AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
March 18, 2015
2:30 to 4:30 pm, Room A229/225

1. CALL to ORDER

2. ITEMS for ADOPTION
   2.1. Agenda – 2015 03 18
   2.2. Minutes – 2015 02 18 (Public and In-Camera) ................................................................. pg. 2

3. BUSINESS
   2:35 pm  3.1. Provost’s Report
   2:45 pm  3.2. APPC’s Review of the New Program Proposals – Sylvie ................................. pg. 6
   2:55 pm  3.3. Program Changes: Co-operative Education – Michael Baumann ...................... pg. 8
   3:20 pm  3.4. The Writing Centre-Academic Success Centre Controversy:
              Pedagogical Issues – Eric ................................................................. pg. 18

4. ADJOURNMENT and NEXT MEETING
   Next Meeting: April 15, 2015, 2:30 – 4:30, A225/229

5. INFORMATION ITEMS
   5.1. APPC website: http://www.ufv.ca/senate/standing-committees/appc/
1. CALL to ORDER

The meeting was called to order at 2:35 pm.

2. ITEMS for ADOPTION

2.1. Agenda – 2015 02 18

MOTION:
It was moved and seconded APPC approve the 2015 02 18 agenda as presented.
CARRIED

2.2. Minutes – 2015 01 21

MOTION:
It was moved and seconded APPC approve the 2015 01 21 minutes as presented.
CARRIED

3. BUSINESS


3.2. New Programs

3.2.1. Bachelor of Agricultural Science and Horticulture major

This proposal will build on the certificates and diploma currently offered at UFV in Agriculture; it will complement the existing Bachelor of Business Administration for Agriculture Management, and the planned Bachelor of Environmental Studies (currently in development).

Overall there was support for the new program, but concern was raised over the potential drain on resources as the program grows, with particular references to practicums and ensuring supporting departments have the faculty capacity to offer the courses needed for the program. It was also noted that it would be prudent to set aside
some resources to update or improve the Library collection for the area. The collection is sufficient, but a new program could require new material.

**MOTION**

It was moved and seconded APPC recommends the approval of the new Bachelor of Agricultural Science and Horticulture major as recommended by UEC.

**CARRIED**

### 3.2.2. Bachelor of Education

This proposal is essentially for a credential renaming. The proposed BEd will replace the existing post-degree certificates offered by the Teacher Education Program (TEP). The proposed BEd mirrors the content and orientation of the existing certificates, but will represent a level of credential that is better aligned with comparable programs at other institutions, and will offer students greater opportunities upon graduation.

**MOTION**

It was moved and seconded APPC recommends the approval of the new Bachelor of Education degree as recommended by UEC.

**CARRIED**

### 3.2.3. Certificates in Extended Studies in Arts: French major and French extended minor

It was noted that there is a larger discussion being had on the viability of Extended Studies Certificates and how these certificates should be offered in the future. These certificates have not been heavily used and it was thought that there should be a way of ensuring the certificates being offered are active and suitable. The discussion on these certificates will be continued at other committees (UEC, Curriculum Committees, etc.)

The Certificate in Extended Studies in Arts: French major will allow students who have previously completed their Bachelor of Arts with a minor or extended minor in French to upgrade to the French major.

**MOTION**

It was moved and seconded APPC recommends the approval of the new Certificate in Extended Studies in Arts: French major as recommended by UEC.

**CARRIED**

The Certificate in Extended Studies in Arts: French extended minor will allow students who have previously completed a Bachelor of Arts to come back and get a credential in French. This would be useful for teachers who want to teach French or in a French immersion school, but need a credential in French to do so.

**MOTION**

It was moved and seconded APPC recommends the approval of the new Certificate in Extended Studies in Arts: French extended minor as recommended by UEC.

1 abstention

**CARRIED**

### 3.3. Program Changes: Co-operative Education

Changes were made to the Co-operative Education program in order to be in compliance with the accreditation requirements of the Canadian Association for Co-operative Education (CAFCE). Questions were raised about the length of the program (3 Co-op terms) and whether or not
student would be able to commit to this length of time. There were also questions about why shorter Co-op terms were not available, even though it would not be represented on the student’s transcript. Since these questions could not be answered at the meeting, Michael Baumann, Career Centre Director, will be invited to the March APPC meeting for the discussion.

**MOTION**
It was moved and seconded APPC recommends the approval of the changes to the Co-operative Education program as recommended by UEC.

**TABLED**

3.4. **Process and Timeline for Concept Papers and Annual Program Report and Plan**

In the past, The Education Plan has been a report of what has been done, what is being worked on, and what is coming in the near future. With the new Education Plan, it is intended to be a broader picture of the University in the years to come. With the change in the Education Plan, a clearer process for the approval of concept papers was produced. Also discussed was a deadline for new program initiatives that have been included in the 2011-15 Education Plan and updates but have not yet been approved. A deadline of May 2016 was thought to give enough time for proposal to gain approval from UEC or GSC.

**MOTION**
It was moved and seconded APPC recommends the approval of the process and timeline for the review and approval of Concept Papers and the annual Program Report and Plan to Senate.

**CARRIED**

3.5. **Writing Centre/Academic Success Centre**

The committee discussed the process the changes to the Writing Centre/Academic Success Centre went through. It was suggested that APPC have a discussion on the philosophy of education. It was also agreed that a discussion at a future meeting should be had on clarifying what the committee’s Terms of Reference relates to.

4. **ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 3:50 pm
Next Meeting: March 18, 2015, 2:30 – 4:30, A225/229,

5. **INFORMATION ITEMS**

5.2. APPC website: [http://www.ufv.ca/senate/standing-committees/appc/](http://www.ufv.ca/senate/standing-committees/appc/)
CALL to ORDER

The meeting was called to order at 3:50 pm.

ITEMS for ADOPTION

2.1. Agenda – 2015 02 18

MOTION: It was moved and seconded that APPC approve the 2015 02 18 agenda as presented. CARRIED

BUSINESS

3.1. Fashion Design

The committee reviewed the Fashion Design Program Review and the proposal for discontinuance of the Fashion Design Diploma and Certificates in Extended Studies.

MOTION: It was moved and seconded that APPC accept the attached documentation related to the review of the Fashion Design department as presented. CARRIED

MOTION: It was moved and seconded APPC recommend the discontinuance of the Fashion Design Diploma, the Certificate in Extended Studies: Textiles, and the Certificate in Extended Studies: Marketing. 1 abstention CARRIED

ADJOURNMENT and NEXT MEETING
MEMO

To: APPC
From: Sylvie Murray, Program Development Coordinator, Office of the Vice-Provost
Date: March 11, 2015
Re: APPC’s review of new program proposals

Background:
A more rigorous set of expectations for the Concept Paper was approved in January, and we are currently consulting about instituting a new process for yearly assessment of concept papers by Deans Caucus, the Provost and APPC. (See 3.4 Process and Timeline for Concept Papers and Annual Program Report and Plan, February 18 APPC agenda package, pp. 36-39). These revisions to our process will facilitate a more meaningful assessment of proposed programs’ alignment with institutional priorities at the concept paper stage, before the proposals are fully developed.

In light of the introduction of a more rigorous review of concept papers for alignment with institutional priorities, I suggest that we consider a more efficient model for APPC’s review of full program proposals.

Currently, a program proposal is reviewed by APPC after UEC and Senate Budget Committee (SBC) have reviewed it, and before it is recommended to Senate for approval. A typical scenario, given the meeting schedule of the respective committees is:

- January 29-30, week 4: SBC and UEC
- February 18, week 3: APPC
- March 13, week 2: Senate

The following is proposed as an alternative for your consideration: A subcommittee of APPC would review the full program proposal for consistency with the approved concept paper, and to determine whether a shift has occurred in regards to alignment with institutional priorities. The subcommittee would reach one of two conclusions and would recommend one of two possible courses of action:

1) the full program proposal has shifted sufficiently from the direction announced in the approved concept paper and is to be reviewed by APPC before being recommended to Senate for approval. This determination could be done once the full program proposal is written, but before it is submitted to UEC. APPC’s review would then occur as it does now, after UEC and SBC have reviewed the proposal.
OR

2) the full program proposal is consistent with the approved concept paper, therefore does not need to be reviewed by APPC. In such case, the full program proposal would still be submitted to APPC but as an information item. This could occur after it goes to UEC/SBC, or as part of a report submitted by the subcommittee once or twice a year.

The subcommittee would be composed of the APPC Vice-Chair and 2-3 members representing different Faculty areas (i.e., Arts, Professional Studies, Sciences, etc.).

**ACTION:** That APPC approve in principle the proposed revision to the review process for full program proposals.

Other proposed consultation: with UEC, Graduate Studies Committee, Senate Governance Committee and Senate.
TO: Dr. Eric Davis, Academic Planning and Priorities Committee Chair
FROM: Rod McLeod, Undergraduate Education Committee Chair
DATE: February 10, 2015
RE: Co-operative Education program

At its January 30, 2015 meeting, UEC voted to recommend changes to the Co-operative Education program. UEC recommends that these be recommended by APPC and approved by Senate.

MOTION: THAT APPC recommends the approval of the changes to the Co-operative Education program as recommended by UEC.

RATIONALE: Changes are required in order for the UFV Co-operative Education program to be in compliance with accreditation requirements of the Canadian Association for Co-operative Education (CAFCE). Changes will increase the competitiveness of UFV students in securing both co-op placements and post-graduation employment.

Please see the attached documents for additional details.
At its February 26, 2015 meeting, the Senate Budget Committee received for information, the Co-operative Education program changes from the UEC Screening Sub-committee.
Memo for Program Changes

To: U.E.C. Screening Subcommittee
From: Michael Baumann, Director, Career Centre
Date: 22 Oct 2014
Date of Addendum: 5 Feb 2015

Subject: Program change Co-operative Education

1. Summary of changes (select all the apply):
   - ☐ Program revision that requires new resources
   - ☐ Addition of new course options or deletion or substitution of a required course
   - ☐ Change to the majority of courses in an approved program
   - ☒ Change to the duration, philosophy, or direction of a program
   - ☐ Addition of a new field of specialization, such as a concentration
   - ☒ Change in requirements for admission
   - ☒ Change in requirements for residency or continuance
   - ☐ Change in admission quotas
   - ☐ Change which triggers an external review
   - ☐ Deletion of a program not included in the Program Discontinuance policy
   - ☐ Other – Please specify:

2. Rationale for change(s): Compliance with accreditation requirements of the Canadian Association for Co-operative Education (CAFCE)

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: The program outcomes are not substantially changed.

4. What consideration has been given to indigenizing the curriculum? Indigenization of the curriculum is not part of the accreditation requirements of the Canadian Association for Co-operative Education (CAFCE).

5. Will additional resources be required? If so, how will these costs be covered? No additional resources are required at this point.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Changes are required in order for the U.F.V. Co-operative Education Program to be in compliance with accreditation requirements of the Canadian Association for Co-operative Education (CAFCE). Changes will increase the competitiveness of U.F.V. students in securing both co-op placements and post-graduation employment.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No.**

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **No additional resources are required at this point.**

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **No.**

10. Provide a memo from the program’s dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **There are no budgetary implications at this point.**
## ADDENDUM PER U.E.C. DIRECTIONS FROM 30 JAN 2015

Table of program changes: Most changes are changes for clarity and for consistency.

<table>
<thead>
<tr>
<th>TYPE OF CHANGE</th>
<th>BEFORE</th>
<th>AFTER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in philosophy of program</td>
<td>Goal: Expose students to work experience</td>
<td>Goal: Expose students to work experience with a commitment in principle to graduate from Co-operative Education program</td>
<td>CAFCE requirement</td>
</tr>
<tr>
<td>Clarification of admission/continuation requirements</td>
<td>Areas of study (e.g. Arts; Business Administration)</td>
<td>Exact program titles (e.g. Arts, Associate degree; Arts, Bachelor degree)</td>
<td></td>
</tr>
<tr>
<td>Clarification of admission/continuation requirements</td>
<td>Cumulative G.P.A. calculated from any institution</td>
<td>Cumulative G.P.A. calculated from Canadian institutions only</td>
<td>Different countries have different standards.</td>
</tr>
<tr>
<td>Clarification of admission/continuation requirements</td>
<td>&quot;have successfully completed a minimum of 18 credits&quot;</td>
<td>&quot;Have successfully completed two semesters of full-time study in an academic program at a Canadian institution.&quot;</td>
<td>Previous wording has caused inconsistencies with international students in the past.</td>
</tr>
<tr>
<td>Change in admission/continuation requirements</td>
<td>Students could apply to the co-op program until very late in their course of study.</td>
<td>Students must apply early to ensure they have enough time remaining in their course of study.</td>
<td>CAFCE requirement</td>
</tr>
<tr>
<td>Clarification of admission/continuation requirements</td>
<td>Students were asked to end course of study on a study term; the Calendar did not reflect this requirement.</td>
<td>Students must commit to ending course of study on a study term.</td>
<td>CAFCE requirement.</td>
</tr>
<tr>
<td>Change in admission/continuation requirements</td>
<td>No stipulations regarding student conduct</td>
<td>Students must conduct themselves &quot;in a professional and responsible manner&quot;.</td>
<td></td>
</tr>
<tr>
<td>Change in evaluation</td>
<td>Students were evaluated on a Pass/Fail grading system.</td>
<td>Grading follows the standard U.F.V. grading system.</td>
<td>Variations in student performance must be reflected in variations in grades.</td>
</tr>
</tbody>
</table>
Co-operative Education
http://ufv.ca/jobs/co-operative-education

The philosophy
Co-operative Education (co-op) is based on the principle that combining an academic program with program-related work experience is an effective and efficient form of professional preparation. Co-op students are required to alternate full-time academic study (study terms) with full-time program-related work (work terms). Academic study and work experience complement each other. Students graduating with a co-op designation will have significant program-related work experience.

The Canadian Association for Co-operative Education
The Canadian Association for Co-operative Education (CAFCE) is the accrediting body for Co-operative Education programs in Canada. The University of the Fraser Valley is a member of CAFCE.

CAFCE defines Co-operative Education as "a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

i. each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation;
ii. the co-operative student is engaged in productive work rather than merely observing;
iii. the co-operative student receives remuneration for the work performed;
iv. the co-operative student's progress on the job is monitored by the co-operative educational institution;
v. the co-operative student's performance on the job is supervised and evaluated by the student's co-operative employer;
vi. the time spent in periods of work experience must be at least thirty per cent of the time spent in academic study"

(Canadian Association for Co-operative Education: http://www.cafce.ca/coop-defined.html: Accessed 13 Aug 2014)

Benefits
Students participating in Co-operative Education have an opportunity to:

- Strengthen academic knowledge through program-related work experience
- Apply academic knowledge in a real-world setting
- Develop essential employment skills
- Improve job-critical performance through direct feedback from employers
- Explore alternative career options
- Discover professional talents and interests
- Develop a professional resume with a solid work history
- Develop a network of professional colleagues and potential employers
- Earn money to help finance their education
Applying to the Co-operative Education program

The Co-operative Education office holds co-op information sessions at the beginning of every semester. Students are encouraged to attend a co-op information session and to apply to the co-op program as soon as the admission requirements are met, ideally in their third semester.

Students fulfilling the admission requirements must complete an online application form through the Career Centre's online CareerLink system (https://ufv-csm.symplicity.com/students). At the time of application students must also upload an unofficial transcript and a resume.

Applications are accepted in the Fall, Winter, and Summer semesters. Deadlines are posted on the co-op website.

Admission and continuation requirements

In order to be admitted into the Co-operative Education program students must:

1: Be enrolled full-time, i.e. nine credits per semester (https://www.ufv.ca/media/assets/secretariat/policies/Definition-of-Full-Time-and-Part-Time-Student-(65).pdf; Accessed 22 Oct 2014), and remain enrolled full-time in one of the following academic programs.
   - Arts, Associate degree
   - Arts, Bachelor degree
   - Business Administration, Bachelor degree
   - Business Administration diploma
   - Computer Information Systems, Bachelor degree
   - Computer Information Systems diploma
   - Criminal Justice, Bachelor of Arts degree
   - Fine Arts, Bachelor degree
   - General Studies, Bachelor degree
   - Library and Information Technology diploma
   - Science, Associate degree
   - Science, Bachelor degree

2: Hold and maintain a Cumulative Grade Point Average (C.G.P.A.) calculated from courses taken at a Canadian institution of at least 2.33 for a two-year diploma program or 2.67 for a four-year degree program.

3: Have successfully completed two semesters of full-time study in an academic program at a Canadian institution.

4: Have enough time remaining in their program to ensure that "[t]he total co-operative work experience is at least thirty percent of the time spent in academic study" (Canadian Association for Co-operative Education: http://www.cafce.ca/ Library/ documents/AC-ESR07.pdf, page 3: Accessed 13 Aug 2014). That is, students must successfully complete two co-op work terms in a two-year diploma program or three co-op work terms in a four-year degree program.

5: Have successfully completed Co-operative Education essential employment skills training and advising.


7: Conduct themselves in a professional and responsible manner towards university faculty and staff, other students, and employers and their representatives.
In order to continue in the Co-operative Education program students must fulfil all admission requirements and must:

8: Remain in good standing in their academic program and their Co-operative Education program.

**Program length and graduation**

Graduation with a Co-operative Education designation on your academic transcript and credential requires that "[t]he total co-operative work experience is at least thirty percent of the time spent in academic study" (Canadian Association for Co-operative Education: [http://www.cafce.ca/_Library/_documents/AC-ESR07.pdf](http://www.cafce.ca/_Library/_documents/AC-ESR07.pdf), page 3: Accessed 13 Aug 2014), i.e. the successful completion of two co-op work terms in a two-year diploma program or three co-op work terms in a four-year degree program. This may extend the duration of the academic program, depending on the number and timing of the work terms.

Once admitted into the Co-operative Education program, co-op co-ordinators work with the student to develop a preliminary co-op timetable that incorporates the required work terms. It is recommended that Co-operative Education students meet with their educational/program advisor to schedule their academic courses as well.

Example of a diploma co-op timetable:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL SEMESTER</th>
<th>WINTER SEMESTER</th>
<th>SUMMER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study term</td>
<td>Study term</td>
<td>Apply to the Co-operative Education program and complete essential employment skills training (workshop or course)</td>
</tr>
<tr>
<td>2</td>
<td>Work term 1</td>
<td>Study term</td>
<td>Study term</td>
</tr>
<tr>
<td>3</td>
<td>Work term 2</td>
<td>Study term</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

Example of a Bachelor degree co-op timetable:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL SEMESTER</th>
<th>WINTER SEMESTER</th>
<th>SUMMER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study term</td>
<td>Study term</td>
<td>Apply to the Co-operative Education program and complete essential employment skills training (workshop or course)</td>
</tr>
<tr>
<td>2</td>
<td>Study term</td>
<td>Work term 1</td>
<td>Work term 2</td>
</tr>
<tr>
<td>3</td>
<td>Study term</td>
<td>Study term</td>
<td>Study term</td>
</tr>
<tr>
<td>4</td>
<td>Study term</td>
<td>Study term</td>
<td>Off</td>
</tr>
<tr>
<td>5</td>
<td>Work term 3</td>
<td>Study term</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

**Co-op placements**
Only co-op students have access to the Co-operative Education labour market. Upon admission into the Co-operative Education program students are cleared to participate in competitions for Co-operative Education placements. These placements are semester-based and may be one, two, or three work terms in length, each work term with at least 420 hours of work experience.

Co-op placements may be located in the Fraser Valley, the Lower Mainland, anywhere in Canada, or abroad. Students who are flexible in terms of job function, location, and salary will find a wider range of Co-operative Education opportunities.

Advertisements for Co-operative Education placements may be found on the Career Centre's online CareerLink system (https://ufv-csm.symplicity.com/students) and/or on external company websites.

Co-op placements are not guaranteed, but are awarded through competition. Competitions are co-ordinated by co-op co-ordinators; interviewing decisions and hiring decisions rest with the employer. Employer decision criteria vary but may include discipline-specific knowledge (e.g. key vocabulary, information, concepts), transferable cognitive skills (e.g. reading, writing, comprehension), and transferable life skills (e.g. reliability, confidence, initiative).

Students must consult with their co-op co-ordinators on all aspects of placement. Once a student has accepted a placement offer, he or she must register for the appropriate cooperative education course (COOP) and must fulfil their contractual obligation towards the employer.

Work term employment contracts are between the student and the employer. The University of the Fraser Valley is not party to these agreements and assumes no financial or legal responsibility with regard to events or actions by either party that affect co-op placement (e.g. layoffs, strikes, confidentiality agreements, intellectual property rights). Students are encouraged to seek professional legal advice before signing any contract.

Co-op students may also self-arrange their co-op placements; co-op co-ordinators guide students in the process. Self-arranged co-op placements must be approved by a co-op co-ordinator in advance of the work term. Co-op students on self-arranged co-op placements must register for the appropriate COOP course and must fulfil their contractual obligation towards the employer.

**Registration, credits, and full-time student status**

When taking a co-op work term Co-operative Education students must register in a COOP course. This course carries six credits.

Note that some academic programs have the flexibility to apply COOP credits towards the academic program credit requirements. It is recommended that Co-operative Education students meet with their educational/program advisor to determine their options.

Co-operative Education students on a work term hold full-time student status.

**Evaluation**

Co-op students on placements will be evaluated based on the following criteria in every work term:

1: Learning objectives and their achievement, placement site visit: 25%
2: A work term report or approved alternative project: 25%
3: A final work performance evaluation through the work supervisor: 50%
Grading follows the standard U.F.V. grading system.

**Harassment, discrimination, safety in the co-op workplace**
If a student experiences either harassment or discrimination in a co-op workplace, the student should contact his or her co-op co-ordinator immediately.

If a student is exposed to unsafe conditions in a co-op workplace, the student should contact his or her co-op co-ordinator immediately.

**Transfer students and international students**
Transfer students registered with an accredited Co-operative Education program at a Canadian institution may be eligible to receive transfer credit for successfully completed work terms.

International students holding valid student visa are eligible to participate in the Co-operative Education program. They must apply for a co-op work permit immediately upon admission into the co-op program and must receive the co-op work permit before competing for co-op placements.

**Fees and additional costs**
Please see the Fees and Other Costs section of the Calendar.

**Contact**
For further information please visit [http://ufv.ca/jobs/co-operative-education](http://ufv.ca/jobs/co-operative-education).

**COURSE DESCRIPTION**

**COOP 110/120/130/140/150/160, 6 credits**
Co-op work term report and performance 1/2/3/4/5/6
Prerequisite(s): Admission to the Co-operative Education option of the student's academic program.
These courses provide students with the opportunity to strengthen and apply academic knowledge through program-related work experience in appropriate fields of business, industry, government, social services and the professions. Co-op work terms are paid and are 12 to 18 weeks in length, with at least 420 hours of work experience. At the end of each work term co-op co-ordinators and work supervisors evaluate student performance. Co-op assignments become progressively more challenging as students pass through their co-op program.
MEMO

To: APPC
From: Eric Davis, Chair of APPC
Date: March 11, 2015
Re: The Writing Centre-Academic Success Centre Controversy: Pedagogical Issues

Below is a list of reading for Item 3.4. The Writing Centre-Academic Success Centre Controversy: Pedagogical Issues.


Those interested in further reading might want to consult a classic and extremely influential text, Pedagogy of the Oppressed, or a more recent article on the future of universities by Don Tapscott and A Williams:
