

DRAFT AGENDA
Professional Studies Faculty Council

Friday, May 23, 2014
10:00 am – 12:00-noon
Room D217, Abbotsford Campus

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- 4.16. ADED 390- change to prerequisites.
- 4.17. ADED 405- change to prerequisites
- 4.18. ADED 407- change to prerequisites
- 4.19. ADED 408- change to prerequisites
- 4.20. ADED 410- change to prerequisites
- 4.21. ADED 420- change to prerequisites
- 4.22. ADED 446- change to prerequisites
- 4.23. ADED 470- change to prerequisites
- 4.24. ADED 472- change to prerequisites
- 4.25. Overhead Cost Recovery Policy
- 4.26. Indigenous Committee of Senate

5. Standing Committee Reports

- 5.1. Nominations and Elections Committee – *Glen Paddock*
- 5.2. Field Education and Practicum Committee – *Lucki Kang*
- 5.3. Retention Committee – *Kim Milnes*
- 5.4. Learning Exchange Committee – *David Dobson/Raymond Leung*
- 5.5. Faculty Newsletter Committee – *Christine Slavik*
- 5.6. Spark! – *Rosetta Khalideen*

6. Other Reports

- 6.1. Reports from other Faculty Councils
- 6.2. Report from Senate
- 6.3. Dean's Report

7. Information Items

- 7.1. Motions and Actions – March 21, 2014
- 7.2. TLAC Representatives for 2014-2015
- 7.3. The next Faculty Council Meeting is **September 26, 2014** in room **TBA**

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A Farewell Lunch for Rosetta

A light lunch will be served at 12:00 noon



DRAFT MINUTES
Professional Studies Faculty Council

Friday, March 21, 2014
10:00 a.m., Room D115, Abbotsford Campus

Chair: Cyrus Chaichian

Present:

Jan Lashbrook Green	Frank Ulbrich	Les Stagg
Amir Hajbaba	George Melzer	Leah Douglas
Margaret Coombes	Awneet Sivia	Mark Breedveld
Ron Wilen*	Kevin deWolde	Rosetta Khalideen
Cyrus Chaichian	Glen Paddock	Colleen Bell*
Gerry Palmer	Heather Compeau*	Gillian Bubb
Darrell Fox	Seonaigh MacPherson	Kim Milnes
Elizabeth Dow	Kenneth Gariepy	Sandy Hill

Regrets:

Raymond Leung	Fiona McQuarrie	John Hogg	Doris Ball
Andrea Hughes*	Mark Lee	Kirsten Robertson	Mary Higgins
Mike Ivanof	Melanie Scott	Rod Hayward	David Dobson
Christina Neigel	Gwen Point	Christine Slavik	Don Miskiman
Cindy Rammage	D.J. Sandhu	Sheryl MacMath	Christine Nehring*
Cindy Stewart	Curtis Magnuson	Robert Harding	Maple Melder-Crozier
Lisa Moy	Keith Lownie	Barbara Salingré	Karen Power*
Lucki Kang	Lorne Mackenzie	Ron Zitron	Janice Johnson
Joe Ilsever	Lou Schroeder	Kathryn Ricketts	Laura Chomiak*

Recorder: Mark Breedveld

*** Indicates Non-Voting Member**

1. ITEMS FOR APPROVAL

1.1 Approval of Agenda March 21, 2014

MOTION

THAT the agenda of March 21, 2014 be approved as presented with the addition of 4.6 New Standing Committee on Indigenization and 7.6 Update on Chris Hadfield Event

CARRIED

Frank Ulbrich / Kenneth Gariepy

1.2 Approval of Minutes February 21, 2014

MOTION

Leah Douglas / Awneet Sivia

THAT the minutes of February 21, 2014 be approved as presented.

CARRIED

2. **CONTINUING BUSINESS**

2.1 **Indigenization: Reflection on the Bus Tour – Elizabeth Dow**

Two suggestions following the March 14th Indigenization bus tour were to take a future river trip, and to continue the reconciliation dialogue.

2.2 **Discussion on Faculty Standards and Criteria for Rank and Tenure Document – Awneet Sivia**

Awneet Sivia reported that the Faculty Standards Committee is meeting on March 26 to finalize the ranking table. Once the table is completed, the finalized Professional Studies Faculty Standards and Criteria for Rank and Tenure will be brought forward for approval.

The committee is still seeking information on Mount Royal University's approach to rank and tenure. Faculty were asked to send comments and/or suggestions to their department heads and directors in time for the next Faculty Standards Committee meeting.

Rosetta confirmed that each Faculty will be able to have their own criteria document.

3. **GUEST SPEAKER – MAUREEN WIDEMAN – DIRECTOR TEACHING & LEARNING**

Maureen Wideman gave an overview of the services the Teaching & Learning Centre provides to departments and schools. These services include Blackboard support and training, teaching workshops, distribution of student surveys, and Supported Learning Groups (SLG).

The Centre's upcoming and new programs include Teaching Squares (4 faculty members visit each other's classes looking for ideas for their own classes), Teaching Book Discussions, and UFV PD Day on May 5. A joint forum on May 7th is scheduled between UFV and the school districts to look at outcomes and assessments in order to create a stronger connection between high schools and UFV. This fall, the Teaching & Learning Centre will be distributing a survey asking for feedback to create a Strategic Plan.

4. NEW BUSINESS

4.1 EDUC 300 – Minor Course Revision – Aweenet Sivia

<p><u>MOTION</u> Aweenet Sivia/Sandy Hill THAT the Teacher Education program - Minor course change to EDUC 300, Introduction to Best Practices of Teaching and Learning be approved as presented. <u>CARRIED</u></p>

4.2 Reminder: Use New Course Outline Forms – Rosetta Khalideen

Rosetta reminded faculty to use the new Course Outline Form for any course changes.

4.3 ECE Certificate and Diploma Program Changes – Les Stagg

<p><u>MOTION</u> Les Stagg/Leah Douglas THAT the Early Childhood Education Certificate and Diploma changes be approved as presented. <u>CARRIED</u></p>
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4.4 BA CYC Wording/Prerequisite Changes - Les Stagg

<p><u>MOTION</u> Les Stagg/Kenneth Gariepy THAT the Bachelor of Arts, Child and Youth Care proposed changes be approved as presented. <u>CARRIED</u></p>

4.5 Proposal for a new course: BUS 478 “Work Spaces, Build Places”– Frank Ulbrich

<p><u>MOTION</u> Frank Ulbrich/Gerry Palmer THAT the new course from the School of Business - BUS 478 Work Spaces. Build Places be approved as presented. <u>CARRIED</u></p>

4.6 New Standing Committee on Indigenization – Rosetta Khalideen

MOTION

THAT Faculty Council create a Faculty Standing Committee on Indigenization at its May meeting.

Gerry Palmer/Les Stagg

CARRIED

2 Abstained

5. **STANDING COMMITTEE REPORTS**

5.1 **Nominations and Elections Committee** - Glen Paddock

Glen reported that Doris Ball has put her name forward to serve a second term as a staff representative on Faculty Council. Elections to fill the two student vacancies will take place in September. Glen is still seeking representation from the Faculty of Trades & Technology and the Faculty of Health Sciences to attend the Professional Studies Faculty Council meetings. Glen reminded faculty that there is still one vacancy on the Nominations and Elections Committee.

5.2 **Field Education and Practicum Committee** - Lucki Kang

No report

5.3 **Retention Committee** - Kim Milnes

No report

5.4 **Learning Exchange Committee** - David Dobson/Raymond Leung

There are three presentations for the Learning Exchange Sharing Initiative taking place on May 23, 2014 from 9:00-9:45 AM in room D217.

5.5 **Faculty Newsletter Committee** - Christine Slavik

Christine Slavik reported that the committee is working on the next issue of PScene.

6 **OTHER REPORTS**

6.1 **Dean's Report**

- Rosetta is working with Department Heads and Directors on the Ed Plan update.
- The budget will be presented to the Board on April 3.
- The Teacher Education Program and the Library & Information Technology Departments are working on their program reviews and self-study documents.
- Social Work is working on their MSW accreditation.

- The new Dean arrives July 1.
- There is no Faculty Council meeting in April.

6.2 Reports from Other Faculty Councils

Ron Wilen reported that the Science Faculty Council is having issues with prerequisites in calculus and computer science as components of the BSc.

6.3 Senate Report – Gerry Palmer

Gerry reported that Senate received a substantial amount of feedback from Faculties and Departments regarding the Program Discontinuance Policy.

7 INFORMATION ITEMS

7.1 Revisions to Terms of Reference RE: Senate approval – review at least every ~~two~~ **three** years

7.2 Motions and Actions – February 21, 2014

7.3 The next Faculty Council Meeting is **May 23, 2014** in room **D217** - Rosetta Khalideen

7.4 The Winter/Fall 2015 calendar deadlines are:

- **June UEC meeting:** Major program changes deadline (requires concurrent recommendation by SBC and subsequent approval by APPC and Senate)
- **September UEC meeting:** Minor program changes and minor and major course changes deadline

7.5 Vacant Positions on Senate – Rosetta Khalideen

Rosetta reminded faculty that there are open positions on Senate. She asked faculty to put their names forward to ensure Professional Studies representation.

7.6 Update on Chris Hadfield Event – Elizabeth Dow

- Elizabeth reported that 2/3's of the tickets for the April 4 event are sold.
- Mark Evered and Eric Davis will be attending.
- CBC and the North Shore News will be providing media coverage.
- The focus is on Global peace and conflict resolution.
- Tickets are \$65 to \$100 and can be purchased online.

Memo

To: Undergraduate Education Committee Assistant, Rosetta Khalideen, Program Development Coordinator

From: Frank Ulbrich, Director, School of Business

Date: March 5, 2013

Re: Proposal for Change to Bachelor of Business Administration Degree (entrance requirements)

1. Rationale for Change:

To assist in streamlining the process through OREG in-line with their new automation, as well as to make the admissions policy more equitable between high school and post-secondary applicants.

Program revision: Bachelor of Business Administration (track changes attached)

Campus-Wide Consultation (CWC) Date of Posting: April 18, 2014

- Based on feedback from CWC, changes to the wording have been made and are included in this proposal.

Business Administration
ufv.ca/busadmin

Bachelor of Business Administration

UFV offers a program leading to a Bachelor of Business Administration degree. The objective of this program is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet course requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

Students have the option of concentrating in a functional area of business by taking a selection of specialized upper-level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on options and concentrations, see [this section](#).

Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program from the two-year [Business Administration diploma](#).

Option 1: High school (for students with high school graduation only)

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for [ENGL 105](#).
3. Prerequisites for [MATH 141](#) (including a C+ or better in one of Foundations of Mathematics 12, Pre-calculus 12, or Principles of Mathematics 12).
4. One other [Approved Grade 12 course](#) with a minimum B grade.

Option 2: University students. This option is available to students who have completed one or more university courses at a recognized institution and have met the following requirements:

1. One of the following:

- a minimum GPA of 2.67 on all university level credits attempted, or
- a A-minimum of 30 credits transferrable to the BBA, with a minimum GPA of 2.67 calculated ~~over all~~ on all credits attempted that would be applicable to the BBA.

2. Prerequisites for ENGL 105.

3. Prerequisites for MATH 141.

Option 3: Departmental discretionary admission

The Business Administration department will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The department will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category may be required by the department to refresh their academic background by completing one or more lower-level business courses, as determined by the department, in addition to satisfying any course deficiencies.

Students applying under this category must contact the program chair prior to submitting a formal application in order to obtain a written statement of permission to apply. Permission given for this purpose does not imply acceptance; it only facilitates the application process.

Memo

To: Chair Undergraduate Education Committee

From: Director, School of Business

Date: March 25 2014

Subject: Changes to the BBA Accounting Option

The BBA Accounting Option was originally set up to allow students to fulfill the requirements of any of the three Accounting designations - CA, CGA, and CMA. Each designation required two different electives. Last year, the three professional accounting bodies in BC (CA, CGA and CMA) merged into a single professional designation – the Chartered Professional Accountant (CPA). This new organization required all post secondary institutions to provide information and content on courses students needed to complete before they begin the CPA professional program. After reviewing the course content and the competency profiles of the UFV courses, the CPA determined that a third, advanced level Management Accounting course was required. Further, specific content was required for the new course. The proposed course outline was developed with the criteria provided by the CPA and was submitted for review. CPA reviewed the new course and indicated they would be pleased to accept the course for CPA equivalency with no change.

This new course - Bus 448 – Advanced Management Accounting will now be a required course in the BBA Accounting option. All students wishing to pursue an Accounting Designation will be required to take this course. This will mean that there will be only one elective.

Previously there were two electives in the BBA Accounting Option but once a student decided which designation they were pursuing they had to take the electives required for that particular designation. This change will now allow students to choose one elective from any upper level business course. This will enhance and diversify elective choices.

Business Administration
ufv.ca/busadmin

Bachelor of Business Administration options and concentrations

Students in the third and fourth years of the program may choose to specialize in a functional area of business by taking a selection of prescribed courses as their upper-level electives. Concentrations generally require four courses in the area of specialization while options generally require double this amount.

Accounting option

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this option become accountants, UFV's Accounting option is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting. The Accounting option provides the necessary prerequisites or required courses for the professional designations of Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA). for the Chartered Professional Accountant (CPA) program

Course	Title	Credits
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 345	Income Tax I	3
BUS 346	Income Tax II	3
BUS 347	Auditing Principles	3
BUS 348	Management Accounting II	3
BUS 439	Advanced Financial Accounting	3
BUS 448	<u>Advanced Management Accounting</u>	<u>3</u>
BUS 449	Financial Management II	3
Electives	Two <u>One</u> upper-level Business (Accounting) electives	6 <u>3</u>

Accounting electives

~~Two upper-level Business electives for the Accounting option must be chosen from the following list.~~

Course	Title	Credits
BUS 338	Accounting Information Systems	3

BUS 350	Operations Management	3
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 440	Management Information Systems	3
BUS 443	Financial Accounting Theory	3

Note: Students intending to pursue an accounting designation (CA, CGA, CMA) should check the requirements of their chosen designation before choosing electives. The three designations differ in their requirements.

Department / Program Head or Director: Dr Frank Ulbrich	Date approved:	April 8, 2014
Campus-Wide Consultation (CWC)	Date of posting:	April 18, 2014
Faculty Council approval	Date approved:	

Memo

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Rosetta Khalideen, Dean, Faculty of Professional Studies; Program Development Coordinator

From: Frank Ulbrich, Director, School of Business

Date: May 7, 2014

Subject: Proposal for a minor revision of an existing course (BUS 403)

A. Course revision: Update calendar description and learning outcomes and evaluation methods.

1. Rationale for change:

BUS 403 is a fourth year course that was initially recommended to be taken in semester 8. Since this course description was written however, we added BUS 405 as another capstone course. Our recommendation now is that 403 be taken in semester 7 and 405 to be taken in semester 8. As such, the calendar description needed to be updated for 403, specifically to remove the sentence "This course should only be taken in the final term of the degree program." Additionally the learning outcomes were updated as were the current evaluation methods of the course.



ORIGINAL COURSE IMPLEMENTATION DATE: April 1993
REVISED COURSE IMPLEMENTATION DATE: September 2013
COURSE TO BE REVIEWED: (six years after UEC approval) September 2019
Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 403

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Strategic Management

Course Short Title:

Faculty: Faculty of Professional Studies

Department (or program if no department): School of Business

Calendar Description:

This BUS 403 is a capstone course that provides students with the opportunity to integrate and apply knowledge gained in earlier undergraduate courses. Students will learn how to formulate business strategy and gain an understanding of the principles of good strategy execution. This course focuses on strategy formulation and strategic planning using an integrative approach which covers the major functional areas of management. Implementation issues will be discussed. This course should only be taken in the final term of the degree program.

Note: Students with credit for cannot take this course for further credit.

Prerequisites (or NONE): BUS 349

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit

Transfer credit already exists: ☐ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see bctransferguide.ca.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	45

Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings
(every semester, annually, etc.): Fall and Winter

Department / Program Head or Director: Frank Ulbrich

Date approved: May 2014

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved: May 2014

Deani/Associate VP: Rosetta Khalideen

Date approved: May 2014

Learning Outcomes

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

1. Evaluate a company's strategy, its present position and long-term direction. Understand strategy formulation.
2. Conduct a strategic analysis in a variety of industries and competitive situations.
3. Design a business strategy using the principles of good strategy execution.
4. Integrate the knowledge gained in earlier business courses into the development of a strategic plan. Demonstrate skills in strategic planning using an integrative approach.

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Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is a capstone course

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, seminar, and case studies.

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

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Publisher	Year Published
1. Thompson, Peteraf, Gamble & Strickland	<i>Crafting and Executing Strategy: The Quest for Competitive Advantage</i>	<input checked="" type="checkbox"/>	McGraw-Hill Irwin	2012
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	20%	Midterm exam: 30%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	Shop work:	%
Group presentation:	10%	Participation: 10% and attendance 30%		Other:	Total:	100%

Details (if necessary):

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

Typical Course Content and Topics

Session	Topic	Chapter(s)
1	Introduction: What is strategy and why is it important?	1
2	Guide to case analysis- PowerPoint handouts The managerial process of crafting and executing strategy Case: Costco Wholesale	2
3	Evaluating a company's external environment Case: Whole Foods Market	3
4	Evaluating a company's resources and competitive position	4

5	Case: Jet Blue Airways The five generic competitive strategies: Which one to employ? Case: Apple	5
6	Other important strategy choices Case: Google	6
7	Midterm examination	
8	Competing in foreign markets/tailoring strategy Case: Research in Motion	7, 8
9	Diversification: Strategies for managing a group of businesses Case: PepsiCo	9
10	Building resource strengths and organizational capabilities Case: Walmart	11, 12
11	Corporate culture and leadership Case: Southwest Airlines	13

For Administrative Use Only

Department code: CIP Code: Course Level Code:
PDC Code:

Memo

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Rosetta Khalideen, Dean, Faculty of Professional Studies; Program Development Coordinator

From: Frank Ulbrich, Director, School of Business

Date: January 23, 2014

Subject: Proposal for a revision of an existing course (BUS 404)

A. Course revision: Change prerequisites

1. Rationale for change:

BUS 404 is a fourth year course which currently has a first year pre-requisite, technically allowing second year students to enroll in it. Students will be prepared for it if they have 60 course credits and are at least in their third year. The MATH 111 or 141 requirement was removed to simplify the process as the current change will be sufficient. The learning outcomes were also updated to better reflect current practices.

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 404

Number of Credits: 3 Course credit policy (105)

Course Full Title: Management Science
 Course Short Title:

Faculty: Choose an item.

Department (or program if no department): School of Business

Calendar Description:

This course covers the application of basic mathematical and statistical techniques to aid managerial decision making, to help solve a wide variety of problems from a broad range of areas in the business environment. This is a practical course in which there will be extensive use of spreadsheets.

Note: Students with credit for cannot take this course for further credit.

Prerequisites (or NONE): STAT 106 and one of MATH 111 or MATH 14160 university credits

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see bctransferguide.ca.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	39
Seminars/tutorials/workshops	6
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	45

Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings
 (every semester, annually, etc.): Fall and Winter

Department / Program Head or Director: F Ulbrich

Date approved: Jan 28, 2014

Campus-Wide Consultation (CWC)

Date of posting: Mar 10, 2014

Faculty Council approval

Date approved:

Dean/Associate VP: R Khalideen

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

1. Apply structure to problems to facilitate finding solutions.
 2. Analyze probabilistic problems and make selections when faced with multiple choices.
 3. Design and construct simulation models to better assess business situations in production and services.
 4. Demonstrate an understanding of inventory control systems.
 5. Develop linear programs to solve a variety of problems and to interpret the LP outputs.
1. Develop an understanding of production systems: inputs, conversion systems, and outputs for both manufacturing and services.
 2. Develop an understanding of the production function in a variety of organizations and the relationships among production, marketing, accounting and finance, and engineering.
 3. Develop students' ability to recognize, formulate, and analyze decisions of operations managers.
 4. Develop a basic understanding of the nature of operations managers' jobs; the way they approach problems, the terminology they use, the challenges that they face, and their perspectives.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The course will comprise of lectures, software demonstrations, problem solving, and possibly a project (or case study), and group presentations

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

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

	<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1.	Winston, Albright	Practical Management Science	<input checked="" type="checkbox"/>	Duxbury	
2.	Andersen, Sweeney, Williams	An Introduction to Management Science	<input checked="" type="checkbox"/>	Nelson	
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

Use this section for supplies and materials for all sections of this course.

Typical Evaluation Methods and Weighting

Final exam:	55%	Assignments:	10%	Midterm exam:	35%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	0%

Details (if necessary):

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

Typical Course Content and Topics

- Decision analysis
 - Without probabilities
 - With probabilities
 - Value of perfect information
- Simulation

- Time-slice methods
- Next event
- Application to inventory and waiting line systems
- Inventory models
- Waiting line systems
- Linear programming
 - Graphical methods
 - Sensitivity analysis
 - Applications

Integer programming

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

Memo

To: Chair, Undergraduate Education Committee
From: Director, School of Business
Date: March 25 2014
Subject: Proposal for a new course – Bus 448 – Advanced Management Accounting

A. New course: Bus 448 – Advanced Management Accounting

1. Rationale for the new course:

Last year, the three professional accounting bodies in BC (CA, CGA and CMA) merged into a single professional designation – the Chartered Professional Accountant (CPA). This new organization required all post secondary institutions to provide information and content on courses students needed to complete before they begin the CPA professional program. After reviewing the course content and the competency profiles of the UFV courses, the CPA determined that a third, advanced level Management Accounting course was required. Further, specific content was required for the new course. The proposed course outline was developed with the criteria provided by the CPA and was submitted for review. CPA reviewed the new course and indicated they would be pleased to accept the course for CPA equivalency with no change. As this course is a lab based course maximum enrolment will be limited to 25 students.

2. How new course fits into program(s):

Curricular changes to the BBA Accounting Option is proposed. The new course will be required for the Accounting Option. However, the BBA Accounting Option can now be streamlined as it is only required to fulfill the requirements of the CPA.

Bus 448 will also be offered as an Upper level business elective for students in other Business Programs, which will enhance and diversify electives choices.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

The course reflects Institutional Learning Outcomes #1,2,3,4,5,6 and 8.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable

3. What consideration has been given to indigenizing the curriculum?

The content to be covered in this course has been set by CPA.

The new course will utilize comprehensive accounting cases whereby a number of First Nations cases will be integrated. Examples of such inclusion include:

Katzie Nation Capital Projects:

<http://www.pittmeadows.bc.ca/EN/main/cityhall/44/archives/press/Katzie-Slough-Habitat-Project.html>

feasibility.

http://www.tsawwassenfirstnation.com/08.15.13_TMJV_project_award_notice.pdf

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
 - a. Credit value - No change
 - b. Class size limit – No change
 - c. Frequency of offering – No change
 - d. Resources required (labs, equipment) – A computer lab will be used and there will be some software required.
5. If this course is not eligible for PLAR, explain why.
PLAR by examination.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
No field trips.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
Textbook - \$150

This course will likely use Excel add-ins, which are normally provided free to Office users, such as, Solver, Crystal Ball with Risk Simulation

<http://office.microsoft.com/en-ca/excel-help/load-the-solver-add-in-HP001127725.aspx>

<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-1118175441.html>

Also, the textbook published is prepared to provide these "add ons" free with the textbook.

Should it be decided to use more advanced statistical models, UFV has site licenses for SPSS 20. and SAS, which could be used at no additional cost.

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 448

Number of Credits: 3 Course credit policy (105)

Course Full Title: Advanced Management Accounting
Course Short Title:

Faculty: Faculty of Professional Studies

Department (or program if no department): School of Business

Calendar Description:

This advanced level course provides an overview of the role of management accounting in creating and evaluating corporate strategy and its decision making matrix is outlined within a framework of how managers make decisions. Various cost structures and behaviours, with statistical uncertainty models are introduced.

Note: Students with credit for cannot take this course for further credit.

Prerequisites (or NONE): BUS 348

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

X Yes ☐ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see bctransferguide.ca.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	
Laboratory hours	15
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	45

Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings
(every semester, annually, etc.): Fall and Winter each year

Department / Program Head or Director: Dr Frank Ulbrich

Date approved: April 8, 2014

Campus-Wide Consultation (CWC)

Date of posting: April 18, 2014

Faculty Council approval

Date approved:

Dean/Associate VP:

Dr Rosetta Khalideen

Date approved:

[COURSE]

University of the Fraser Valley Official Undergraduate Course Outline

Page 4 of 6

Learning Outcomes

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

1. Conduct feasibility studies on product, distribution channel and customer (portfolio) profitability analysis, including sensitivity analysis
2. Apply analytical and critical thinking skills and tools by examining and analyzing relationships between strategic and operational initiatives from a managerial cost and project feasibility perspective
3. Perform critical analysis relevant to specific managerial decisions in business modeling and project feasibility studies (capital and operational)
4. Apply software tools, such as PLS (Partial Least Squares), Regression, DEA (Data Envelopment Analysis), Linear and Non-Linear Programming Models, Decision-Trees, etc., to assist in complex managerial decision making
5. Conduct in-depth analysis of the relationship between cost management theory and practice, with references to a set of specific decision-making situations, such as stock keeping units (SKU's), product channel delivery and route feasibility studies
6. Discuss how decisions are made for capital investments in new technologies, such as bio-technology, by determining investment payoffs and economic value add (EVA)
7. Assess performance by customers for profit and economic value contribution
8. Analyze the effects of various pay incentive schemes, human resource operational plans, on employee performance and productivity and overall operational efficiency
9. Explore market entry, penetration, production expansion, and product bundling strategies.

Prior Learning Assessment and Recognition (PLAR)X Yes ☐ No, PLAR cannot be awarded for this course because**Typical Instructional Methods** (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, discussion, small group activities, peer assessment

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**Typical Text(s) and Resource Materials** (if more space is required, download supplemental Texts and Resource Materials form)

<u>Author Surname, Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Merchant et al	Management Control Systems	3rd	Pearson	2013
2. CGA	Advanced Management Accounting (selected content)	1st	CGA Can	2013
3.	Advanced Management Accounting Cases	<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

Excel Add in applications for data analysis (including sensitivity and whatif analysis functions in Excel and Excel data management)

LINGO or Management Scientist linear optimization modeling software

Partial Least Squares (PLS) modeling software

SPSS Business Intelligence Software or PSPP (open source) data analysis software

Excel Decision Tree add in software

Crystal Ball Excel risk modeling such as @RISK or Crystal Ball for risk modeling

Instructor may choose the applications to be used in the course from the above list. Most of these applications are available at UFV or can be obtained as "Excel Add ins" with the textbook, as a bundle.

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case Analysis	30%	Other:	%	Other:	%	Total:	0%

Details (if necessary):

Midterm and Final Exams will be based on comprehensive theory and integrated cases

Case Analysis - there will be a minimum of 8 comprehensive cases involving advanced software applications

Grading system: Letter Grades: X Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes X No ☐

Typical Course Content and Topics

Part 1: The Nature of Management Control Systems

- I. Basic concepts, and theories
- II. Boundaries and methods of managerial control systems
- III. Introduction and management science software (Excel Solver, PLS, DEA, Sensitivity Analysis, Spider Web applications)
- IV. Understanding of some new corporate and operational level strategies
- V. Business unit strategies and methods
- VI. Goal congruence
- VII. The formal control systems
- VIII. Functions of advanced managerial cost and control systems
- IX. Measuring and controlling assets employed
- X. Cases

Part 2: The Management Control Process

- I. Measuring assets employed
- II. Considerations for evaluating economic performance and EVA (Economic Value Add)
- III. EVA versus ROI
- IV. Strategic planning theory and tools
- V. Budget preparation and quantitative techniques
- VI. Variance computations and analysis of on-going programs
- VII. Behavioral aspects of managerial cost control
- VIII. Performance measurement and monitor systems
- IX. Organizational incentives, compensation plans, pricing and costing structures
- X. Incentives for corporate executives and corporate officer and pricing strategies
- XI. Cases

Part 3: Variations in Management Control

- I. Corporate strategy
- II. Business unit strategies
- III. Service organizations
- IV. Non-profit organizations
- V. Service organizations
- VI. Financial services organizations
- VII. Multinational organizations, transfer pricing models
- VIII. Nature of projects, costing and profitability models, including, product bundling and channel feasibility considerations
- IX. The Control environment and control systems
- X. Choice of metric in corporate evaluation
- XI. Project planning, feasibility studies, project evaluation techniques and models
- XII. Management and monitor of employee incentive programs, managing change (operational, financial and organizational)

XIII. Cases

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

Memo

To: Professional Studies Faculty Council

From: Seonaigh MacPherson

Date: May 15th, 2014

Subject: Proposal to remove prerequisites in Adult Education courses

A. ADED courses listed for changes to the prerequisites

1. The Adult Education department wishes to remove prerequisites that are causing unnecessary restrictions for our students.
2. Summary of course changes: Course outlines with tracked changes included.

Course Number	Prerequisites removed
ADED 210	Proposed change
ADED 305	"
ADED 310	"
ADED 320	"
ADED 330 *	Course Review
ADED 340	"
ADED 350*	"
ADED 360	"
ADED 365*	"
ADED 370	"
ADED 380	"
ADED 390	"
ADED 405	"
ADED 407	"
ADED 408	"
ADED 410	"
ADED 420	"
ADED 446	"
ADED 470	"
ADED 472	"

*Note: ADED 350 and ADED 365 have a new line added in the Calendar description to alert students to not expect credit for these courses if they have taken the specified course. ADED 330 has no changes but past the review date.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? Not applicable in these OCO's
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These changes will allow International and other program students' access to Adult Education courses for electives.
3. What consideration has been given to indigenizing the curriculum? When possible in-class cases and examples are discussed.

Memo

To: Undergraduate Education Committee Assistant, Rosetta Khalideen, and Program Development Coordinator and

From: Seonaigh MacPherson and Corinne Richardson

Date: February 03, 2014 _Revised May 10th, 2014

Subject: Proposal to remove prerequisites in Adult Education courses

A. ADED courses listed for changes to the prerequisites

1. The Adult Education department wishes to enhance enrolment in courses by removing prerequisites causing unnecessary restrictions.
2. Summary of course changes: Course outlines with tracked changes included.

Course Number	Prerequisites removed
ADED 210	Proposed change
ADED 305	"
ADED 310	"
ADED 320	"
ADED 330 *	Course Review
ADED 340	"
ADED 350*	"
ADED 360	"
ADED 365*	"
ADED 370	"
ADED 380	"
ADED 390	"
ADED 405	"
ADED 407	"
ADED 408	"
ADED 410	"
ADED 420	"
ADED 446	"
ADED 470	"
ADED 472	"

*Note: ADED 350 and ADED 365 have a new line added in the Calendar description to alert students to not expect credit for these courses if they have taken the specified course. ADED 330 has no changes but past the review date.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? Not applicable in these OCO's
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These changes will allow International and other program students' access to Adult Education courses for electives.
3. What consideration has been given to indigenizing the curriculum? When possible in-class cases and examples are discussed.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
 - a. Credit value – No change
 - b. Class size limit – No change
 - c. Frequency of offering – No change
 - d. Resources required (labs, equipment) – No change
5. If this course is not eligible for PLAR, explain why. – No change
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Not applicable.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. \$100.00.

Campus- Wide Consultation Comments:

Comment 1 - Sean Parkinson- Chair, Economics Department

I am concerned about the memo regarding the proposal to remove prerequisites of many Adult Education courses. The memo reads: "The Adult Education department wish to enhance enrolment in courses by removing prerequisites which have caused unnecessary restrictions."

I would like more information or a discussion on the motivation calling prerequisites " unnecessary restrictions "

The brevity of the memo makes me think the reason for the changes are purely economic, but I don't want to guess at the motivation. I think I can understand the removing-the-prerequisites part of the proposal in terms of some philosophies of education (critical pedagogy or progressive education) or for truly open access, but there is no rationale provided.

If not for a particular philosophy then I am concerned with having no prereqs for all of the upper-division courses.

In the early 2000's the Arts Curriculum Committee at UCFV struggled with what course numbering meant. The committee could not specify all the criteria that each discipline would use to determine whether a course was 100 level, 200 level, 300 level or 400 level. We did have a general understanding of lower- and upper-division courses.

We had thought in lower-division courses students begin to understand the extent of a discipline; or students become acquainted with principles, methods, and perspectives of as a basis for more advanced or specialized study. There was also as aspect of general education at the lower-level and that these lower level courses were typically taken in the first two-years of study of the subject. Also, there was an element that the lower-level courses prepared the student for upper-level study --- it was usually lower-level courses that served as prereqs for upper-level courses. Upper-division courses generally had more depth in developing an understanding of theories, their applications and limitations, or were more specialized.

To illustrate my concern, take the ADED 370 course description:

"The course consists of a supervised, research and/or field-based activity through which students will either diversify their experience base or refine and deepen their understanding of selected areas in adult education. The course offers an opportunity to integrate, and apply theories and practices. Students must complete a learning contract with the course coordinator prior to registration."

Note the student may "... refine and deepen their understanding of selected areas in adult education."

but this may be their first course in adult education, there is no prereq, to refine or deepen an understanding presupposes there is some knowledge already.

or that

"The course offers an opportunity to integrate, and apply theories and practices."

but to integrate is to bring together knowledge gained from earlier studies???

I am interested in the rationale for the memo and would be happy to speak with any you, I think the wholesale change of dropping all prereqs from all courses is significant and deserves a thorough discussion at UEC.

Response: Our Ss are employed and mid-career professionals. The course you refer to is a capstone –type course that Ss do towards the end of their program and only with permission of a supervisor and the Dean. Our Ss are all P/T and so take a range of courses in various orders. They are always guided by a plan recommended by the Program Advisor. We allow them in most courses they ask for anyway. Remember that our program is the last 60 credits and most transfer in the first 60 credits with other diplomas or degrees. Most are practicing employment counsellors, hr or health are paraprofessionals, non-profit personnel, or adult educators. I imagine your concern goes to precedents for other programs as well, but I trust that is not the case here. We would hope that there are accommodations that don't fit into the FT uninterrupted schooling, 4-year program model like ours. Thx so much for taking the time and thoughtfulness to respond. I look forward to further discussions at UEC as you suggest.

Comment 2 – Rhonda Colwell- Arts Advisor

I have reviewed this proposal and I have the following comments/suggestions: First, I understand the desire behind removing the prerequisites to these courses in order to increase student enrolment. However, course prerequisites do serve a purpose – to inform students of the minimum standards required in order to be successful in this course.

From my perspective it makes sense to have no prerequisites on a foundation or intro to the discipline course, such as ADED 210 and 310. My suggestion is to think about the message you are telling students by stating that all of your courses – most of them upper-level – have no prerequisites. To me, this means that a first semester student will be allowed to register in all of your courses. Will this student be successful? I expect that he/she will struggle, withdraw, or even fail.

It makes sense to ask for either ADED 210 or ADED 310 as a prerequisite. Or have a slightly tiered structure where ADED 210 is required for ADED 310 and then all other courses require ADED 310. A student always has the ability to ask for instructor's permission to waive this prerequisite.

Also, a strongly recommended prerequisite cannot be enforced. If students need the skills learned in ADED 320 in order to be successful in ADED 340, then I suggest that ADED 320 be required outright as the prerequisite.

Comment 3 – Rhonda Colwell- Arts Advisor

I have reviewed this proposal and my concerns about no prerequisites and the learning outcomes from the first 10 ADED course outlines are the same for these 10 ADED course outlines.

After reviewing the Campus- Wide Consultation comments we decided to make changes to our initial proposal about prerequisite changes for the Adult Education courses listed in the submitted memo. We feel these changes will address concerns and still meet the unique needs of our program. We will be changing all our course outlines learning outcomes in the next few months and have decided to make class size changes at that time. The attached course outlines will have changes to the prerequisites only, no increased enrollment. We will make enrollment changes at a later time.

The attached Course Outlines are on the older version and will be changed to the new version before they are submitted to UEC.

1. ADED 210- no change
2. ADED 305- change to prerequisites
3. ADED 310- change to prerequisites
4. ADED 320- change to prerequisites
5. ADED 330- no change
6. ADED 340- change to prerequisites
7. ADED 350- change to prerequisites, calendar change.
8. ADED 360- change to prerequisites
9. ADED 365- change to prerequisites, calendar change.
10. ADED 370- change to prerequisites
11. ADED 380- change to prerequisites
12. ADED 390- change to prerequisites
13. ADED 405- change to prerequisites
14. ADED 407- change to prerequisites
15. ADED 408- change to prerequisites
16. ADED 410- change to prerequisites
17. ADED 420- change to prerequisites
18. ADED 446- change to prerequisites
19. ADED 470- change to prerequisites
20. ADED 472- change to prerequisites

COURSE IMPLEMENTATION DATE:	September 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 305	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Portfolio Development	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

A professional portfolio is a structured narrative with the purpose of reflecting critically on individual conceptions of teaching and learning with respect to future educational and career development. In this course, students will be introduced to the process of portfolio development and will create their own portfolios. This course is required for students applying for Prior Learning Assessment and Recognition (PLAR) credit in the BA Adult Education program.

Note: Students with credit for ADED 330O cannot take this course for further credit.

PREREQUISITES: Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: ADED 330O
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	_____	Hrs
Seminar:	<u>45</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: 1
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

1. Understand how life and work experience can be articulated through a learning portfolio and assessed for comprehensive professional learning.
2. Apply experiential learning theory to articulate learning derived from experience related to supporting learning in oneself and others.
3. Write comprehensive and coherent learning narratives that are reflective of and integrate a coherent understanding of one's skills, concepts, philosophies, and knowledge of the field of adult education.
4. Demonstrate the practice of portfolio development and the articulation of learning derived from experience.
5. Self-evaluate their own portfolio for completeness and depth of learning.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest Lectures, presentations, discussions, small group work, self-directed learning.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Forde, C., McMahon, M., & Reeves, J. (2009). *Putting together professional portfolios*.
London: Sage Publications.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Autobiography	15%
Resume	10%
Learning narratives	40%
Evidence list	10%
Portfolio self-evaluation	15%
Professional development plan	10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Creating a discussion paper focusing on life experiences across the entire range of learning settings
- Creating a detailed resume including non-paid community-based and other experiences, and informal and as well as formal education, with brief descriptions of major learning gained from each experience.
- Creating a series of narratives articulating learning through career and educational life, including educational philosophy and the values and principles guiding practice as an adult learning professional
- Identifying, assembling and annotating evidence to support each learning narrative
- Assessing portfolio content in comparison to a set of learning outcomes and a rubric
- Creating a portfolio summary which includes a self-assessment of credit value for prior learning experience

COURSE IMPLEMENTATION DATE:	September 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 310	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Introduction to Adult Education	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course surveys the philosophical and historical foundation of adult education, its methods and approaches, its organizations, and issues confronting contemporary adult education practice.

PREREQUISITES: Enrolment in an Adult Education program; ~~30 credits including ADED 210; one of ENGL 105, CMNS 125, or CMNS 155; and one of CMNS 251, ENGL 120, ENGL 150, or ENGL 170.~~ Or 30 university credits; or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
(b) Cross-listed with: _____
(c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs
Seminar: _____ Hrs
Laboratory: _____ Hrs
Field experience: _____ Hrs
Student directed learning: _____ Hrs
Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
Hours per day: _____

OTHER:

Maximum enrolment: 25
Expected frequency of course offerings: annual
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Don Chapman

Department Head: Ian Hunt

Date approved: _____

Supporting area consultation

Date of meeting: February 10, 2012

Curriculum Committee chair: _____

Date approved: February 2012

Dean/Associate VP: Rosetta Khalideen

Date approved: February 2012

Undergraduate Education Committee (UEC) approval

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Understand major concepts and terms used in the field of adult education;
- Outline the historical roots of present-day adult education activities and organizations;
- Critically analyze at least one agency currently active in the field of adult education, internationally, nationally, provincially, or locally;
- Understand the diversity of the adult education enterprise;
- Differentiate among major philosophical approaches apparent in the field of adult education practice;
- Appreciate adults as life-long learners and the circumstances within which they seek to address their learning needs;
- Develop and refine their own values, attitudes, and beliefs with regard to adult learning and education

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings
Lectures
Class discussion
Student presentations
Written assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Participation in class activities	20%
Research assignment	20%
Written assignment	20%
Discussion leadership	20%
Self-assessment assignment	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Philosophical foundations of adult education
Historical foundations of adult education
Adult education methods
Approaches to adult education
Survey of adult education organizations (local, regional, national, international)
Issues in contemporary adult education practice

COURSE IMPLEMENTATION DATE:	September 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2012
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 320	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Adult Learning	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will orient students to adult learning, develop understanding of some theoretical perspectives, and provide an opportunity for consideration of implications for practice. Topics include selected theories and concepts of adult development, selected theories regarding circumstances and processes of adult learning, and characteristics of adults as learners.

PREREQUISITES: Enrolment in an Adult Education program; 30 university credits; or permission of the Adult Education department-

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs

Seminar: _____ Hrs

Laboratory: _____ Hrs

Field experience: _____ Hrs

Student directed learning: _____ Hrs

Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Don Chapman

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Understand the roles of educators and lifelong learners
- Demonstrate knowledge of concepts, principles, and processes of adult learning, and how these are applied in teaching/learning settings
- Demonstrate knowledge of adult development and of learning theory
- Understand their own values, attitudes and beliefs regarding concepts and principles of adult development and learning
- Locate and use research and published literature on adult learning

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings
Lectures
Small group exercises
Class discussion
Written assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- ☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)
- ☐ Other (specify):
- ☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Participation in course activities	20%
Research assignment	20%
Written assignment	20%
Discussion leadership	20%
Self-assessment assignment	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Theoretical perspectives on adult learning
Implications of theory for practice of adult learning
Concepts of adult development
Situations of adult learning
Processes of adult learning
Characteristics of adult learners

COURSE IMPLEMENTATION DATE:	September 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2012
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 340	Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Program Planning and Evaluation	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course will provide a basis for responsible, reflective program planning practice by introducing participants to key concepts, principles, and issues in program planning processes, and to the diverse settings in which those processes are carried out. The course will emphasize the development of a critical perspective. Through study of recent theory and actual cases, participants will assess the extent to which educational program planning is an important site in the struggle over the definition, sources, and purposes of legitimate knowledge.

PREREQUISITES:	None. ADED 320 is strongly recommended. <u>Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department</u>
COREQUISITES:	None
PRE or COREQUISITES:	None

SYNONYMOUS COURSE(S):

(a) Replaces:	n/a
(b) Cross-listed with:	n/a
(c) Cannot take:	n/a for further credit.

SERVICE COURSE TO: (department/program)

n/a

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	_____	Hrs
Seminar:	45	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: Every semester
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Andrea Kastner

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: Ian Hunt

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: March 4, 2011

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Describe the range of settings in which adult education program planning takes place, and the types of programs typically offered
- Explain the main processes of program planning and relate key concepts to those processes
- Analyze the assumptions and implications of current theoretical perspectives which may inform program planning practices
- Locate and evaluate relevant literature
- Identify and develop their own personal philosophy and set of principles to guide their own program planning practice.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Class activities will include short lectures, small-group discussion, guest speakers, community research, written assignments and participant presentations.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☒ Other (specify): Course challenge

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example for this course might be:]*

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Self-assessment	15%
Quizzes	20%
Presentation of theoretical perspective	20%
Literature critique	15%
Final project	30%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Introduction to Basic Concepts:

- program
- planning
- power
- ideology
- participation
- context (and its dialectical interaction with planning needs)

Settings/Types/Topics/Providers - Range and Implications

- health
- community education
- work/employment

These will be examined in relation to adult roles and challenges: e.g., career planning, parenting, marriage, widowhood, empty nest, caring for aging parents, retirement, personal growth, grief, citizenship, leisure and recreation. Reports from participant community research will be used to illustrate these concepts in practice.

Theoretical Perspectives

- maintenance/reproduction
- transformation

Course content continued:

Basic Processes in Program Planning and Evaluation

- overview of planning and evaluation
- tasks in the process
- planning the process
- assessing educational needs
- developing rationale and goals for program
- determining participants in the planning process
- choosing the method of evaluation
- curriculum design
- program delivery format
- advertising
- delivering the program
- evaluating the planning process
- evaluating outcomes

Case Studies

- overview
- analysis of program planning cases
- presentation of cases
- analysis of cases
- learning from cases

COURSE IMPLEMENTATION DATE:	September 1999
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 350	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Storytelling and the Reflective Practitioner		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will introduce learners to the theories and practices of using stories as a method for reflecting on adult education practice, although story-telling is used for any reflection-oriented attempt to make meaning. The course content will explore common theories of teaching, learning, and story-telling, and participants will have opportunities to reflect on their experiences through stories.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170); and one of ADED 310, ADED 320, or ADED 360. Or 30 university credits; or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: ADED 330H
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Wendy Burton

Department Head: Ian Hunt

Date approved: _____

Supporting area consultation

Date of meeting: February 10, 2012

Curriculum Committee chair: _____

Date approved: February 2012

Dean/Associate VP: Rosetta Khalideen

Date approved: February 2012

Undergraduate Education Committee (UEC) approval

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Demonstrate an understanding of story-telling as a tool for epistemic responsibility
- Demonstrate familiarity with current literature about action research, story-telling and teacher knowledge, autobiography, and "the reflective practitioner"
- Critically reflect on their own practice as an adult educator
- Listen and respond appropriately to stories about teaching and learning
- Create and discuss a "teaching autobiography"
- Tell their own stories about teaching and learning
- Identify themes, metaphors, and motifs in your stories about teaching and learning

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings
Lectures
Class discussion
Written assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- ☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)
- ☐ Other (specify):
- ☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Course pack of contemporary articles on story-telling, action research, reflective practitioners, and narratology
Wetherell, Carol, & Noddings, Nel (1991). *Stories lives tell: Narrative and dialogue in education*. New York: Teachers College Press.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Development of and telling a story	20%
Acting as interlocutor for a story	20%
Article summary and presentation	15%
Major project	35%
Participation in course activities	10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Overview of the course; identification of key concepts and methods of story-telling as a method of reflecting on practice.
Exploring, discovering and defining personal image of practice. What is responsible knowing?
Lies, damn lies, and story-telling: what is a reflective practitioner?
What's that got to do with anything?: the story as travelogue.
What's an interlocutor to do? The in-held breath and other accidental interventions.
Finding the stories: re-finding the stories.
Other voices, different rooms. The many uses of story-telling in adult education.
The concept of critical junctions: the hooks that bind us.
Got hooks that bind? Make a fish net. The concept of unfinished business for the reflective practitioner.
And another thing I meant to tell you... Story-telling and critical incidents.
Story-telling and knowledge claims about practice.

COURSE IMPLEMENTATION DATE:	March 1995
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 360	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Adult Education in the Canadian Context: Histories and Trends		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Adult education in Canada operates within a diverse field of educational perspectives and within a complex public policy realm, shared between federal and provincial or territorial governments. This course examines the practices, vocation, and trends of the field within the context of historical, social, political, and economic influences. We examine ways in which formal, non-formal, and informal adult education practices shape and are shaped by this milieu.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170). Or 30 university credits, or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair:

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved:

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Discuss and analyze the historical development of the field of adult education in Canada.
- Identify significant initiatives, practices, institutions, and personalities in the development of adult education in Canada, and locate these in the relevant economic, social, and political contexts
- Outline patterns among historical antecedents, current practices, and trends in the field of adult education
- Demonstrate greater understanding of a particular aspect of the field of adult education practice in Canada
- Understand their own values, attitudes, and beliefs regarding the nature of adult education in Canada

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Readings

Lectures

Class discussion

Written assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Selman, G. & Dampier, P. (1991). *The foundations of adult education in Canada*. Toronto: Thompson Educational Publishing.
Canadian Association for Adult Education.(1959). *Food for thought*. Toronto: Canadian Association for Adult Education.
Canadian Association for Adult Education (1970). *Continuous learning*. Toronto: Canadian Association for Adult Education.
University of British Columbia Centre for Continuing Education. (1982). *Occasional papers in continuing education*. Vancouver: University of British Columbia.
Faris, R. (1975). *The passionate educators*. Toronto: Peter Martin Associates Limited.
Welton, M. (1987). *Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973*. Toronto: Ontario Institute for Studies in Education.
Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

Class participation	10%
Annotated bibliography	20%
Research paper	30%
Discussion leadership	20%
Self-assessment assignment	20%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

Discipline and vocation

Evolution in context

Influential figures

Development of the field of Adult Education in Canada (social, political, economic contexts)

Field of practice

- movements
- notable providers
- role(s)
- educational intentions and subject/content areas
- processes

Field of study

- research/publication
- professionalization

Public policy and legislative influences

International influences

COURSE IMPLEMENTATION DATE:	September 2007
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 365	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
History of Aboriginal Adult Education in Canada		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Aboriginal, indigenous, status, non-status, and Metis adult learners often challenge the principles and practices of mainstream adult education in Canada. This course focuses on the history of aboriginal adult education in Canada. Beginning with an understanding of the holistic approaches to education practised by North American tribal peoples prior to 1400 ce, the course content includes educational policies and practices since the 1830s in Canada specifically, with relevant references to adult education practices in Australia, New Zealand, South America, and Finland; the development of the residential school systems in Canada; the government education policies of the mid and late 1900s; Indian Control of Indian Education as a social movement; the development of Indian Friendship Centres; the issues of 'Aboriginal learning styles'; and the emergence of indigenous adult and higher education institutions.

PREREQUISITES: Enrolment in an Adult Education program; ~~30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170); and one of ADED 310, ADED 320, or ADED 360.~~ Or 30 university credit; or permission of the Adult Education department

SYNONYMOUS COURSE(S):

- (a) Replaces: ADED 330G
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Wendy Burton

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Explain what is known about aboriginal education practices before 1400 ce
- Assess historical policy documents relevant to aboriginal adult education in Canada
- Critique common historical texts and timelines of adult education in Canada
- Compare the histories of relevant indigenous populations in Canada
- Critique common approaches to aboriginal adult education from 1830 to 1996

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Seminars

Discussion of assigned readings

Written assignments

Presentations

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Castellano, M., Davis, L., and Lahache, L. (2000). *Aboriginal Education: Fulfilling the promise*. Vancouver: UBC Press.

Report of the Royal Commission on Aboriginal Peoples (1996). Part Ten: Residential Schools. Ottawa: Supply and Services Canada.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Seminar presentation	30%	
Position paper	10%	
Historical context paper	10%	
Historical aboriginal adult education paper	10%	
Report on currently active aboriginal adult education organization		10%
Collaborative research project	30%	

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

- Aboriginal educational experiences as lifelong holistic processes
- Traditional language education in aboriginal communities
- Major concepts and terms used in the field of adult education as they relate to aboriginal adult education
- The role of the Christian religion in aboriginal education
- Traditional ways of knowing and learning: sundances, potlatches, winter ceremonials, public gatherings
- The impact of treaties on aboriginal adult education policies and practices
- Educational reform and the residential school system in Canada
- "Indian Control of Indian Education" (1972)
- The historical roots of present-day aboriginal adult education activities and organizations;
- Learning styles, culturally appropriate curriculum, and the use of technology

COURSE IMPLEMENTATION DATE:	September 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 370	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Guided Independent Study	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The course consists of a supervised, research and/or field-based activity through which students will either diversify their experience base or refine and deepen their understanding of selected areas in adult education. The course offers an opportunity to integrate, and apply theories and practices. Students must complete a learning contract with the course coordinator prior to registration.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170); permission of the course coordinator. Or 30 university credits; or permission of the Adult Education department

COREQUISITES: None

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	45	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Don Chapman

Department Head: Ian Hunt

Date approved: _____

Supporting area consultation

Date of meeting: February 10, 2012

Curriculum Committee chair: _____

Date approved: February 2012

Dean/Associate VP: Rosetta Khalideen

Date approved: February 2012

Undergraduate Education Committee (UEC) approval

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

To be determined on an individual basis

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

To be determined on an individual basis

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

To be determined on an individual basis

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

To be determined on an individual basis

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

To be determined on an individual basis

COURSE IMPLEMENTATION DATE:	April 1996
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 380	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Educational Technologies		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course prepares students to select, implement, and evaluate appropriate technologies for the education of adult learners. Emphasis is placed on the application of adult learning theories and principles to educational technologies in global contexts. Technologies to be discussed include presentation software; interactive television/video; audio- and video-conferencing; distributed learning strategies; computer-mediated communication; and internet-based learning environments, such as weblogs, podcasts, interactive websites, and electronic discussion groups.

PREREQUISITES:	Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170); and one of ADED 310, ADED 320, or ADED 360. <u>Or 30 university credits: or permission of the Adult Education department</u>
COREQUISITES:	None
PRE or COREQUISITES:	

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	45	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Wendy Burton

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

Upon completion of this course, the learner will have the knowledge and skills to:

- select, implement, and evaluate appropriate technologies for the education of adult learners.
- apply adult learning theories to the use of learning technologies.
- demonstrate an awareness of technology and adult education in global contexts.
- critique the implications of technological advancements in instructional design and adult learning.
- consider instructional technologies from the adult learners' perspectives.
- evaluate media and hardware for educational purposes.
- design a unit of instruction employing an example of educational technology.
- evaluate content management software.
- evaluate current applications for teaching and learning in "smart" classrooms.
- evaluate the current research in the field of educational technology and adult education.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course is usually offered online. Methods include online discussions based on course readings, collaborative activities, self-directed activities, individual reflection, and assigned readings.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Burge, E., & Haughey, M. (2001). *Using learning technologies: international perspectives on practice*. London: Routledge/Falmer.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Summary and critique of scholarly article related to the course material	10%
Report on technology	10%
Description of distance learning	10%
Participation in a listserv, blog, or wiki	10%
Moderating a discussion	15%
Peer evaluation of major project	15%
Major project	30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

Course overview: expectations and online discussion of the plan for the course
Definitions of instructional and educational technologies
Examining adult learning theories as they apply to mediated instruction, learning, and education
Policy issues in mediated instruction, learning, and education
Evaluation of technological advancement
Diverse learning styles and educational technologies
Using presentation technologies in the adult learning environment
Selecting, using, and evaluating educational media, from multiple perspectives: learners, educators, technicians, administrators, professional organizations, funding agencies
Who owns knowledge? Technology and the global classroom
Whiz-bangery and "real" learning

COURSE IMPLEMENTATION DATE:	September 1995
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 390	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Selecting, Evaluating, and Using Adult Education Research		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will involve a survey and examination of past and current research in the disciplines related to education in general, and adult education in particular. It will include an examination of research perspectives, methods of inquiry, research trends, and interests served. Students will be encouraged to build skills in summarizing and critiquing research reports by identifying a researchable issue and conducting a related literature review.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170). Or 30 university credits; or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair:

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved:

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Understand their own values, attitudes and beliefs about the place of research in the theory and practice of adult education
- Articulate the “world views” which underpin the conduct and reporting of research on adult education
- Outline the variety and purposes of research forms which have relevance to adult education
- Understand the relationship between the research enterprise and adult education as a field of practice
- Locate and make use of research
- Summarize and critique research

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings

Lectures

Class discussion

Written assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Participation in class activities	15%
Article summary	30%
Annotated bibliography	30%
Self-assessment assignment	25%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Reflecting on the nature of research
Orientations and approaches to research
Understanding adult education research practices and issues
Research and the field of adult education
Research processes
Ethics and research on human subjects
Familiarization with computerized research databases
Reviewing research reports

COURSE IMPLEMENTATION DATE:	September 1998
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 405	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Diversity in Adult Education Contexts	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides participants with the opportunity to explore various dimensions of diversity — age, race, class, ethnicity, religion, sexual orientation, ability, and gender — and the effects of these on learning: to critically examine dominant attitudes toward diversity in the Canadian context; to reflect on their own beliefs; to examine the implications of exclusion and inclusion in adult education practice; and to create inclusive learning environments.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170). — Or 30 university credits; or permission of the Adult Education department

COREQUISITES: None

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	45	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Wendy Burton

Department Head: Ian Hunt

Date approved: _____

Supporting area consultation

Date of meeting: February 10, 2012

Curriculum Committee chair: _____

Date approved: February 2012

Dean/Associate VP: Rosetta Khalideen

Date approved: February 2012

Undergraduate Education Committee (UEC) approval

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- demonstrate the skills associated with accommodating difference, however it is defined
- demonstrate an understanding of the literature as it relates to current practices in adult education
- demonstrate an attitude of sensitive, on-going reflection regarding behaviours that enhance and impede adult learning
- give informed reasons about issues arising from honouring diversity
- increase knowledge of class, gender, sexual orientation, ethnicity, age, and other differences as they affect the learning process, program planning, and adult education policies
- identify barriers to adult learning arising from failures to accommodate difference
- articulate the influence of their own culture, gender, class, sexual orientation, age, and ability on how she or he thinks and acts as a practitioner

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Using a seminar setting, students will engage in small group exercises, case studies, micro-teaching, lectures, and student-led discussions; critical reviews of the literature; presentations; and position papers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Article response and discussion leadership	15%
Design and facilitation of an experiential activity	15%
Position paper	20%
Diversity case study	15%
Major project	35%

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

- Overview of the course; identification of key concepts and the meta-problem: justification, censorship, response
- Whose difference, whose experience? Claiming epistemic privilege. Working together across difference
- The dilemma of inclusion: dominance concealed through diversity
- "Reading" against the grain: the spectre of political correctness
- Extending of the meta-problem: feeling, power, and location
- Establishing inclusion: Lugones' concept of ornamental multiculturalism
- Embodied 'ism's: deconstructing the light and lively
- "Freedom of Speech": moral relativism and apt interventions
- Creating inclusive pedagogies and other affirmative action strategies
- Undoing harm: the politics of inclusion and the practice of exclusion
- Stubborn structures and systemic discrimination

COURSE IMPLEMENTATION DATE:	September 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 407	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Organizational and Workplace Learning: Reflections of Practice		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course examines the concepts of workplace learning and the learning organization, and reflects on their meaning and validity within the contexts of students' professional and organizational lives. The course emphasizes the application of these concepts within real workplaces. The learning environment will be used as a place to collaboratively investigate learning, drawing upon course readings and each student's experience in their own working life.

Note: Students with credit for ADED 330F cannot take this course for further credit.

PREREQUISITES: Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces: ADED 330F
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Demonstrate an understanding of the different ideas and models that constitute contemporary organizational and workplace learning
- Apply skills in critical thinking and reflection in the analysis of learning within organizations and the workplace
- Articulate their own orientations to organizational and workplace learning and to assess that orientation through their actual practice
- Locate and suggest appropriate learning activities within workplace organizations, at the individual, team, organizational, and community/societal levels of a workplace
- Demonstrate a sophisticated understanding of course concepts within real world contexts by working within a team to complete a consultant's planning guide to workplace learning and the learning organization.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Readings

Presentations

Leading and participating in discussion

Written assignments

Team work, including planning, discussion and feedback

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Batton, J., Helms Mills, J., Pynch, T. & Sawchuk, P. (2004). *Workplace learning: a critical introduction*. Toronto: Garamond Press.

Rowden, R.W. (2007). *Workplace learning: principles & practice*. Malabar, FL: Kreiger.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Participation in course activities	20%
Collaborative bibliographic research assignment	15%
Team project presentation	35%
Discussion leadership	15%
Self-assessment assignment	15%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Introduction to the concepts, ideas and practices associated with workplace and organizational learning, including the concept of the "learning organization"
- Critical examination of concepts of workplace and organizational learning
- Application of the concepts of workplace and organizational learning to students' own workplace experiences
- Research and completion of a consultant's planning guide to workplace learning and the learning organization

COURSE IMPLEMENTATION DATE:	September 2012
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 408	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Assessing Adult Learning	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course is based on a holistic view of assessment as part of the teaching and learning process. Assessment issues will be presented from several perspectives, including assessment techniques to assess adults' prior learning, assessment in specific program areas such as adult basic education and workplace learning, and self-reflection and self-assessment. Both formative and summative assessment will be considered. Students will be encouraged to design relevant and appropriate assessment for their own practices.

Note: Students with credit for ADED 330N cannot take this course for further credit.

PREREQUISITES: Enrolment in an Adult Education program; 30 university credits; or permission of the Adult Education department-

COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: ADED 330N
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs

Seminar: _____ Hrs

Laboratory: _____ Hrs

Field experience: _____ Hrs

Student directed learning: _____ Hrs

Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Demonstrate familiarity with the common methods of assessment used in adult education
- Understand and utilize the criteria for selection of an appropriate assessment method in a specific adult education setting
- Discuss and assess the major findings of research involving evaluation in adult education
- Critically analyze the structure and application of methods of evaluation in adult education
- Critically analyze an existing evaluation method
- Design an appropriate evaluation instrument to assess student learning in relation to specific learning materials or outcomes

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings
Lectures or online instruction
Class discussion
Written assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- ☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)
- ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

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

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Opinion paper	10%
Quizzes	20%
Presentation of evaluation method	20%
Article summary/critique	20%
Final project	30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Purposes of evaluation
Planning the evaluation process
Developing criteria for evaluation
Choosing an evaluation strategy
Evaluating technical skills
Evaluating performance
Evaluating growth in conceptual knowledge
Dynamic assessment of relational skills
Self-evaluation

COURSE IMPLEMENTATION DATE:	October 1998
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 410	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Adult Education and Social Change	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

Rapid economic and social change creates new areas of practice, and social policy creates new groups of learners. This course provides an understanding of social change, a critical examination of competing perspectives on the role of adult education in social change, and on the influence of these perspectives on practice. It also addresses the effects of social change on the field of adult education itself.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170). Or 30 university credits, or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Date approved: _____

Supporting area consultation

Date of meeting: February 10, 2012

Curriculum Committee chair: _____

Date approved: February 2012

Dean/Associate VP: Rosetta Khalideen

Date approved: February 2012

Undergraduate Education Committee (UEC) approval

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Understand the social purposes of adult education and explain the variety of views within the field regarding the role of adult education in social change, particularly regarding its role in furthering social justice, equality, and democracy;
- Explain the central characteristics of education for social change and how they differ from characteristics of mainstream adult education and training;
- Demonstrate knowledge of the appropriate learning activities/methods, program content, and learning outcomes when theories of education for social change are applied in local, Canadian, and international practice settings;
- Understand the implications of adult education for social change for the relationship between learners and educators, and for their roles;
- Explain and defend their own position on the appropriate role of adult education in social change
- Analyse the extent to which they practice adult education in social change in their work,
- Define practical steps to expand the social change dimension of their own work with learners.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Seminars
Readings
Lectures
Small group exercises
Student-led presentations
Library research
Guest speakers
Video

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Arnold, R., Burke, B., James, C., Martin, D., & Thomas, B. (1991). *Educating for a change*. Toronto: Between the Lines & Doris Marshall Institute.
Shor, I., & Freire, P. (1987). *A pedagogy for liberation*. South Hadley, MA: Bergin and Garvey.
Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Literature report	25%
Major paper	30%
Position paper	30%
Participation in class activities	15%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

What is meant by "social change"
The role of adult education in social change
Activities and methods used in education for social change
The relationship between learner and facilitator, and the role of the adult educator
Developing a personal position on education for social change

COURSE IMPLEMENTATION DATE:	September 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 420	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Adult Education in the Global Context		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The delivery and the structure of adult education have evolved very differently from country to country, and are increasingly affected by international organizations and other interests. Using a variety of program and policy examples, this course provides comparative and international perspectives on the history and the philosophical, socio-economic, and political foundations of adult education.

PREREQUISITES: Enrolment in an Adult Education program; ~~30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170); and one of ADED 310, ADED 360, ADED 410, SOC 101, SOC 250, ANTH 102, ANTH 220, POSC 110, or POSC 120.~~ Or 30 university credits; or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual
 (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- Be familiar with a wide variety of views with regard to the development and practices of the field of adult education throughout the world
- Be able to list and compare significant initiatives, practices, institutions, and personalities in the development of adult education throughout the world, and will be able to relate these matters to the economic, social, and political contexts within which they were/are situated
- Be able to identify patterns among historical antecedents, current policies and practices, and issues and trends in the international field of adult education
- Have an in-depth understanding of a particular aspect of the field of adult education practice internationally
- Be able to articulate their own values, attitudes, and beliefs regarding adult education as practised around the globe

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings

Presentations

Leading and participating in discussion

Written assignments

Team work, including planning, discussion and feedback

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Coursepack

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

In-class project	20%
Participation in class activities	10%
Learning activity	20%
Research report	30%
Term paper or poster presentation	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Comparative and international perspectives on adult education

Foundations of adult education in the international context

Regional and global adult education institutions

International policy on adult education

Economics of adult learning

Adult education and international cooperation and solidarity

Different forms of delivery for adult education in different regions

The relationship of adult learning to democracy, peace, justice, equality, and gender equity

Adult education and indigenous peoples

COURSE IMPLEMENTATION DATE:	Fall 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 446	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Popular Education	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will be of interest to students currently working or preparing to work for progressive social change in community settings around such concerns as poverty, health, labour, racism, peace, native self-government, environment, women's equality, community economic development, fair trade practices, food distribution, and media literacy. The course uses a collective adult learning approach as an alternative or adjunct to purely political action or to individual empowerment and healing models. Photo novels, radio, popular theatre, participatory research, and study circles are examples of alternative approaches that will be studied. This course emphasizes the essential philosophical foundation of these alternative methods. Students practice skills required for the practical application of these methods in international and local settings. The course explores the possibilities of adult education as a means of emancipation rather than domination.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170); and ADED 410 and three other ADED credits. Or 30 university credits; or permission of the Adult Education department.

SYNONYMOUS COURSE(S):

- (a) Replaces: ADED 336
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>45</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Demonstrate an understanding of the philosophical foundations and issues implied in the alternate approaches studied
- Describe at least six non-institutional approaches used in adult education in terms of their historical roots, their application in local and international settings, their purposes, their practical operation, and their expected learning outcomes
- Demonstrate the basic skills of planning and evaluating the use of an alternate approach in an educational program addressing a local community concern;
- Demonstrate improved skills in planning, leading, and evaluating an educational activity
- Demonstrate improved skills in library research
- Articulate their personal value position regarding the use of popular education approaches in the education of adults.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Readings
Discussions
Written summaries of readings
Group discussions
Student demonstrations
Lectures
Written projects
Guest lecturers

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Arnold, R., Burke, B., James, C., Martin, D., & Thomas, B. (1991). *Educating for a change*. Toronto: Between the Lines & The Doris Marshall Institute.
GATT-fly (1983). *A new approach to popular education*. Toronto: Between the Lines.
Arnold, R., Barndt, D. & Burke, B. (1986). *A new weave*. Toronto: CUSO & Ontario Institute for Studies in Education.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Literature review	25%
Demonstration of Popular Education method	25%
Major paper	35%
Participation in course activities	15%

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

Adult education in non-formal community settings in Canada and internationally
The social purposes of popular education
Philosophy of popular education
Historical roots of popular education
Popular education methods
Design of popular education

Practicing skills in popular education methods and designs

COURSE IMPLEMENTATION DATE:	October 1998
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 470	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Synthesis Project in Adult Education I	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides an opportunity for learners near the conclusion of their program of study to integrate concepts, philosophies, and knowledge of the field through preparation of a major paper or other approved project. Students' work in ADED 470 is conducted within the context of an individual student learning contract. Students must arrange a contract with the course coordinator prior to registration.

PREREQUISITES: Enrolment in an Adult Education program; ~~30 credits including ADED 210; one of ENGL 105, CMNS 125, or CMNS 155; and one of CMNS 251, ENGL 120, ENGL 150, or ENGL 170; permission of the course coordinator.~~ **Or 30 university credits; permission of the Adult Education department**

COREQUISITES: None

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	_____	Hrs
Seminar:	45	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: **25**

Expected frequency of course offerings: **annual**

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): **Andrea Kastner**

Department Head: **Ian Hunt**

Date approved: _____

Supporting area consultation

Date of meeting: **February 10, 2012**

Curriculum Committee chair: _____

Date approved: **February 2012**

Dean/Associate VP: **Rosetta Khalideen**

Date approved: **February 2012**

Undergraduate Education Committee (UEC) approval

Date of meeting: **March 2, 2012**

LEARNING OUTCOMES:

Specific objectives will be determined in each individual Student Learning Contract, but will generally involve a personal synthesis of concepts, philosophies, and knowledge of the field of adult education as applied to the student's specific field of practice.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods will vary according to the learning outcomes described in the individual Student Learning Contract. Examples of methods include library and/or community research, analysis of data, and the preparation of a major paper. A presentation of study results to a peer group may also be arranged.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): The course represents a personal synthesis informed by the student's coursework in Adult Education, and must be supervised by a UFV faculty member.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

To be determined by individual Student Learning Contract.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

To be determined by individual Student Learning Contract.

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

To be determined by individual Student Learning Contract.

COURSE IMPLEMENTATION DATE:	September 2013
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ADED 472	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Professional Portfolio for the Reflective Practitioner		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

In this portfolio-based course, students will integrate skills, concepts, philosophies, and knowledge of the field into a congruent professional identity. A professional portfolio is a structured narrative with the purpose of reflecting critically on individual conceptions of teaching and learning with respect to future educational and career development. The reflective process of portfolio development will enable students to examine the principles and theories that guide their work and to understand reflection's key role in ethical and principled practice.

Note: Students with credit for ADED 330M cannot take this course for further credit.

PREREQUISITES: Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170). Or 30 university credits; or permission of the Adult Education department

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces: ADED 330M
(b) Cross-listed with: _____
(c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	_____	Hrs
Seminar:	<u>45</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25

Expected frequency of course offerings: 1
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

Course designer(s): Ian Hunt

Department Head: Ian Hunt

Supporting area consultation

Curriculum Committee chair: _____

Dean/Associate VP: _____

Undergraduate Education Committee (UEC) approval

Date approved: _____

Date of meeting: February 10, 2012

Date approved: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012

LEARNING OUTCOMES:

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

- Review how life and work experience can be articulated through a learning portfolio and assessed for comprehensive professional learning.
- Apply experiential learning theory to articulate learning derived from experience and related to supporting learning in self and others.
- Write comprehensive and coherent learning narratives that are reflective of and integrate a coherent understanding of one's skills, concepts, philosophies, and knowledge of the field of adult education.
- Demonstrate the practice of portfolio development and the articulation of learning derived from experience.
- Self-evaluate a portfolio for completeness and depth of learning.
- Complete a draft educational plan for progression through an adult education degree.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest lectures, presentations, discussions, small group work, self-directed learning.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Forde, C., McMahon, M., & Reeves, J. (2009). *Putting together professional portfolios*.
London: Sage Publications.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Autobiography	15%
Resume	10%
Learning narratives	40%
Evidence list	10%
Portfolio self-evaluation	15%
Professional development plan	10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content for this course might be:]

- Creating a paper focusing on life experiences across the entire range of learning settings
- Creating a detailed resume including non-paid community-based and other experiences, and informal and as well as formal education, and annotating with brief descriptions of major learning gained from each experience
- Creating a series of narratives articulating learning – training, professional development, academic education – throughout career and educational, and including educational philosophy and the values and principles that guide individual adult learning professional practice
- Identifying, assembling, organizing and annotating evidence to support learning narratives.
- Evaluating portfolios in relation to learning outcomes and rubrics

- Summarizing portfolios and developing requests for credit

NUMBER
APPROVAL DATE MM-DD-YYYY
LAST AMENDMENT MM-DD-YYYY
LAST REVIEWED
NEXT REVIEW DATE MM-DD-YYYY

OVERHEAD COST RECOVERY POLICY

AUTHORITY	President
PRIMARY CONTACTS	Chief Financial Officer/AVP Research, Engagement and Grad Studies
RELATED POLICIES / LEGISLATION	Procedures for Overhead Cost Recovery Board Policy Direction 205 – Financial Management

PURPOSE/PHILOSOPHY

The purpose of the policy is to ensure that the university takes into account the resources, expenditures and infrastructure required for conducting and supporting the activities of the University. The costs of conducting research, educational partnerships, projects and events at the University of the Fraser Valley include not only the direct costs of the project but also the indirect overhead costs.

SCOPE

The policy applies to all faculty members, staff, students and all other research personnel associated with UFV.

University events that are considered core university business are exempt from the policy.

Continuing Studies activity is excluded from this Overhead Fee Policy; there exists a separate cost recovery fee structure outlining the specifics of this unit.

POLICY

The University requires an overhead fee to be included in all applications or proposals for research, educational partnerships, projects, and events prior to any commitment of University resources. Any exceptions require the approval of the appropriate administrator as per the procedures outlined in the following pages.

Overhead fees are calculated and distributed at the rate specified in the following procedures.

DEFINITIONS

Contract or agreement: is an agreement between legal entities, namely the sponsor and the University, to provide financial support to provide goods or perform services within the specific stipulations and conditions of the contracts or agreements.

Core university business: activity that is included in annual budgets and funded through operating budget e.g. convocation.

Discretionary university event: is an additional activity at a department or division level that is not part of core curriculum or annual university business.

Overhead fees: include but not limited to the provision of space, maintenance of buildings, utilities, accounting, payroll, human resources, student support, library, information technology services, grants and contract administration, and equipment replacement. This term means the same thing as “indirect costs” and is used interchangeably.

Research grant: is financial support for an investigator or investigators, or group or centre or institute conducting research in a particular subject area or field, with a described focus within that subject and/or a described methodology.

Specific project: is any externally-funded agreement that commits the University to provide services other than research. This includes, but is not limited to events, analytical or administrative services, and specialized training. These projects may or may not have a contract with a restricted budget.

PROCEDURES FOR OVERHEAD COST FEE RECOVERY

Except where expressly prohibited by the funding organization, the University requires the inclusion of overhead fee recoveries in all proposals, applications, contracts, and agreements. The University may refuse to authorize activities where indirect costs are not recoverable.

All applications, contracts, and agreements must be approved and signed in accordance with the University's signing authority policy as well as in compliance with any other laws or regulations (*Policy # BRP-205.02*).

It is the responsibility of the senior administrator or signatory to cover activity deficits including any deficit resulting from overhead fees incurred. Any surplus in excess of the overhead fee will be retained by the division.

RESEARCH

Researchers and project leads must budget indirect costs, or eligible costs *in lieu* of overhead, into applications for funding using the rates indicated and **may not** negotiate overhead with funding sponsors. Any negotiation of overhead with sponsors should be undertaken by the Office of Research Services. Funding received directly from Tri-council for projects (SSHRC, NSERC, and CIHR) is exempt from overhead charges as an Indirect Costs grant is provided to the University each year based on funding received over the prior three years.

In exceptional cases, the Provost may consider written appeals for exceptions or variations concerning the minimum amount of overhead charged. All exceptions to this policy require prior written approval from the Provost. An Administrative Indirect Cost Recovery Waiver form must be completed and approved if the overhead charge is to be waived (see Appendix A).

Overhead fees will be deducted based on the following rates:

- 30% for on-campus activity calculated as a percentage of total direct costs of the project
- 25% for off-campus activity calculated as a percentage of total direct costs of the project

All funds received and allocated will be distributed through the University's central accounting system

Overhead recoveries will be distributed as follows:

- 50% to Central Administration
- 40% to Office of Research Services
- 10% to Faculty Division

DISCRETIONARY UNIVERSITY EVENTS

Overhead fees will be applicable to special events and additional activities of the University. Discretionary University Events may include, but are not limited to events such as summer camps, study tours, productions and hosted conferences.

All funds received and allocated will be distributed through the University's central accounting system.

A minimum of 10% will be deducted; the portion of overhead fees greater than 10% will be retained by the division.

In exceptional cases, the CFO may consider written appeals for exceptions or variations concerning the minimum amount of overhead charged. All exceptions to this policy require prior written approval from the CFO. An Administrative Indirect Cost Recovery Waiver form must be completed and approved if the overhead charge is to be waived (see Appendix A).

SERVICE CONTRACTS

Services provided in support of professional practice and consulting should be guided by industry rates. In addition to applicable overhead fees, service contracts may include an equipment fee based on the use of specialized, costly, or high maintenance equipment.

Overhead fees will be deducted based on the following rates:

- 30% for on-campus activity calculated as a percentage of total direct costs of the project
- 25% for off-campus activity calculated as a percentage of total direct costs of the project

All funds received and allocated will be distributed through the University's central accounting system

Overhead recoveries will be distributed as follows:

- 50% to Central Administration
- 50% to Faculty Division

In exceptional cases, the CFO may consider written appeals for exceptions or variations concerning the minimum amount of overhead charged. All exceptions to this policy require prior written approval from the CFO. An Administrative Indirect Cost Recovery Waiver form must be completed and approved if the overhead charge is to be waived (see Appendix A).

SPECIALIZED TRAINING/ EDUCATIONAL PARTNERSHIPS

Specialized training and educational partnerships include agreements for implementing, managing, and/or delivering a program, workshop, or specialized training of an educational nature within or outside the University premises, between the University and another party. In addition to an overhead fee, there may be an equipment use fee based upon the use of specialized, costly, or high maintenance equipment.

Overhead fees will be deducted based on the following rates:

- 30% for on-campus activity calculated as a percentage of total direct costs of the project
- 25% for off-campus activity calculated as a percentage of total direct costs of the project

All funds received and allocated will be distributed through the University's central accounting system

Overhead recoveries will be distributed as follows:

- 50% to Central Administration
- 50% to Faculty Division

In exceptional cases, the Provost may consider written appeals for exceptions or variations concerning the minimum amount of overhead charged. All exceptions to this policy require prior written approval from the Provost. An Administrative Indirect Cost Recovery Waiver form must be completed and approved if the overhead charge is to be waived (see Appendix A).

OVERHEAD COST RECOVERY WAIVER

Principal Investigator/Project Lead: _____

Department: _____

Project Title: _____

Project/Agreement Number: _____

Funding Source: _____

Proposed Percentage of OH Recovery to Waive: _____

OH Recovery Waiver Amount: _____

Justification for Waiving Overhead:

Principal Investigator/Project Lead

Date

AVP Research, Engagement and Grad Studies

Date

Dean

Date

Chief Financial Officer

Date

Provost & VP Academic

Date

Faculty Council Motions/Actions March 21, 2014

	Motions/Action		Follow Up
	<p><u>MOTION</u> Frank Ulbrich/Kenneth Gariepy THAT the agenda of March 21, 2014 be approved as presented with the addition of 4.6 New Standing Committee on Indigenization and 7.6 Update on Chris Hadfield Event</p> <p style="text-align: right;"><u>CARRIED</u></p>		
	<p><u>MOTION</u> Leah Douglas/Awneet Sivia THAT the minutes of February 21, 2014 be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		
	<p><u>MOTION</u> Awneet Sivia/Sandy Hill THAT the Teacher Education program - Minor course change to EDUC 300, Introduction to Best Practices of Teaching and Learning be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		
	<p><u>MOTION</u> Les Stagg/Leah Douglas THAT the Early Childhood Education Certificate and Diploma changes be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		
	<p><u>MOTION</u> Les Stagg/Kenneth Gariepy THAT the Bachelor of Arts, Child and Youth Care proposed changes be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		
	<p><u>MOTION</u> Frank Ulbrich/Gerry Palmer THAT the new course from the School of Business - BUS 478 Work Spaces. Build Places be approved as presented.</p> <p style="text-align: right;"><u>CARRIED</u></p>		

	<p><u>MOTION</u></p> <p>THAT Faculty Council create a Faculty Standing Committee on Indigenization at its May meeting.</p> <p style="text-align: right;">Gerry Palmer/Les Stagg</p> <p style="text-align: right;"><u>CARRIED</u> <u>2 Abstained</u></p>		
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Two representatives are required for the Teaching & Learning Advisory Council (TLAC) for the September 2014 to June 2015 term. As per TLAC's Terms of Reference, "faculty areas will be asked to appoint two members as their delegates to the Teaching and Learning Advisory Council for a September – June term of office".

Below are the names of the representatives from 2013 – 2014.

- 1. Sheryl MacMath**
- 2. Maple Melder-Crozier**

Please add this item to the May Faculty Council agenda and, when representatives have been selected for 2014-15, forward the names to Dana Landry, TLAC Chair, and cc me.

TLAC meets Week 3 Fridays (1 pm – 2:30 pm, Room TBC). The next meeting is tentatively set for September, 2014.

The Terms of Reference are attached for your convenience. Please contact me if you have any questions.

Thank you,

Ruby

Administrative Assistant
Teaching & Learning
Ext 4382