, and positive spaces
- Leadership and social movement learning, peacebuilding, and conflict-resolution
- Embodying leadership through mindfulness and somatics practice
- Leadership and administration