

APPROVED AGENDA
Professional Studies Faculty Council

Friday, September 26, 2014
10:00 am – 12:00-noon
Room B140, Abbotsford Campus

<i>Package Pages</i>	
	1. Welcome Tracy Ryder Glass to Professional Studies Faculty Council
	2. Items for Approval
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	3. Continuing Business
	3.1. Professional Studies Faculty Standards and Criteria
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Pg. 94 – 95	4.6. TEP Name Change
	5. Standing Committee Reports
	5.1. Nominations and Elections Committee – <i>Glen Paddock</i>
	5.2. Field Education and Practicum Committee – <i>Lucki Kang</i>
	5.3. Retention Committee – <i>Kim Milnes</i>
	5.4. Learning Exchange Committee – <i>David Dobson/Raymond Leung</i>
	5.5. Faculty Newsletter Committee – <i>Christine Slavik</i>

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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 – May 23, 2014
- 7.2. Senate guidelines for in-camera meetings
- 7.3. Revisions to Terms of Reference RE: Faculty Council Membership Composition:
 - 1.1.1. Ex-Officio and Non-voting Members
Non-voting membership:
 - a) Registrar/Secretary to the Faculty Council;
 - b) Provost and Vice-President Academic;
 - c) University Secretary/Registrar;
 - d) one member of Senate;
 - e) one representative each from other Faculty Councils;
 - f) those invited by the Dean in consultation with the Faculty Council;
 - g) University Librarian or designate
- 7.4. Lisa Moy nominated to Undergraduate Education Committee starting August 1, 2014
- 7.5. The next Faculty Council Meeting is **October 17, 2014** in room **B140**

DRAFT MINUTES
Professional Studies Faculty Council

Friday, May 23, 2014
10:00 a.m., Room D217, Abbotsford Campus

Chair: Cyrus Chaichian

Present:

Mary Higgins	Frank Ulbrich	Les Stagg	Mark Breedveld
Amir Hajbaba	George Melzer	Leah Douglas	Doris Ball
Margaret Coombes	Awneet Sivia	Mark Breedveld	Cindy Rammage
Ron Wilen*	Kevin deWolde	Rosetta Khalideen	Christine Nehring*
Cyrus Chaichian	Glen Paddock	Cindy Stewart	Karen Power*
Gerry Palmer	Heather Compeau*	Gillian Bubb	Curtis Magnuson
Darrell Fox	Seonaigh MacPherson	Kim Milnes	Janice Johnson*
Elizabeth Dow	Maple Melder-Crozier	Sandy Hill	Ian Hunt
David Dobson	Barbara Salingré	D.J. Sandhu	Raymond Leung
Don Miskiman	Ron Zitron	Kirsten Robertson	Lorne Mackenzie

Regrets:

Jan Lashbrook Green	Fiona McQuarrie	John Hogg
Andrea Hughes*	Mark Lee	Colleen Bell*
Mike Ivanof	Melanie Scott*	Rod Hayward
Christina Neigel	Gwen Point	
Kenneth Gariepy	Keith Lownie	
Kathryn Ricketts*	Lou Schroeder	
Lisa Moy	Christine Slavik	
Lucki Kang	Sheryl MacMath	
Joe Ilsever	Robert Harding	

Recorder: Laura Chomiak*

*** Indicates Non-Voting Member**

Rosetta thanked the Learning Exchange Committee for organizing their first Learning Exchange Initiative, Raymond Leung for being the MC, and Frank Ulbrich and Seonaigh MacPherson for guest speaking.

Rosetta congratulated and welcomed Darrell Fox, as the new Director, School of Social Work and Human Services.

1. **PRESENTATION BY PROFESSOR GAGAN SHARMA FROM OUR CHANDIGARH CAMPUS, INDIA**

Rosetta welcomed special guest Professor Gagan Sharma, the first business faculty member to visit from Chandigarh, India. Professor Sharma is here working with the School of Business promoting faculty exchanges, best practices, and sharing his knowledge and experience of working in Chandigarh, India.

In his presentation, Professor Sharma spoke about a two-way exchange program for students, the future prospects of higher education in India, and an equal opportunity to have access to a quality education. With more than 60% of educational institutions less than 50 years-old, India is moving from an elite segment education to mass education and expects to meet a mass enrollment by 2022. The move will be more relevant to global needs, removing inequalities, and focusing on quality teaching and learning processes. Professor Sharma said that the future direction of India's Education is to upgrade infrastructure and global partnerships, look at why different industries are doing better, and how they can do better.

Rosetta thanked Professor Gagan Sharma for his presentation, the School of Business for their involvement, and D.J. Sandhu who initiated the Chandigarh Program.

2. **ITEMS FOR APPROVAL**

2.1 **Approval of Agenda May 23, 2014**

MOTION

THAT the agenda of May 23, 2014 be approved as presented.

Gerry Palmer/Gillian Bubb

CARRIED

2.2 **Approval of Minutes March 21, 2014**

MOTION

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

Gerry Palmer/Raymond Leung

CARRIED

3. **CONTINUING BUSINESS**

3.1 **Discussion on Faculty Standards and Criteria for Rank and Tenure Document – Frank Ulbrich**

Frank reported that the Professional Studies Faculty Standards Committee is working on editorial changes to the Faculty Standards and Criteria for Rank and Tenure document. The Professional Studies Faculty Standards Committee will distribute a draft copy to Faculty Council for comments and/or suggestions, and present the document to Faculty Council in September. The Committee is seeking final approval of the document by the

end of December so it can be forwarded to UFV's Faculty Standards Committee of Senate.

ACTION: Professional Studies Faculty Standards Committee

3.2 Creating a Faculty Council Standing Committee on Indigenization

Rosetta asked the Nominations and Elections Committee Chair to organize a callout to Faculty Council to form a Professional Studies Faculty Council Standing Committee on Indigenization.

4. NEW BUSINESS

4.1 Bachelor of Business Administration Entrance Requirements – Frank Ulbrich

MOTION

Frank Ulbrich/Gerry Palmer

THAT the Bachelor of Business Administration Degree program proposed entrance requirement changes be approved as presented.

CARRIED

4.2 Accounting Option Program Changes

MOTION

Kevin DeWolde/Gillian Bubb

THAT the BBA Accounting Option Program changes be approved as presented.

CARRIED

4.3 BUS 403 Changes to Existing Course

MOTION

Frank Ulbrich/Don Miskiman

THAT proposed calendar changes and update of learning outcomes to BUS 403 be approved as presented.

CARRIED

4.4 BUS 404 Changes to Existing Course

MOTION

Frank Ulbrich/Kim Milnes

THAT proposed prerequisite changes and update of learning outcomes to BUS 404 be approved as presented.

CARRIED

4.5 BUS 448 New Course Proposal

MOTION

Frank Ulbrich/Gillian Bubb

THAT the proposed new course BUS 448 be approved as presented.

CARRIED

- 4.6 ADED Memo to UEC - Seonaigh MacPherson
- 4.7 ADED 305- change to prerequisites
- 4.8 ADED 310- change to prerequisites
- 4.9 ADED 320- change to prerequisites
- 4.10 ADED 340- change to prerequisites
- 4.11 ADED 350- change to prerequisites
- 4.12 ADED 360- change to prerequisites.
- 4.13 ADED 365- change to prerequisites
- 4.14 ADED 370- change to prerequisites.
- 4.15 ADED 380- change to prerequisites.
- 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

MOTION

Seonaigh MacPherson/Gerry Palmer

THAT proposed prerequisite changes to the following Adult Education courses be approved as presented:

ADED 305, 310, 320, 340, 350, 360, 365, 370, 380, 390, 405, 407, 408, 410, 420, 446, 470, 472

CARRIED

Seonaigh noted that additional changes would be coming as the department is reframing their course outcomes, and updating and aligning their courses.

4.25 Overhead Cost Recovery Policy

The Overhead Cost Recovery Policy, which outlines direct and indirect costs associated with supporting activities at UFV was discussed.

Comments and recommendations to the Policy by the Professional Studies Faculty Council are noted in Appendix A.

4.26 Indigenous Committee of Senate

The Senate Governance Committee (SGC) is looking for recommendations for revisions to proposed terms of reference and membership composition for an Indigenization Committee of Senate. Faculty Council was asked to review the terms and composition and submit any recommendations to the SGC subcommittee, c/o monique.castonguay@ufv.ca by June 25.

The Aboriginal and general community have been invited to attend two consultation meetings to provide input regarding the proposed terms and composition.

5. STANDING COMMITTEE REPORTS

5.1 Nominations and Elections Committee - Glen Paddock

Rosetta thanked Maple for continuing her term on the Teaching & Learning Advisory Council, and asked Glen if he could draft a callout to Faculty Council for one more member to sit on the Committee.

Glen requested a meeting with Laura Chomiak to review the upcoming PS Subcommittee's Terms of Reference and any vacancies that will need to be brought forward in September.

ACTION: Glen and Laura

5.2 Field Education and Practicum Committee – Sandy Hill

Sandy reported that the risk assessment/placements for practicum placements have been difficult due to the new UFV agreements being used with agencies.

5.3 Retention Committee - Kim Milnes

Kim reported that the Retention Committee continues to look at issues affecting the ongoing success of our international students.

5.4 Learning Exchange Committee - David Dobson/Raymond Leung

David thanked Frank and Seonaigh for being the first presenters at the Learning Exchange Initiative, Raymond for being the MC, the faculty who came out, and Rosetta for her support.

5.5 Faculty Newsletter Committee - Christine Slavik

No report

5.6 Spark! – Rosetta Khalideen

Rosetta announced that the Spark! 2014 Faculty Forum is set for September 12, 2014. Faculty were reminded of the e-invite that was sent, and were asked to contact Christine Slavik to register as a speaker.

6. OTHER REPORTS

6.1 Reports from Other Faculty Councils

No report

6.2 Senate Report – Gerry Palmer

Gerry reported that Senate has one more meeting scheduled for June to deal with concerns from departments regarding the Program Discontinuance Policy, as well as the Strategic Enrollment Management Plan.

Discussions from Faculty Council included:

- Proposed prioritization on growth and how it may have a negative impact on our own growth
- Issues regarding how we admit students, and resources available to students
- A potential cap on international students
- The implications if we are held to our Strategic Enrollment Management Plan
- A satiability issue because of competition
- The BC Skills for Jobs Blueprint:

http://www.bcjobsplan.ca/getskills/wpcontent/uploads/BCs_Skills_for_jobs_blueprint.pdf

6.3 Dean's Report – Rosetta Khalideen

Rosetta gave her final Faculty Council Report as the Dean of the Faculty of Professional Studies.

Rosetta report included:

- The 2014/15 Budget has been finalized

- The Education Plan update has been sent to APPC, and will go to Senate in September
- The TEP Program Review is completed, and the LIBIT Program Review is underway
- Two MOU's for International Partnerships in the areas of Social Work and Aviation have been signed
- The Program Prioritization Criteria Principles document is in place to review the Institution's offering, and to compare current and prior programs
- The Rank and Tenure document for the Professional Studies Faculty is now in its final stages and will be presented at the September Faculty Council Meeting
- There are ongoing discussions regarding a third school in the Faculty of Professional Studies

Rosetta highlighted some of her activities that she has been involved in over the past six years. Under Rosetta's leadership:

- Her most significant contribution was building the Faculty of Professional Studies
- Professional Studies was the first Faculty Council to form and develop a Terms of Reference
- The process of developing a School was established
- Professional Studies was the first Faculty to develop a Faculty Newsletter
- Professional Studies was the first to organize a Celebrating Internationalization Event, and an annual Spark! Faculty Forum
- The first Faculty to identify department names in Halq'eméylem
- Established 14 new faculty positions within the Faculty
- Moved the Teacher Education Program from Chilliwack to Abbotsford
- Created The School of Business
- Added the Master's Program to the School of Social Work
- Restructured Adult Education
- Brought in local and international partnerships
- Established the Chandigarh BBA Advisor's Committee which has created program transparency
- The Bachelor of Social Work has a full 7-year accreditation

Rosetta thanked the Faculty for working together and for their support, help, and assistance over the past six years. Rosetta gave tribute to former Heads and Directors John Hogg, Christina Neigel, Mark Breedveld, Christine Slavik, Les Stagg, Jane Dean, Cheryl Isaac, Paul Orłowski, Ian Hunt, Carol Dickson, the current Heads and Directors and Karen Power.

Following the Dean's Report, Cyrus Chaichian presented Rosetta with a plaque on behalf of the Professional Studies Faculty Council thanking Rosetta for six years of leadership.

Rosetta thanked Laura Chomiak for all her work on Faculty Council and wished her all the best in her new position as the FSA Staff Contract Administrator.

Rosetta thanked Fiona McQuarrie for her assistance to the Faculty in her one-year role as Associate Dean and later as a source of help to new initiatives in the Dean's office.

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 scheduled for **September 26, 2014**

APPENDIX A



Professional Studies Faculty Comments, Questions and Recommendations Regarding the Overhead Cost Recovery Policy

At the May 23, 2014 Professional Studies Faculty Council Meeting the terms and composition of the proposed Overhead Cost Recovery Policy were reviewed. Below are comments/questions and recommendations for revisions to the Policy by the Faculty of Professional Studies.

Comments/Questions:

- When departments work in collaboration with Continuing Studies on a course, does the department have to pay a portion of the CS cost recovery fee structure, or will a portion of the revenue go back to the collaborating department? This is not clear in the Policy.
- How are the overhead fees defined by the provision of space? Some departments are allocated space but are not currently accommodated for it.
- Joint projects with external institutions do not fall within 'core university business'. How will departments determine what percentage will need to be factored in for administrative fees?
- With regard to research funding, what percentage is the individual receiving (e.g. 40% goes to research)? Does the final dollar amount go to the department or the faculty member?
- Incorporating 30-40% to overhead when planning for costs may make certain entrepreneurial programs untenable.
- Understandably UFV's indirect costs in relation to a project should be at least partially covered. However, justifications for the proposed rates in this policy seem excessively high, particularly with regard to the limited funding for research that is available at UFV. Most researchers at UFV are doing most of the administrative work associated with the projects themselves.
- The proposed policy does not indicate any distinction between the different types of research activities, especially research activities taking place off-campus, and the indirect costs those generate for UFV (e.g. a month-long field study program would likely generate administrative expenses for UFV in setting up the program, and so on).
- Researchers working on their own, and conducting interviews in the Lower Mainland generate no administrative expenses for UFV. There is no justification for applying the same overhead cost rate to these two kinds of off-campus activities.
- This policy may have an impact on the competitiveness of grant applications from UFV researchers. Research funding is difficult to obtain everywhere, and the amount being requested is often a determinant of which projects receive funding in a grant competition.

UFV researchers already struggle with the stigma of being from a small and not-well-known institution. Requiring UFV researchers to increase their budgeted costs by 25% or 30% is going to further diminish the likelihood of receiving grants.

- What support do research activities get from the Office of Research and Graduate Studies to warrant a percentage of funds going back to this office?

Recommendations:

- Define Faculty Division in Appendix A and identify the ground rules for applying for an exception.
- Increasing the costs to partnerships to make projects more cost recovery.
- As Continuing Studies activity is excluded from this Policy, clarification regarding costs need to be in place for departments working on joint CS courses.
- Clarify the definition of 'Core University Business'. What activities qualify under this distinction?
- The Policy needs to contain an itemized breakdown of costs (i.e. a checklist to calculate the required use of facilities and services for each program and ultimately calculating the overhead percentage for each program).
- Unique service offerings should be calculated based on a formulaic itemized list to allow programs to look for lower cost alternatives for resources and facilities.
- Clarify research projects involving collaborations among different institutions and partners.

MEMO



To: Undergraduate Education Committee Assistant, Rosetta Khalideen, Professional Studies Faculty Council

From: Seonaigh MacPherson, Corinne Richardson

CC:

Date: January 22, 2014/ Revised date – March 19th, 2014

Re: Simplify the Entrance requirements and Program requirements for Adult Education

Rationale:

Adult Education is simplifying the entrance requirements to apply to the program. Since meeting with the Office of Registrar to discuss admission changes, the Adult Education Department reviewed our entrance requirements to make it easier for potential students to apply.

Changes: Entrance Requirements

- a. Simplify the English requirement to read: "Students must meet the prerequisites for a first year English or Communications course."
- b. Remove the Questionnaire as a requirement.
- c. Remove letters of reference.
- d. Reword the Options to be:
 - I. Workplace Experience
 1. 3 or more years workplace experience in a related field
 2. Remove the Nine post-secondary credits with cumulative GPA of 2.0
 3. Keep the resume requirement
 - II. Post-secondary Credentials
 1. Applicants must have completed a diploma, 30 credits certificate, or associated degree from a recognized post-secondary educational institution. (remains the same)
 2. Remove – Applicants must have a demonstrated interest in the field of adult education, ideally with a developing field of practice.
 3. Admissibility will be assessed based on transcripts of previous educational experience and on the information provided in the applicant's resume. Removing reference to the questionnaire
 - III. Current Students (NEW)

Changes: Program Requirements

- a. Add one English option ENGL 150
- b. Remove – BA students BA (AdEd) students will not be permitted to enrol in upper-level ADED courses until they have completed at least 30 credits, including the three courses listed above.

Campus- Wide Consultation Comments:

Comment 1: Elaine Newman- Arts Advisor –

With the elimination of the three approved grade 12 courses with a C+ or 9 post-secondary credits/2.0 GPA , it seems that the prerequisite for ENGL or CMNS is the only “academic” requirement for Options 1 and 3. My concern is whether the English prerequisites (which can be met with TOEFL, IELTS, CPT, English 12 with a C+ or other language assessment scores) ensures sufficient academic preparation to enter a degree program.

Response: Our program is different than most in that it all requirements are in the last 60 credits (upper-level courses). We only have one required 200-level course, which is new. So, most students enter our program from other programs (BGA, for example) or with a combination of transfer credits from other diploma or degree programs at other institutions and/or some PLAR. Because our courses are all upper level, students don't enter directly into our program from grade 12 or the equivalent, at least not in my experience. Therefore, there is not the same need for gatekeeping as in other programs that have courses and requirements across 1st to 4th years.

Comment 1 - 4: Rhonda Styles- Business Advisor

1. With the elimination of the three approved grade 12 courses with a C+ or 9 post-secondary credits/2.0 GPA , it seems that the prerequisite for ENGL or CMNS is the only “academic” requirement for Options 1 and 3. My concern is whether the English prerequisites (which can be met with TOEFL, IELTS, CPT, English 12 with a C+ or other language assessment scores) ensures sufficient academic preparation to enter a degree program:

The way I read the proposed requirements, students with three years related work experience (according to their resume) and the English prerequisite would qualify for admission, regardless of whether they had high school graduation or any successful post-secondary education.

Most other degree programs at UFV do require some evidence of academic ability, usually similar to the existing requirements that you are eliminating.

Response: Our program is different than most in that it all requirements are in the last 60 credits (upper-level courses). We only have one required 200-level course, which is new. So, most students enter our program from other programs (BGA, for example) or with a combination of transfer credits from other diploma or degree programs at other institutions and/or some PLAR. Because our courses are all upper level, students don't enter directly into our program from grade 12 or the equivalent, at least not in my experience. Therefore, there is not the same need for gatekeeping as in other programs that have courses and requirements across 1st to 4th years.

2. There does not seem to be a way for previous post-secondary students (not currently enrolled) to enter unless they have either the three years' work experience or a completed credential.

I think post-secondary transcripts from all institutions should be required for degree admission, as they are for all other degree programs.

Response: Good point. We'll look into the wording to see if it can be clarified. They are welcome to enter with incomplete credentials from elsewhere, as you suggest. We routinely admit these students, though I think they are usually qualifying under the 3-years of work experience.

3. If there is a good reason for not retaining the original requirements, and you do not want to require students to complete 30 credits before entering the degree as in the BGS, would you consider something like:
- i. Students with previous post-secondary would be required to have a minimum of 9 university credits, with a minimum GPA of 2.0 on all credits attempted, OR
 - ii. Students with only high school graduation would be considered if they have three years' related work experience.(alternatively this might be changed into a "mature" student option that requires something like an essay, plus three years' work experience).

Response: We'll review these options in our Department meeting. Recommendation (i) is possible and was suggested by someone else I believe. Recommendation (ii) sounds unwieldy. The fact is that we tend to draw people with ample experience in or related to adult education, so there isn't a need to surveil their credentials, especially given that all of our courses are upper level. If we require 3 years work experience or "mature" with an essay and experience, it requires we take the time to negotiate all these documents and review them. With continuing enrolment, it creates bottlenecks. We have students at varying levels of competencies and are willing to work with them almost in an access capacity if they have problems. We feel this models good adult education pedagogies. I have yet to encounter a student in our classes who is 'out of their depths.' Again, I think it's because the "discipline" is so occupationally specific and targeted.

4. These are just a suggestion, and may not be quite what you had in mind, but something like this would simplify the entrance requirements to two options, and provide entrance options for most students. Those who do not meet either option could begin in the program path and qualify once they have 9 credits. These requirements, however, may still be considered low for university degree entrance.

I think post-secondary transcripts from all institutions should be required for degree admission, as they are for all other degree programs.

Response: Thanks. I like the suggestion of the two routes--9 credits with 2.0 or "mature student" status. I just don't want too many prohibitions placed on the latter (e.g., writing an essay, etc.) Our "mature students" are, as a rule, highly competent mid-career professionals or para-professionals who are highly motivated, so there is rarely an issue with them that can't be learned with some moderate support from our instructors.

Comment 1: Susan Fisher – Associate Dean of Students -College of Arts – New Students section of the proposed change.

Where do you expect students to be before they apply to the program? Are they in the BA? Are they in a studies path? For routes B and C, students have to earn some post-secondary credits. They have to be somewhere—i.e., in some program or enrolment category--while they earn those credits. What's the best place for them? There is only one AdEd course in the lower-level requirements. I don't think this in itself is problematic, but 57 of the 60 lower-level credits are in other faculties/programs. It would make sense for pre-Aded students to be in a specific program as they prepare for the upper-level work. Would something like the Liberal Arts diploma potentially be a good place for them to be? Are there specific GPA requirements for students taking Route C into the program?

Response: Thanks for your queries and suggestions. I think these issues stem in part because our students look very different on entry as a rule than in most other Departments. They are ALWAYS mid-career professionals. We never have people entering from high school or people just entering

post-secondary. I've never encountered a student under 23-25 years of age. We would welcome them, but it doesn't happen or only rarely. Therefore, students who enter our program are coming to it through varied and odd trajectories through post-secondary or from the workplace with varying levels of education in other institutions or contexts (including Ph.Ds seeking teaching credentials for university teaching.) So, it is difficult for us to prescribe any academic or workplace pathway into our program. Instead, we prefer to be flexible and work with student through advising. So, while I agree the Liberal Arts diploma would be a fine route into our program, we are loathe to prescribe it. The fact is that the overwhelming majority of our students come to us via transfer credits of other credentials or credits from PSIs and PLAR. They seldom have to do substantial amounts of lower-level credits.

After reviewing the Campus- Wide Consultation comments we decided to make changes to our initial proposal for our program Entrance Requirements. We feel these changes will address concerns and still meet the unique needs of our program.

NEW: Entrance requirements

Bachelor of Arts (Adult Education) - BA- ADED degree

The Bachelor of Arts (Adult Education) BA- ADED degree is a unique mid-career professional development program for people who are instructing, administering, developing programs for, or providing educational support to adult learners. The program consists of 120 credits, which may be achieved through a combination of coursework, credit for prior experience, and transfer credit. Most students are part-time students, taking one or two courses per semester. The program offers students the opportunity to link practical and theoretical course work to the challenges they meet in their work setting, while enhancing their knowledge, skills, and appreciation of the field of adult education.

Entrance requirements

Requirements for all applicants

1. All applicants must have one of the following:

- a minimum grade of C+ over English 12 plus two [Approved Grade 12 courses](#); or
- the prerequisites for [ENGL 105](#), and a minimum of C+ over three [Approved Grade 12 courses](#); or
- a minimum of 9 post-secondary credits, with a cumulative grade point average (CGPA) of at least 2.0 on all university credits attempted.

2. Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#) in the Admissions section of the calendar.

3. Applicants must provide high school transcripts, and transcripts from all post-secondary institutions they have attended.

Applicants meeting these standards may then apply for admission to the BA (AdEd) under Option 1 or Option 2.

Option 1

1. Applicants must have three or more years of demonstrable experience and development within the field of adult education. This may include experience and/or development in any of the following areas:

- Teaching adults
- Development of educational programs for adults
- Administration of educational programs for adults
- Counselling/advising adults
- Providing educational support services to adult learners
- Any other area related to the practice of adult education

2. Applicants applying under this option must submit a resume, and arrange for at least two letters of reference from workplaces or employers, addressing the applicant's experience related to adult education. The letters of reference must be submitted in a sealed envelope directly to UFV Office of the Registrar.

Admissibility will be assessed based on the information provided in the applicant's resume, questionnaire, and the letters of reference.

Option 1: University students

1. A minimum of 30 credits transferrable to the BA-ADED, with a minimum GPA of 2.00 calculated over all credits attempted that would be applicable to the BA-ADED.

2. Prerequisites for [ENGL 105](#).

Option 2

1. Applicants must have completed a diploma, 30-credit certificate, or associate degree from a recognized post-secondary educational institution.

2. Applicants must have a demonstrated interest in the field of adult education, ideally with a developing field of practice.

Admissibility will be assessed based on transcripts of previous educational experience and on the information provided in the applicant's resume and questionnaire.

Students who do not meet these requirements might consider the Adult Education Studies [program path](#).

Option 2: Department of Adult Education certificate students at the University of the Fraser Valley.

Adult Education certificate students may ladder directly into the degree program upon request.

1. Applicants must have a minimum GPA of 2.00 calculated over all credits attempted that would be applicable to the BA-ADED.

2. Prerequisites for [ENGL 105](#)

Option 3: Departmental discretionary admission

The BA-ADED degree department will also consider applications from working professionals with at least three years of significant and relevant Adult Education or related experience, 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 support their application by submitting a resume and/or letters of reference to the program advisor, as determined by the department.

Students applying under this category must contact the program advisor 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.

When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see [Specific intake application process](#).

How to apply

1. ~~Submit the application fee along with your UFV application for admission form to the Office of the Registrar (OReg). You can apply online or download an application form at ufv.ca/admissions/admissions/apply. Application forms are also available from any OReg or Student Services office, or directly from the Adult Education department office in Abbotsford.~~

~~Along with the application form and the application fee, also attach the following documents:~~

- ~~-a. Completed questionnaire outlining work experience, prior training and education, and learning goals (available at ufv.ca/admissions/forms).~~
- ~~-b. Resume.~~

~~2. You will be advised of an admission decision. Following notification of admission to the program, students must contact the program advisor in order to create a program plan for their studies.~~

Basis for admission decision

~~Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.~~

~~1. New, continuing or returning applicants to UFV, for all program types apply online.
https://farnham.ufv.ca/prod/bwskalog.P_DisplLoginNon~~

~~Additional documents required for a complete application:~~

- ~~• For university entrance, official transcripts (or interim transcripts) of all post-secondary institutions attended (other than UFV) showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.~~

~~2. Upon admission, you will be provided with registration information. A deposit is required when you register (see the [Fees and Other Costs section](#)). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.~~

~~3. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.~~

Basis for admission decision

~~Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.~~

Program planning

Applicants seeking credit in the program for previous credentials or educational experience must obtain official transcripts from every post-secondary institution attended, and proof of any previously earned trades qualifications, certificates, or diplomas. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. Submit all other official documents directly to the UFV Admission and Records office. These documents are required to assist in planning the program of study.

Program length and locations

The length of time required for program completion depends on the number of courses taken per semester, and the number of credits awarded through transfer credit or Prior Learning Assessment and Recognition (PLAR).

The majority of courses are offered on the Abbotsford campus. Courses may be offered online, in a face-to-face format, or with a combination of online and face-to-face components. Some face-to-face courses may require students to have Internet access to use online full-text materials.

Program requirements

The BA -ADED (~~Adult Education~~) program requires completion of 120 credits with a minimum cumulative grade point average (CGPA) of 2.0. A minimum of 30 credits must be from UFV credit offerings. At least 45 credits must be from upper-level courses.

Students must maintain a CGPA of 2.0 to remain enrolled in the BA (Adult Education) program. Students not meeting this requirement will be subject to UFV's [Academic Warning policy \(79\)](#).

Lower-level requirements

A total of 60 credits, acquired through a combination of the following:

1. Credit awarded through Prior Learning Assessment and Recognition (PLAR) to a maximum of 45 credits.

Note: Students applying for credit through PLAR are also required to complete ADED 305.

2. Transfer credit.

3. Credits acquired at UFV or elsewhere.

Note: Students wishing to take courses at other institutions for credit in the BA (Adult Education) program must first obtain permission from the program advisor, and obtain Letters of Permission from UFV and from the other institution.

The completed 60 credits must include:

1. One of ENGL 105, CMNS 125, or CMNS 155
2. One of CMNS 251, ENGL 120, ENGL 130, 150 or ENGL 170
3. ADED 210 (Foundations of Adult Education)

~~BA (AdEd) students will not be permitted to enrol in upper-level ADED courses until they have completed at least 30 credits, including the three courses listed above.~~

Upper-level requirements

1. All of the following or equivalent:

Course	Title	Credits
ADED 310	Introduction to Adult Education	3
ADED 320	Adult Learning	3
ADED 340	Program Planning and Evaluation	3
ADED 345	Instructional Skills for the Workplace	4
ADED 360	Adult Education in the Canadian Context: History and Trends	3
ADED 370	Guided Independent Study	3
ADED 390	Selecting, Evaluating, and Using Adult Education Research	3
ADED 405	Diversity in Adult Education Contexts	3
ADED 407	Organizational and Workplace Learning: Reflections of Practice	3
ADED 408	Assessing Adult Learning	3
ADED 410	Adult Education and Social Change	3
ADED 420	Adult Education in the Global Context	3
ADED 470	Synthesis Project in Adult Education	3
ADED 472	Professional Portfolio for the Reflective Practitioner	3

2. Any three of the following or equivalent:

Course	Title	Credits
ADED 350	Storytelling and the Reflective Practitioner	3
ADED 365	History of Aboriginal Adult Education in Canada	3
ADED 380	Educational Technologies	3
ADED 445	Facilitating Skills for the Workplace	4
ADED 446	Popular Education	3

3. 9 credits of program electives, chosen in consultation with the program advisor. UFV courses other than ADED courses can be used to satisfy this requirement.

Workload and expectations

Coursework in the program combines theory and practice. Students should expect to spend at least three hours of study and preparation outside of class for each hour of class time.

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Adult Education page](#)

Note: We will be submitting a change regarding replacing ADED 345 from our offerings.

Hi Corinne,

I think the best option is to continue with your current submission, and then later make any required program changes to reflect the new course. If you would like to include notification that CMNS/ADED 345 will be replaced in the near future, that's fine. It will help UEC members to get a better understanding of your program.

I am the Chair of UEC, and Ashley Hoogendoorn (the committee assistant) or I would be happy to help you with any questions you have about your submissions. We can often provide examples of common wording or program structures, and we can let you know what sorts of comments or concerns have arisen with other program changes in the past.

Best regards,

Samantha

From: Corinne Richardson <Corinne.Richardson@ufv.ca>
Date: Tue, 18 Mar 2014 18:33:14 -0700
To: Samantha Pattridge <samantha.pattridge@ufv.ca>, Seonaigh MacPherson <Seonaigh.MacPherson@ufv.ca>
Cc: Gayle Noel <Gayle.Noel@ufv.ca>
Subject: RE: CMNS/ADED 345 Cross-List

Hi Samantha,

Thank you for your email informing us about the removal of the cross-listing of CMNS/ADED 345 and for providing the thoughtful rationale behind the decision. Since we are finalizing our submission for changes to our entrance requirements to UEC tomorrow, how does this decision affect the documents I am about to submit? I understand you are a committee member and I am asking this question for guidance. Our document includes CMNS/ADED 345 so do I continue with the submission and then later make an adjustment? Should I include this email with my submission as evidence of the pending change? Do I identify an alternative course and simply place it in without going through the proper channels?

Any suggestions you can provide will be greatly appreciated because the documents must be submitted by noon tomorrow.

Corinne

From: Samantha Pattridge
Sent: Tuesday, March 18, 2014 4:48 PM
To: Seonaigh MacPherson
Cc: Corinne Richardson; Gayle Noel; Jacqueline Nolte; Rosetta Khalideen
Subject: CMNS/ADED 345 Cross-List

Hi Seonaigh,

As requested, I brought the Deans' request to share teaching of CMNS/ADED 345 between our two departments to the last CMNS department meeting for discussion and a vote.

At that meeting, the several faculty members involved in designing, teaching, and reviewing CMNS 345 outlined their reasons for a definitive split between CMNS 345 and an Adult Education instructional skills course. CMNS 345, while originally intended for use by both departments, was designed by CMNS, taught by CMNS, and housed (for oversight, budget, and staffing) within CMNS. Over the years, Communications and Adult Education have grown in separate directions, and it was felt that the ADED program and students would benefit more from a separate course that is administered and run by ADED.

While the CMNS department has voted to remove the cross-list from CMNS/ADED 345 for the reasons stated above, we would be happy to work with you in the upcoming weeks to ensure the resulting two courses are significantly different. As well, we will modify our CMNS 345 outline so the focus is explicitly workplace training to help avoid confusion between our course and an ADED-developed instructional skills course.

If you propose some times for a working meeting to prepare these two course outlines, we will be happy to get started soon so you can offer your course next year.

Best regards,

Samantha

Samantha Pattridge
Department Head, Communications
University of the Fraser Valley
604-504-7441 local 4177
Samantha.Pattridge@ufv.ca

MEMO

To: Tracy Ryder Glass, Professional Studies Faculty Council

From: Seonaigh MacPherson, Adult Education Department Head, Corinne Richardson, Program Advisor

Date: September 16th, 2014

Re: Changes to the Adult Education course outlines

1. Rationale for change: Adult Education received permission at the May 23rd, 2014 Faculty Council meeting to change prerequisites for all courses. However, during the summer the department made additional changes based on the new official course outline template. The new official course outline requires shortening of course titles, calendar descriptions and week-by-week details. Amanda Grimson, UEC assistant, recommend courses be resubmit to Faculty Council for approval.
2. Course outlines being resubmitted for approval for these changes are ADED 210, 310, 330, 407, 430, 446, 471, 472, and 480.
3. Summary of substantive changes:
 - a. Course Title Change: ADED 210, 407, 430, 446, 471, and 472
 - b. Course description revised – All
 - c. Learning outcomes revised – All
 - d. Textbooks revised – All
 - e. Student evaluation revised and updated- All
 - f. Course content revised and updated - All

Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? We aligned course-based learning outcomes with Adult Education's integrated program outcomes and UFV's institutional learning outcomes.
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These changes reflect the necessary changes needed on the new template.
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: N/A
 - a. Credit value
 - b. Class size limit
 - c. Frequency of offering

- d. Resources required (labs, equipment)
- 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.

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 210

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

Course Full Title: Introduction to Adult Education

Course Short Title (if title exceeds 30 characters): Intro to Adult Education

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

Calendar Description:

Course Focus: Introduction to principles and practices of adult education. Provides a common foundation of knowledge to students in ADED and an introduction to adult education to students in other UFV programs.

Note:

Prerequisites (or NONE): Enrolment in an Adult Education program; students in other degree or diploma programs can contact the department for permission to enter

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 (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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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, every other year, etc.): annual

Department / Program Head or Director: Ian Hunt

Date approved: **February 2012**

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP: Rosetta Khalideen

Date approved: **February 2012**

Learning Outcomes

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

- Create a personal definition of adult education and its key purposes
- Define key terms in adult education theory and practice (e.g. formal, informal, informal learning, self-directed learning, andragogy)
- Articulate the main concepts associated with the theorized differences between child learning and adult learning
- Describe the settings in which adult education commonly occurs, and locate oneself within those settings as learner and as facilitator of learning
- Describe typical adult education programs and initiatives at the local, provincial, national, and international levels
- Analyze one's own adult education experiences as both a provider of adult education to others and as a recipient of adult education from others, using the theoretical concepts from the readings

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because the course is intended to ensure a common knowledge base for all students in the ADED program

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

Lectures, discussions, case and problem analysis, small group work, student 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)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1.	Merriam, S. and Brockett, R.	<i>The Profession and Practice of Adult Education: An Introduction.</i>	<input checked="" type="checkbox"/>	San Francisco: John Wiley & Sons	2007
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Assignment 1: Online facilitation – 20%

Assignment 2: Autobiography of a lifelong learner – 30%

Assignment 3: Lifelong learning plan – 10%

Assignment 4: Final paper or presentation – 30%

Assignment 5: Participation – 10%

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

Typical Course Content and Topics

- Week one: Who am I as a lifelong learner?
- Week two: Why do adults learn/not learn?
- Week three: How do adults learn? (differences between child and adult education).
- Week four: Theories of adult learning
- Week five: Domains of adult learning: cognitive, affective and psychomotor
- Week six: What is adult education? (types and providers)
- Week seven: Contexts for adult education (universities, organizations, institutions, communities)
- Week eight: Goals of adult education

- Week nine: Needs assessment and program planning in adult education
- Week ten: Methods and techniques used in adult education
- Week eleven: Evaluation
- Week twelve: Issues in the professionalization of adult education
- Week thirteen: Competing visions for the role of adult education

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: Sept. 1994
 REVISED COURSE IMPLEMENTATION DATE: Sept. 2013
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2018
 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: ADED 310 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Fundamentals of Adult Education
Course Short Title: Fundamentals of Adult Educ

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Adult Education

Calendar Description:
 This course surveys the fundamental philosophical and historical roots of adult education, its methods and approaches, its organizations, and issues confronting contemporary adult education practice.

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

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department
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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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): 36
Expected frequency of course offerings (every semester, annually, etc.): annually

Department / Program Head or Director: Ian Hunt	Date approved: February 2012
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP: Rosetta Khalideen	Date approved: February 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

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)

Readings, Lectures, Class discussion, Student presentations, Written assignments

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.	Spencer, B. & Lange, E.	<i>The purposes of adult education: An introduction.</i>	<input checked="" type="checkbox"/>	Toronto: Thompson Educational Publishing	2014
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)

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	60%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	40%	Total:	100%

Details (if necessary):

Assignment 1: Your current understanding of adult education – 10%

Assignment 2: Reflection – 30%

Assignment 3: Reaction or thought paper – 20%

Assignment 4: Case study – 15%

Assignment 5: Group presentation – 25%

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

Typical Course Content and Topics

Week one: The field and movement of adult education

Week two: Philosophical foundations of adult education

Week three: Historical foundations of adult education

Week four: Social foundations of adult education

Week five: Adult education and the economy

Week six: Transformative adult education

Week seven: Adult education and diversity

Week eight: Adult education and technology

Week nine: Adult education in a global context

Week ten: Adult education methods

Week eleven: Approaches to adult education

Week twelve: Survey of adult education organizations (local, regional, national, international)

Week thirteen: Issues in contemporary adult education practice

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 330

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

Course Full Title: Special Topics in Adult Education

Course Short Title (if title exceeds 30 characters): Special Topics in Adult Educ

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

Calendar Description:

Courses offered under this heading will supplement regular program offerings by examining selected emergent topics. Courses will be offered intermittently, based on availability of faculty, resources, and learner interest. Contact program or refer to published timetables for current offerings

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

Prerequisites (or NONE): Admission to the program, or instructor's permission

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 (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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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, every other year, etc.): intermittent

Department / Program Head or Director:

Date approved: Ian Hunt

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP:

Date approved: Eric Davis

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

To be determined on a course by course basis

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)

To be determined on a course by course basis

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 Ed.	Publisher	Year
1.		<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

To be determined on a course by course basis. Students will be expected to have access to web-based materials as necessary

Typical Evaluation Methods and Weighting

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

Details (if necessary): To be determined on a course by course basis

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

Typical Course Content and Topics

To be determined on a course by course basis

For Administrative Use Only

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 407

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

Course Full Title: Organizational & Workplace Learning

Course Short Title (if title exceeds 30 characters): Org'l & Workplace Learning

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

Calendar Description:

Course Focus: Examination of concepts of workplace learning and the learning organization; their meaning and validity within students' professional and organizational contexts. Emphasis: Collaborative investigation of how concepts are applied within real workplaces, drawing upon students' experiences and case studies.

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

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: ADED 330F

Cross-listed with:

Equivalent course(s): ADED 330F

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 (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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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): 36

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

Department / Program Head or Director: Seonaigh MacPherson

Date approved:

Campus-Wide Consultation (CWC)

Date of posting:

February, 2014

Faculty Council approval

Date approved:

May 23, 2014

Dean/Associate VP: Rosetta Khalideen

Date approved: May 23, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes

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

- Describe the ideas and models that constitute contemporary organizational and workplace learning.
- Critically analyze and reflect on learning within organizations and workplaces
- Articulate their personal orientation to organizational and workplace learning and assess those orientations through their practice.
- Recommend appropriate learning activities within workplace organizations, at the individual, team, organizational, and community/societal levels.
- Work within a team to develop a consultant's planning guide to workplace learning and the learning organization.

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)

Readings, Presentations, Leading and participating in discussion, Written assignments, Team work, including planning, discussion and feedback

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 Ed.	Publisher	Year
1.	Spencer, B. & Kelly, J.	<i>Work and learning: An introduction.</i>	<input type="checkbox"/>	Thompson Educational Pub.	2013
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Weekly Discussions of Paradoxes from Readings (5 x 4%) 20%

Assignment #1: Learning at Apple 10%

Case Study Briefs (5 x 8%) 40%

Consultant Planning Guides for Workplace Learning 30%

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

Typical Course Content and Topics

Week one: Introductions

Week two: HRM vs. ADED Views, Organizational Culture, Organizational Learning

Week three: Learning Organizations, Unions & Cooperatives

Week four: Learning Across the Work/School Divide

Week five: Apprenticeship & Mentorship Learning

Week six: Learning Intercultural & Soft Skills

Week seven: Identity & Difference in Workplace Learning

Week eight: Assessing Performance, Skills, & Training Needs

Week nine: OECD-PIAAC Results & the Essential Skills

Week ten: Designing Workplace Learning Activities

Week eleven: Transfer of Learning

Week twelve: Planning Organizational & Workplace Learning

Week thirteen: Present Consultant Planning Guides

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 430 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Leadership in Adult Education
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Adult Education

Calendar Description:
 Course Focus: Leadership in adult education - working with colleagues to influence positive change in institutions, community and not-for-profit agencies, workplaces, and private consulting, using appreciative inquiry to focus on critical thinking and analysis in the context of practice

Note:

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

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 (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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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, every other year, etc.): intermittent

Department / Program Head or Director: Ian Hunt	Date approved: May 2006
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP: Rosetta Khalideen	Date approved: May 2006

Learning Outcomes

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

- Discuss and critically examine assumptions and beliefs about leadership
- Explain the concepts, principles, theories & approaches related to positive leadership in adult education organizations
- Apply the skills and knowledge needed to responsibly lead adult education organizations, working with colleagues in a positive way toward common goals, at an advanced beginner-proficient level
- Articulate their personal leadership philosophy, reflecting on current values, attitudes, beliefs, understandings and practices
- Integrate course concepts and theories with personal experience and practice
- Describe the process and recognize the possibilities inherent in Appreciative Inquiry, reflecting on their application to all facets of adult education

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)

Large and small group discussion, mini-lectures, participant-led seminars, guest speakers, community research, written assignments and participant 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)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1.	Cockell, J. & McArthur-Blair, J.	<i>Appreciative inquiry in higher education: A transformative force.</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2012
2.	Vasan, N. & Przybylo, J.	<i>Do good well: Your guide to leadership, action & social innovation.</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2013
3.	Wheeler, D.	<i>Servant leadership for higher education: Principles and practices</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2012
4.	Bollman, L.G. & Gallos, J.V.	<i>Reframing academic leadership.</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2011
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Assignment 1: Your current thinking about the course topic – 10%

Assignment 2: Reflective assignment – 30%

Assignment 3: Reaction or thought paper – 25%

Assignment 4: Online facilitation or presentation – 25%

Assignment 5: Professional development plan – 10%

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

Typical Course Content and Topics

Week one: What is leadership?

Week two: Exploration of leadership concepts and models

Week three: What is appreciative inquiry?

Week four: Adult educators as appreciative inquiry practitioners

Week five: Supporting teaching and learning using appreciative inquiry

Week six: Leadership, possibility and appreciative inquiry

Week seven: Leadership vision, methods, tools

Week eight: Increasing impact

Week nine: Building relationships

Week ten: Working with collaborative teams and groups

Week eleven: Valuing and sustaining success

Week twelve: Engaging in shared dialogue and reflecting on practice

Week thirteen: Leadership and the future of adult education

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 446

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

Course Full Title: Community-based Adult Education Methods

Course Short Title (if title exceeds 30 characters): Community-based ADED Methods

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

Calendar Description:

Course Focus: Use an adult learning approach to explore creative, multi-media and digital methods to work with community groups, non-profits, community education, etc. Emphasis: Practical application and exploration of non-traditional adult education methods as a means of community development

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

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

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 (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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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, every other year, etc.): every other year

Department / Program Head or Director: Ian Hunt

Date approved: February 10, 2012

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP: Rosetta Khalideen

Date approved: February, 2012

Learning Outcomes

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

- Describe the philosophical foundations and issues implied in the non-traditional methods studied
- Explain at least six non-traditional methods used in adult education in terms of their historical roots, their application in local and international settings, their purposes, their practical operation, and their learning outcomes
- Plan and evaluate the use of a non-traditional method in an adult educational program addressing a local community concern
- Plan, lead, and evaluate educational activities at an advanced level
- Articulate their personal value position regarding the use of non-traditional methods in adult education.

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)

Readings, Discussions, Group discussions, Student demonstrations, Lectures, Written projects, Guest speakers, online 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)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Ed.	Publisher	Year
1.	Brookfield, S.D. & Holst, J.D.	<i>Radicalizing learning: Adult education for a just world</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2010
2.	Weil Davis, S. & Roswell, B.S. (eds.)	<i>Turning teaching inside out: A pedagogy of transformation for community-based education</i>	<input checked="" type="checkbox"/>	Palgrave Macmillan	2013
3.	Reed, S.C. & Marienau, C. (eds.)	<i>Linking adults with community: Promoting civic engagement through community based learning. New Directions for Adult and Continuing Education, Number 118</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2008
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Assignment one: Your current thinking about course topic – 10%

Assignment two: Reflective paper – 25%

Assignment three: Reaction or thought paper – 20%

Assignment four: Case study – 25%

Assignment five: Personal position paper regarding the use of non-traditional methods in adult education – 20%

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

Typical Course Content and Topics

Week one: Overview of the course, identification of key concepts and challenges

Week two: What is community-based adult education? Non-traditional adult education?

Week three: The learners in community-based/non-traditional adult education

Week four: Social purposes & goals of community-based/non-traditional adult education

Week five: Exploration of community concerns addressed with community-based adult

Week six: education Philosophical foundations and issues implied in use of non-traditional methods

Week seven: Community-based adult education partnerships to strengthen communities, promote change, enliven democracy

Week eight: Non-traditional methods of adult education – historical roots and applications

Week nine: Non-traditional methods of adult education - purposes, practical application and learning outcomes

Week ten: Design of community-based adult education

Week eleven: Evaluation of non-traditional methods of adult education

Week twelve: Practicing skills in community-based adult education methods and designs

Week thirteen: Reflection, closure and farewell

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: May 2005
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2009
 Course outline form version: 05/29/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 471 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Synthesis Project in Adult Education II
Course Short Title (if title exceeds 30 characters): Adult Educ Synthesis Proj II

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Adult Education

Calendar Description:
 This course represents a concurrent or consecutive expansion/enhancement of work undertaken in ADED 470. This course would be undertaken subject to faculty availability.

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

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; permission of the Adult Education department

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE): ADED 470

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 (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	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Supervised self-directed learning	45
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): 10
Expected frequency of course offerings (every semester, annually, every other year, etc.): each semester

Department / Program Head or Director: Ian Hunt	Date approved: April 2005
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:
Dean/Associate VP: Rosetta Khalideen	Date approved: April 2005

Learning Outcomes

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

- Synthesize concepts, philosophies, knowledge and skills of adult education as applied to student's specific field of practice.

Specific objectives to be determined in individual Student Learning Contract.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because the course represents a personal synthesis informed by the student's coursework in Adult Education, and must be supervised by a UFV faculty member.

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

To be determined by individual Student Learning Contract

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 Ed.	Publisher	Year
1.	To be determined by individual Student Learning Contract	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

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

Details (if necessary): To be determined by individual Student Learning Contract

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

Typical Course Content and Topics

To be determined by individual Student Learning Contract.

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 472 **Number of Credits:** 3 [Course credit policy \(105\)](#)

Course Full Title: Reflective Practice
Course Short Title (if title exceeds 30 characters): Reflective Practice

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Adult Education

Calendar Description:
 Course Focus: Use UFV's ILOs and specified program outcomes to design an integrative summative self-assessment for professional identity formation and for professional recognition. Emphasis: Recognizing, applying and reflecting on prior and concurrent learning represented in appropriate formats.

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

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number: **ADED 330M**
 Cross-listed with:
 Equivalent course(s): **ADED 330M**
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 (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	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	30
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, every other year, etc.): every other year

Department / Program Head or Director: Ian Hunt	Date approved: February 10, 2012
Campus-Wide Consultation (CWC)	Date of posting:
Faculty Council approval	Date approved:

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:

- Apply institutional and program learning outcomes to prior and concurrent learning
- Self-assess personal, educational and professional learning experiences in reference to appropriate performance indicators
- Integrate learning experiences in a holistic narrative or alternative mode of communication
- Represent these learning experiences in an accessible and professionally meaningful form
- Contemplate the trajectory of their personal lifelong learning journey and develop a vision for continuing professional development

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)

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

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 Ed.	Publisher	Year
1.	Forde, C., McMahon, M., & Reeves, J.	<i>Putting together professional portfolios</i>	<input checked="" type="checkbox"/>	London: Sage Publications	2009
2.	Hartnell-Young, E. & Morriss, M.	<i>Digital portfolios: Powerful tools for promoting professional growth and reflection</i>	<input checked="" type="checkbox"/>	Thousand Oaks, CA: Corwin Press, Sage Pub.	2007
3.	Shadiow, L.K.	<i>What our stories teach us: A guide to critical reflection for college faculty</i>	<input checked="" type="checkbox"/>	San Francisco: Jossey-Bass	2013
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Assignment one: Reflections on and articulation of prior learning – 20%

Assignment two: Link institutional and program learning outcomes to prior learning – 15%

Assignment three: Self-assessment of learning experiences – 25%

Assignment four: Presentation of lifelong learning experiences in an appropriate narrative format – 25%

Assignment five: Vision for continuing professional development – 15%

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

Typical Course Content and Topics

- Module 1: Review institutional, program and other relevant outcomes and competencies
- Module 2: Identify and align relevant learning experiences
- Module 3: Group and integrate learning experiences to develop a holistic narrative (or an alternative mode of communication)
- Module 4: Create an accessible and professionally meaningful representation of these experiences
- Module 5: Articulate and present a reflection on the implications for visions of continuing professional development

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 480

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

Course Full Title: Seminar in Adult Education Issues

Course Short Title (if title exceeds 30 characters): Seminar in Adult Educ Issues

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

Calendar Description:

Course Focus: Opportunities to address emerging issues or areas of controversy in adult education practice and/or study in a seminar format. Offerings will depend on faculty availability, trends in the field and learner interest. Contact program or published timetables for current availability.

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

Prerequisites (or NONE): Enrolment in an Adult Education program; or 30 university credits; or permission of the Adult Education department

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 (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	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
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, every other year, etc.): Intermittent

Department / Program Head or Director: Don Chapman

Date approved:

Campus-Wide Consultation (CWC)

Date of posting:

Faculty Council approval

Date approved:

Dean/Associate VP: Eric Davis

Date approved: March 2006

Learning Outcomes

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

To be determined on a course by course basis

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)

To be determined on a course by course basis

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 Ed.	Publisher	Year
1.			<input type="checkbox"/>		
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

To be determined on a course by course basis

Typical Evaluation Methods and Weighting

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

Details (if necessary): To be determined on a course by course basis

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

Typical Course Content and Topics

To be determined on a course by course basis

For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

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 210	Professional Studies/Adult Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Foundations of Adult Education		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides an introduction to the principles and practices of the field of adult education. It gives a common foundation of knowledge about adult education to all students in the ADED program, as well as providing an introduction to adult education to students in other UFV programs.

PREREQUISITES: Enrolment in an Adult Education program; students in other degree or diploma programs can contact the department for permission to enter.

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: 36
 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): <u>Ian Hunt</u>	Date approved: _____
Department Head: <u>Ian Hunt</u>	Date of meeting: <u>February 3, 2012</u>
Supporting area consultation	Date approved: <u>February 2012</u>
Curriculum Committee chair: _____	Date approved: <u>February 2012</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>March 2, 2012</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

- create a personal definition of adult education and its key purposes
- define key terms in adult education theory and practice (e.g. formal, informal, informal learning, self-directed learning, andragogy)
- articulate the main concepts associated with the theorized differences between child learning and adult learning
- describe the settings in which adult education commonly occurs, and locate oneself within those settings as learner and as facilitator of learning
- describe typical adult education programs and initiatives at the local, provincial, national and international level
- analyze one's own adult education experiences as both a provider of adult education to others and as a recipient of adult education from others, using the theoretical concepts from the readings

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

Lectures
Discussions
Case and problem analysis
Small group work
Student 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): The course is intended to ensure a common knowledge base for all students in the Adult Education program.

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

Poonwassie, D. and Poonwassie, A. (2001). *Fundamentals of adult education: issues and practices for lifelong learning* (1st ed.), Toronto, ON: Thompson Educational Publishing,
Spencer, B. (2006). *The purposes of adult education* (2nd ed.), Toronto, ON: Thompson Educational Publishing

SUPPLIES / MATERIALS:

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

Participation in class activities	10%
Written assignments (papers, journals, reports)	30%
Presentation	20%
Discussion leadership	20%
Self-assessment assignment	20%

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

Why do adults learn/don't learn?
How do adults learn? (differences between child and adult education).
Theories of adult learning
Domains of adult learning: cognitive, affective and psychomotor
Contexts for adult education (universities, organizations, institutions, communities)
Goals of adult education
Needs assessment in adult education
Planning the learning experience
Methods and techniques used in adult learning
Evaluation

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.

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): <u>Don Chapman</u>	Date approved: _____
Department Head: <u>Ian Hunt</u>	Date of meeting: <u>February 10, 2012</u>
Supporting area consultation	Date approved: <u>February 2012</u>
Curriculum Committee chair: _____	Date approved: <u>February 2012</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>March 2, 2012</u>
Undergraduate Education Committee (UEC) approval	

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: May 2006
 COURSE TO BE REVIEWED: March 2010
 (Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL 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 and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	ADULT EDUCATION	
ADED 330		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
SPECIAL TOPICS IN ADULT EDUCATION		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Course offerings under this heading will supplement regular program offerings by examining selected and emergent topics in adult education. Intermittent offerings will be determined by availability of faculty, resources, and learner interest. Contact program or refer to published timetables for current offerings.

PREREQUISITES: **Admission to the BA Adult Education program, or instructor's permission**
 COREQUISITES: **None**

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: N/A (Course #)	(Department/Program)
(b) Cannot take: N/A for further credit. (Course #)	(Department/Program)

TOTAL HOURS PER TERM:	45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures:	Hrs	HOURS PER DAY: _____
Seminar:	Hrs	
Laboratory:	Hrs	
Field Experience:	Hrs	
Student Directed Learning:	Hrs	
Other (Specify):	45 Hrs	

MAXIMUM ENROLLMENT:	25
EXPECTED FREQUENCY OF COURSE OFFERINGS:	
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): Don Chapman	Chairperson: Ian Hunt (<i>Curriculum Committee</i>)
Department Head: Don Chapman	Dean: Eric Davis
UPAC Approval in Principle Date:	UPAC Final Approval Date: March 31, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

To be determined on a course-by-course basis.

METHODS:

To be determined on a course-by-course basis.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

At the discretion of the instructor/progam, the following approaches to PLAR may be considered (but not limited to): portfolio, demonstration, interview, etc..

TEXTBOOKS, REFERENCES, MATERIALS:

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

To be determined on a course-by-course basis.

SUPPLIES / MATERIALS:

To be determined on a course-by-course basis. Students will be expected to have access to web-based materials as necessary.

STUDENT EVALUATION:

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

To be determined on a course-by-course basis.

COURSE CONTENT:

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

To be determined on a course-by-course basis.

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.
 COREQUISITES:

SYNONYMOUS COURSE(S): (a) Replaces: <u>ADED 330F</u> (b) Cross-listed with: _____ (c) Cannot take: _____ for further credit.	SERVICE COURSE TO: <i>(department/program)</i> _____ _____
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TOTAL HOURS PER TERM: <u>45</u> 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: <u>25</u> Expected frequency of course offerings: <u>annual</u> <i>(every semester, annually, every other year, etc.)</i>
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WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Course designer(s): <u>Ian Hunt</u> Department Head: <u>Ian Hunt</u> Supporting area consultation: _____ Curriculum Committee chair: _____ Dean/Associate VP: <u>Rosetta Khalideen</u> Undergraduate Education Committee (UEC) approval: _____	Date approved: _____ Date of meeting: <u>February 10, 2012</u> Date approved: <u>February 2012</u> Date approved: <u>February 2012</u> Date of meeting: <u>March 2, 2012</u>
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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

OFFICIAL 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 and material will vary
- see course syllabus available from instructor

FACULTY/DEPARTMENT: ADULT EDUCATION

ADED 430 3

COURSE NAME/NUMBER FORMER COURSE NUMBER UCFV CREDITS

ADMINISTRATION OF ADULT EDUCATION

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

The administration of adult education in institutions, community agencies, and private consulting is a specialized and complex management function. In this course you will examine concepts such as organizational planning, coordination, marketing, financing, and staffing and learn how these concepts are applied to the administration and to the management of adult education. Special emphasis will be given to the idea of leadership.

PREREQUISITES: Nine UCFV ADED credits (Recommended for Fall 2002; required for Fall 2003.)

COREQUISITES: None

SYNONYMOUS COURSE(S)

(a) Replaces: N/A
(Course #)

(b) Cannot take N/A for further credit
(Course #)

SERVICE COURSE TO:

(Department / Program)

(Department / Program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: _____ hrs
 Seminar: 39-42 hrs
 Laboratory: _____ hrs
 Field Experience: _____ hrs
 Student Directed Learning: _____ hrs
 Other (Specify): _____ hrs

TRAINING DAY-BASED INSTRUCTION

LENGTH OF COURSE: _____

HOURS PER DAY: _____

MAXIMUM ENROLMENT: 25

EXPECTED FREQUENCY OF COURSE OFFERING: _____

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 X

AUTHORIZATION SIGNATURES:

Course designer(s): _____

Chairperson: _____
(Curriculum Committee)

Department Head: _____
I. Hunt

Dean: _____
Virginia B. Cooke

PAC Approval in Principle Date: _____

PAC Final Approval Date: December 14, 2001

ADED 430

 COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:

Each course participant will:

- have opportunities to reflect upon and further develop his/her sense of her/his role as a student of, and perhaps as a practitioner of administration,
- develop an increased awareness of concepts, principles and processes of administration as they may apply to adult teaching/learning settings,
- explore and deepen her/his understanding of some particular aspect(s) of administration and/or organizational theory which he/she considers to be important personally and/or professionally,
- have an opportunity to view more than one perspective on administration and to work toward making sense of her/his own values, attitudes and beliefs with regard to concepts and principles of administration as they may apply to adult teaching/learning settings,
- gain confidence in his/her ability to locate and use research and published literature pertaining to the general subject matter of the course, to assist her/him in the conduct of his/her responsibilities as an educator.

METHODS:

The course will operate generally in the form of a seminar, including open discussion, mini-lectures, and participant-lead seminars.

Classes are times when participants come together for mutual support, sharing, and direction. In a collaborative learning environment, participants will depend on one another to make the experience rich and useful.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR YES X NO

METHODS OF OBTAINING PLAR:

Portfolio

TEXTBOOKS, REFERENCES, MATERIALS:

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

Apps, J. (1994). Leadership for the emerging age. San Francisco: Jossey-Bass
 Mills, A.J. & Simmons, T. (1999). Reading organization theory. Toronto: Garamond Press

Extensive use also will be made of materials available through the UCFV library.

UCFV Coursepack - also available at the Bookstore

SUPPLIES / MATERIALS:

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

Learning will be evaluated on the basis of collaborative involvement and individual written self-reflection by each course participant. Specific course-related activities are as follows:

Scheduled Readings
Seminar Discussion
Participant-Lead Seminar
End-of-Course Reflection on Learning

Evaluative Criteria:

Toward C-range grades (C- C C+):

- course activities are completed
- efforts demonstrate a grasp of basic concepts, sound analysis and synthesis of relevant ideas
- prepared materials are organized logically, expressed clearly and readied with care
- cooperative engagement with peers
- may struggle with self-reflection
- difficulties, if any, are developmental in nature and are limited to technical oversights or justifiable shortfall in breadth or depth

Toward B-range grades (B- B B+):

- course activities are completed
- efforts demonstrate a sound grasp of the concepts under study and a good working knowledge of related facts and issues
- evidence of sound analysis and synthesis of relevant ideas, along with evidence of the ability to critically assess and weigh alternative perspectives in an informed fashion
- prepared materials are organized logically, expressed clearly and readied with care
- cooperative engagement with peers
- sound self-reflection
- difficulties, if any, are developmental in nature and represent a justifiable shortfall in breadth or depth

Toward A-range (A- A A+):

- course activities are completed
- all efforts display **outstanding commitment** to the learning agenda
- evidence of **sound analysis and synthesis** of relevant ideas, along with confirmation of the ability to **critically assess** and weigh alternative perspectives **in an informed fashion**
- prepared materials demonstrate **originality and insight**, and are organized logically, expressed clearly and readied with care
- cooperative engagement with peers and **demonstrated scholarly leadership** within the group
- committed and **insightful self-reflection**
- any unresolved difficulties with regard to the course purposes are developmental in nature

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

Administrative Perspectives & Practices
Organizational Images
Leadership/Stewardship/Animator
Knowledge, Power and Ethics
Race, Ethnicity and Gender
Policy Development and Maintenance

ADED 430

COURSE NAME / NUMBER

Participant-Led Seminars — Selected Topics

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.

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): <u>Ian Hunt</u>	Date approved: _____
Department Head: <u>Ian Hunt</u>	Date of meeting: <u>February 10, 2012</u>
Supporting area consultation	Date approved: <u>February 2012</u>
Curriculum Committee chair: _____	Date approved: <u>February 2012</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>March 2, 2012</u>
Undergraduate Education Committee (UEC) approval	

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: May 2005
 COURSE REVISED IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: May 2009
 (Four years after implementation date) (MONTH YEAR)

OFFICIAL 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 and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	B.A. Adult Education	
ADED 471		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Synthesis Project in Adult Education - Extension		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course represents a concurrent or consecutive expansion/enhancement of work undertaken in ADED 470. This course would be undertaken subject to faculty availability.

PREREQUISITES: **ADED 470**
 COREQUISITES: **ADED 470**

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM:	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: _____ Hrs	HOURS PER DAY: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: 120 Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT:	10
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Each Semester
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Don Chapman	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Don Chapman	Dean: _____
PAC Approval in Principle Date: Feb 25, 2005	PAC Final Approval Date: April 29, 2005

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Personal synthesis of concepts, philosophies, and knowledge of the field as applied to student's specific field of practice.
Specific objectives to be determined in individual Student Learning Contract.

METHODS:

Methods will vary according to Learning Contract Objectives. Examples may include library and/or community research, analysis of data, and major paper. Presentation of study results to peer group may be arranged.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

Portfolio

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:

N/A

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]
To be determined in individual Learning Contracts.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]
To be determined by individual 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).

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: 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: 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): <u>Ian Hunt</u>	Date approved: _____
Department Head: <u>Ian Hunt</u>	Date of meeting: <u>February 10, 2012</u>
Supporting area consultation	Date approved: <u>February 2012</u>
Curriculum Committee chair: _____	Date approved: <u>February 2012</u>
Dean/Associate VP: _____	Date of meeting: <u>March 2, 2012</u>
Undergraduate Education Committee (UEC) approval	

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

COURSE IMPLEMENTATION DATE: September 1994
 COURSE REVISED IMPLEMENTATION DATE: May 2006
 COURSE TO BE REVIEWED: March 2010
 (Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL 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 and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT: ADED 480	ADULT EDUCATION	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
SEMINAR IN ADULT EDUCATION ISSUES		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This intermittent offering will provide opportunities to address, as they arise, particular emerging issues or areas of controversy in the field of adult education practice and/or study. Particular offerings will depend upon availability of faculty resources, trends in the field and learner interest. Contact the program or published timetables for current offerings.

PREREQUISITES: **Nine upper-level ADED credits**
 COREQUISITES: **None**

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: N/A (Course #)	(Department/Program)
(b) Cannot take: N/A for further credit. (Course #)	(Department/Program)

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: _____ Hrs	HOURS PER DAY: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify): 45 Hrs	

MAXIMUM ENROLLMENT: _____	25
EXPECTED FREQUENCY OF COURSE OFFERINGS: _____	
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Don Chapman	Chairperson: _____ Ian Hunt (<i>Curriculum Committee</i>)
Department Head: _____ Don Chapman	Dean: _____ Eric Davis
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: March 31, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

To be determined on a course-by-course basis.

METHODS:

To be determined on a course-by-course basis.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

At the discretion of the instructor/progam, the following approaches to PLAR may be considered (but not limited to): portfolio, demonstration, interview, etc.

TEXTBOOKS, REFERENCES, MATERIALS:

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

To be determined on a course-by-course basis.

SUPPLIES / MATERIALS:

To be determined on a course-by-course basis. Students will be expected to have access to web-based materials as necessary.

STUDENT EVALUATION:

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

To be determined on a course-by-course basis.

COURSE CONTENT:

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

To be determined on a course-by-course basis.

MEMO

To: Dr. Rosetta Khalideen, Dean, Faculty of Professional Studies
Dr. Sylvie Murray, Program Development Coordinator
Amanda Grimson, Undergraduate Education Committee Assistant

From: Dr. Kenneth D. Gariepy
Department Head, Library & Information Technology (LibIT)

Date: June 11, 2014

Subject: Major change to LIBT 161 – Work Place Site Visits (Existing course)

Proposed Changes and Rationale

The Dept. proposes one substantive change to LIBT 161 – Work Place Site Visits. Changing the credit value from 1.5 to 3.0 is intended to better align the amount of time and work students commit to the course (70 hrs.) with the credit they receive for successfully completing it.

Other changes to the attached Official Course Outline are editorial. The “Typical Course Content and Topics” section has been rewritten to better reflect the types of institutions and services students study in the course.

Learning Outcomes Implications

How does the course address the UFV Learning Outcomes?

LIBT 161 introduces students to the types of workplaces they are most likely to be employed in upon graduation from the Diploma Program. As such, they have the opportunity to begin to understand what is expected of them as information workers operating in the context of specific standards of ethical practice, such as the Canadian Library Association’s statements on intellectual freedom, services to people with disabilities, and services to linguistic and ethnic minorities. In this way, they are introduced to ways of “engaging in respectful and professional practices” and “contributing regionally and globally” as a matter of meeting the informational needs of increasingly diverse populations.

What consideration has been given to indigenizing the curriculum?

The Dept. works with organizations such as the Union of BC Indian Chiefs Resource Centre to offer site visits. Here, students have the opportunity to interact with library and information centre workers who manage collections and services for First Nations as well as to explore the types of materials (e.g., archival fonds) that are of value and importance to Aboriginal Peoples.

Budget Implications

How will the changes affect the Department's budget?

Over the last three years, LIBT 161 has an average enrollment of 34 domestic students, as shown in Table 1.

Table 1. Historical Enrollment Data for LIBT 161

<u>Section</u>	<u>Total Enrollment</u>	<u>Maximum Enrollment</u>	<u>Utilization rate</u>
Winter 2012	33	35	94%
Winter 2013	35	35	100%
Winter 2014	34	36	100%
Average	34		98%

The current costs and revenues associated with running the course with a weight of 1.5 credits are shown in Table 2.

Table 2. Current Costs of Running LIBT 161¹

Domestic Tuition Rate (per credit):		\$	134.00
International Tuition Rate (per credit):		\$	489.95
Number of Credits:			1.5
Instructional Cost per Section (A Rate)		\$	7,492.36
Workload Sections			0.5
Domestic Tuition Allocation Rate:			60%
International Tuition Allocation Rate:			48%
Scenario 1			
	Dom St	Int'l St	
	34	0	
Tuition Revenue			
Domestic Tuition Allocation:	\$	4,100.40	
International Tuition Allocation:		\$	-
Total Tuition Revenue			\$ 4,100.40
Instructional Cost			\$ 3,746.18
Net			\$ 354.22

Based on the average enrollment, increasing the credit value of LIBT 161 from 1.5 to 3.0 will positively affect the Dept.'s budget by doubling the tuition revenue generated, which will offset the concurrent doubling of the cost of instruction. The budgetary effects of this scenario are shown in Table 3.

¹ The spreadsheets used in Tables 2 and 3 were provided by the Finance Dept.

Table 3. Financial Implications of Running LIBT 161 as a 3.0 Credit Course

Domestic Tuition Rate (per credit):		\$	134.00
International Tuition Rate (per credit):		\$	489.95
Number of Credits:			3
Instructional Cost per Section (A Rate)		\$	7,492.36
Workload Sections			1.0
Domestic Tuition Allocation Rate:			60%
International Tuition Allocation Rate:			48%
Scenario 1	Dom St	Int'l St	
	34	0	
Tuition Revenue			
Domestic Tuition Allocation:	\$ 8,200.80		
International Tuition Allocation:		\$ -	
Total Tuition Revenue			\$ 8,200.80
Instuctional Cost			\$ 7,492.36
Net			\$ 708.44

Related Changes

This change in credit value is proposed concurrently with changes to LIBT 265 – Work Place Site Visits, including changing its credit value from 1.5 to 3.0. At first glance, these changes would increase the minimum number of credits students are required to earn for the two-year Library & Information Technology Diploma by three. However, being committed to maintaining the minimum at 60, the Dept. also proposes to eliminate one three-credit academic requirement in the Program. These related changes are described under separate cover.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1996
 REVISED COURSE IMPLEMENTATION DATE: ~~September 2007~~ January 2015
 COURSE TO BE REVIEWED: (six years after UEC approval) January, 2021
 Course outline form version: 05/29/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: LIBT 161 Number of Credits: 3.0-4-5 [Course credit policy \(105\)](#)

Course Full Title: Work Place Site Visits
 Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies Department (or program if no department): Library and Information Technology ~~Department Program~~

Calendar Description:
 This course provides ~~an the~~ opportunity for students to briefly tour a variety of libraries and/or records management departments, archives, and other information centres. ~~Site visits Tours~~ are intended to give students the widest possible exposure to the practical aspects of ~~paraprofessional work customer service~~ in these institutions in order to ~~help them identify possible sites of interest for select an appropriate~~ practicum placement.

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

Prerequisites (or NONE): Admission to the Library and Information Technology ~~Diploma P~~ program

Corequisites (if applicable, or NONE): NONE

Pre/corequisites (if applicable, or NONE): NONE

Equivalent Courses (cannot be taken for additional credit)
 Former course code/number: LIBT 160
 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 (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: 70
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	60
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	70

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): 36
Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually

Department / Program Head or Director: C. Neigel/~~Dr. Kenneth D. Gariepy~~ Date approved:

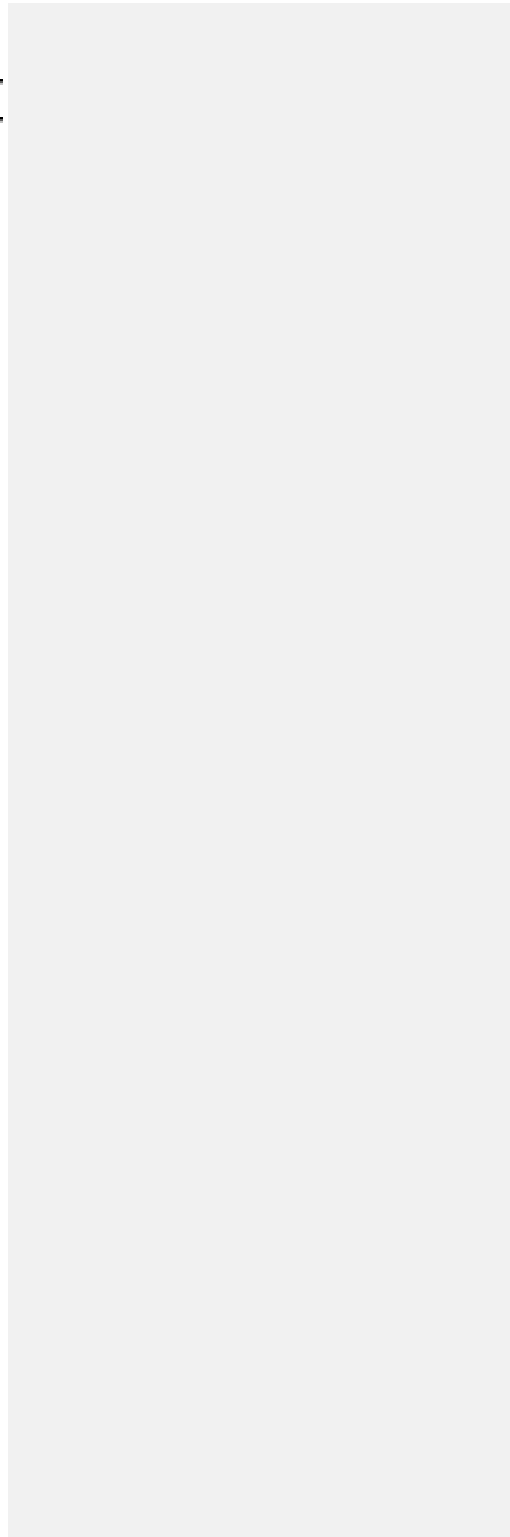
Campus-Wide Consultation (CWC) Date of posting:

Faculty Council approval Date approved:

Dean/Associate VP: Karen Evans/~~Dr. Rosetta Khalideen~~ Date approved: March 30, 2007

Undergraduate Education Committee (UEC) approval

Date of meeting:



Learning Outcomes

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

1. Describe the personnel, customers, collections, services, and procedures in local libraries, information centres, records management departments, and archives.
2. Describe the Record-operations methods and procedures used by these institutions to meet customers' needs and particular situations.
3. Discuss/Describe the variety of tasks that paraprofessional workers in these institutions perform in core business areas such as circulation, references services, technical services, programming, etc.
4. Identify possible types of institutions where they might be interested in completing a Select an appropriate institution for future practicum and job placement.

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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)

Field trips, on-site lectures, and guest lectures. This course is managed through weekly tours of appropriate institutions and a small number of lectures intended to prepare students for the visits.

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 Ed.	Publisher	Year
1.		<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

None.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	0%

Details (if necessary): Credit / No Credit based on: Attendance at site visits and the completion preparation of pre- and post-visit reports.

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

Typical Course Content and Topics

Types of Institutions Visited

- Academic libraries
- Public libraries
- Government libraries
- Records management departments
- Special collections
- Archival collections

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Types of Customer Services Observed

- Information services
- Technical services
- Children's services

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Weekly site visits to libraries, information centres, records management departments, and/or archives

Observation of sites, their personnel, customers methods of operation

Written thank-you notes to site hosts

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Discussion of observations

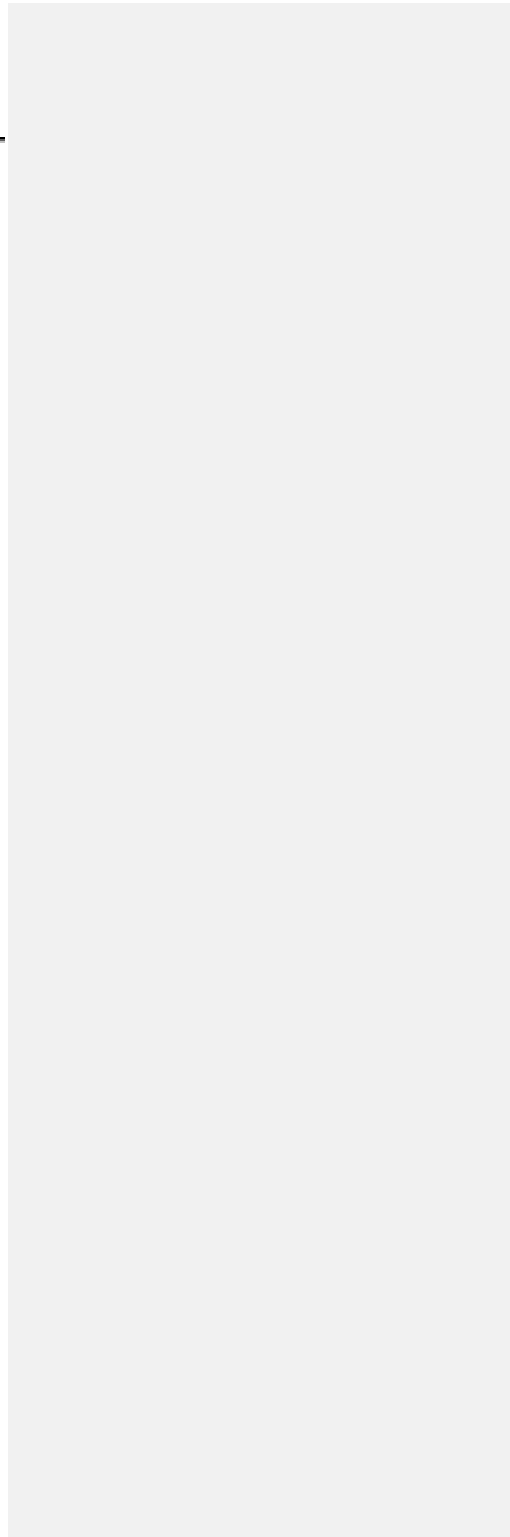
For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:



MEMO

To: Dr. Rosetta Khalideen, Dean, Faculty of Professional Studies
 Dr. Sylvie Murray, Program Development Coordinator
 Amanda Grimson, Undergraduate Education Committee Assistant

From: Dr. Kenneth D. Gariepy
 Department Head, Library & Information Technology (LibIT)

Date: June 11, 2014

Subject: Major changes to LIBT 265 – Work Experience Practicum (Existing course)

Rationale for Substantive Changes

The proposed changes to LIBT 265 are intended to

1. better align the amount of work students complete in the course (76 hrs.) with the credit they receive for it;
2. increase the opportunity for employed students to apply for PLAR or to complete a different for-credit activity within the course that is not an unpaid practicum;
3. increase the opportunity for students who are not able to successfully obtain a criminal records check to successfully complete the course;
4. more effectively assess students' learning against nationally recognized learning outcomes in undergraduate library and information science education; and
5. help ensure that the number of possible practicum placements is not greater than the number of students in the course at any given time.

Table 1. Summary of Substantive Changes

<u>Change</u>	<u>Rationale</u>
1. New course title	Provides two possible completion paths (i.e., practicum or Capping Project)
2. Increase in credit value from 1.5 to 3.0	Aligns the amount of work required to complete the course with the credit value
3. Changes to prerequisites	<p>45 credits in the Diploma Program and LIBT 140, 145, 161, and 200 (previously pre- or co-requisites)</p> <p>Note: These courses have no prerequisites.</p> <p>Ensures students in the course are at the end of the two-year Diploma Program and therefore best prepared to succeed in practicums and Capping Projects.</p> <p>Minimum CGPA of 2.67 for practicum</p> <p>Helps ensure that the number of possible practicum placements in the field is not greater than the number of students in the course. Precedent: CRIM 281.</p>
4. Addition of industry-related learning outcomes	Aligns outcomes of the Canadian Library Association's (CLA) (2011) <i>Guidelines for the Education of Library Technicians</i> , upon which the curriculum of the Library & Info. Technology Diploma Program is based, explicitly with student learning and assessment
5. PLAR	Encourages students who are employed in the field to leverage their work experience for credit

Learning Outcomes Implications

How does your course address the UFV Learning Outcomes?

By successfully completing LIBT 265, whether through a PLAR assessment, Capping Project, or practicum, students have the opportunity to demonstrate to themselves and potential employers their ability to use information industry-related knowledge and skills proficiently. By completing an ePortfolio as part of a Capping Project, for example, students develop a tool that showcases their best work across the Program in relation to the minimum competencies set out by the CLA. This multi-media assignment is an effective supplement to the traditional resume, thereby supporting students' search for meaningful employment following graduation.

What consideration has been given to indigenizing the curriculum?

The Dept. works with organizations such as the Union of BC Indian Chiefs (UBCIC) Resource Centre to offer practicum placements to students interested in working with First Nations collections and customers. This year, four LibIT students completed a total of 280 hrs. of practicum work for the UBCIC.

Budget Implications

How will the changes affect the Department's budget?

Over the last three years, LIBT 265 has an average enrollment of 32 domestic students, as shown in Table 1.

Table 1. Historical Enrollment Data for LIBT 265

<u>Section</u>	<u>Enrollment</u>	<u>Maximum Enrollment</u>	<u>Utilization rate</u>
Winter 2012	26	35	74%
Winter 2013	34	35	97%
Winter 2014	36	36	100%
Average	32		90%

The current costs and revenues associated with running the course with a weight of 1.5 credits are shown in Table 2.

Table 2. Current Costs of Running LIBT 265¹

Domestic Tuition Rate (per credit):		\$	134.00	
International Tuition Rate (per credit):		\$	489.95	
Number of Credits:			1.5	
Instructional Cost per Section (A Rate)		\$	7,492.36	
Workload Sections			0.5	
Domestic Tuition Allocation Rate:			60%	
International Tuition Allocation Rate:			48%	
Scenario 1		Dom St	Int'l St	
		32	0	
Tuition Revenue				
Domestic Tuition Allocation:	\$	3,859.20		
International Tuition Allocation:		\$	-	
Total Tuition Revenue				\$ 3,859.20
Instuctional Cost				
				\$ 3,746.18
Net				\$ 113.02

¹ The spreadsheets used in Tables 2 and 3 were provided by the Finance Dept.

Based on the average enrollment, increasing the credit value of LIBT 265 from 1.5 to 3.0 will positively affect the Dept.'s budget by doubling the tuition revenue generated, which will offset the concurrent doubling of the cost of instruction. The budgetary effects of this scenario are shown in Table 3.

Table 3. Financial Implications of Running LIBT 265 as a 3.0 Credit Course

Domestic Tuition Rate (per credit):		\$	134.00
International Tuition Rate (per credit):		\$	489.95
Number of Credits:			3
Instructional Cost per Section (A Rate)		\$	7,492.36
Workload Sections			1.0
Domestic Tuition Allocation Rate:			60%
International Tuition Allocation Rate:			48%
Scenario 1	Dom St	Int'l St	
	32	0	
Tuition Revenue			
Domestic Tuition Allocation:	\$ 7,718.40		
International Tuition Allocation:		\$ -	
Total Tuition Revenue			\$ 7,718.40
Insttuctional Cost			\$ 7,492.36
Net			\$ 226.04

Related Changes

These changes are proposed concurrently with changes to LIBT 161 – Work Place Site Visits, including changing its credit value from 1.5 to 3.0. At first glance, these credit value increases would also increase the minimum number of credits students are required to earn for the two-year Library & Information Technology Diploma by three. However, being committed to maintaining the minimum at 60, the Dept. also proposes to eliminate one three-credit academic requirement in the Program. These related changes are described under separate cover.

COURSE IMPLEMENTATION DATE: September 1996
 COURSE REVISED IMPLEMENTATION DATE: January 2014
2015
 COURSE TO BE REVIEWED: January 2020
2021
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(six years after UEC approval)

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

LIBT 265	Library and Information Technology Program	4.5 3.0
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Work Experience Practicum/Capping Project		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course ~~provides requires- either (a)~~ an employer-supervised, ~~on-the-job placement practicum~~ in which students perform tasks and duties similar to those of ~~qualified, entry-level Library Technicians, or (b) a Capping Project that demonstrates how students meet the minimum competencies identified in the Canadian Library Associations' Guidelines for the Education of Library Technicians.~~ To obtain credit, students are also required to attend two in-class seminars where they will discuss workplace expectations and reflect upon their experiences ~~in the field and in the Diploma Program.~~ In keeping with employers' operational ~~needs-requirements~~, the course requires that students be available for daytime and/or evening shifts.

Note: A criminal records ~~check review~~ is required **prior to** confirmation of placement. Students holding certain types of criminal records might be ineligible for ~~practicum~~ placement.

PREREQUISITES: 45 credits in the Diploma Program, LIBT 140, LIBT 145, LIBT 161, LIBT 200, and permission of the instructor. Minimum CGPA of 2.67 for practicum.

COREQUISITES:
 PRE or COREQUISITES: LIBT 130, LIBT 135, ~~LIBT 140, LIBT 145, LIBT 200,~~ LIBT 220, LIBT 240, ~~LIBT 161, and permission of the instructor.~~

SYNONYMOUS COURSE(S):	SERVICE COURSE TO: (department/program)
(a) Replaces: _____	_____
(b) Cross-listed with: _____	_____
(c) Cannot take: _____ for further credit.	_____

TOTAL HOURS PER TERM: <u>76</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: _____ Hrs	Hours per day: _____
Seminar: <u>6</u> Hrs	
Laboratory: _____ Hrs	
Field experience: <u>70</u> Hrs	OTHER:
Student directed learning: _____ Hrs	Maximum enrolment: <u>36</u>
Other (specify): _____ Hrs	Expected frequency of course offerings: <u>1 per year</u> (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): Christina Neigel/Dr. Kenneth D. Gariepy	_____	Date approved: _____
Department Head: Dr. Kenneth D. Gariepy	_____	Date of meeting: n/a
Campus-Wide Consultation (CWC)	_____	Date approved: _____
Curriculum Committee chair: _____	_____	Date approved: _____
Dean/Associate VP: Dr. Rosetta Khalideen	_____	Date approved: _____
Undergraduate Education Committee (UEC) approval	_____	Date of meeting: _____

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

1. Through practicum experience, demonstrate entry-level knowledge of, and the ability to successfully complete, the daily tasks, duties, and procedures required of Library Technicians in organizations such as libraries, information centres, records management departments, and archives; or,
2. Through a Capping Project, demonstrate how they meet the minimum competencies identified in the Canadian Library Associations' Guidelines for the Education of Library Technicians-. These are the following.
 1. Acquisitions
 2. Cataloguing and Indexing
 3. Selection
 4. Circulation
 5. Reference
 6. Interlibrary Loans
 7. Library Programs
 8. Library Promotion
 9. Technology Skills
 10. Workplace Skills
2. Practice appropriate workplace behaviours (e.g., punctuality, collegiality, and public service)
3. Practice effective and appropriate interpersonal and workplace communication skills
4. Evaluate their workplace performances and reflect upon their practicum and/or learning experiences
5. Demonstrate an understanding of how the overall goals of information organizations are actualized through policies, procedures, and the administration of resources
6. Assess their abilities and interests as potential information workers

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

Students on practicum will (a) complete tasks assigned by employers in a given-library, information centre, records management department, and/or archives, (b) attend two seminars to discuss workplace expectations and reflect upon and share practicum and educational experiences, and (c) complete a reflective self-analysis. Students completing the Capping Project will (a) attend two seminars to discuss, share, and reflect upon educational and practical experiences, and (b) complete a reflective self-analysis.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)

Other (specify): ~~The completion of a practicum is mandatory for all students in the Diploma Program. Students with exceptional experiential backgrounds in the field may be eligible to challenge a portion of the total number of hours required to complete the placement portion of the course. Such students will be required to submit a portfolio that includes, at minimum, a current resume, detailed inventory and self-analysis of relevant skills, knowledge, abilities, and interests, and representative samples of work.~~

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:]

No textbook. Required readings and resources at the discretion of the instructor.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

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

This is a Credit/No Credit course.

Students' workplace performances are assessed by their placement practicum supervisor(s). In order to receive credit

for the course, students on practicum must earn a minimum of a "satisfactory" evaluation from their supervisor(s). All ~~s~~Students must ~~also~~ attend both in-class seminars and satisfactorily complete a reflective self-analysis, whether as part of a Capping Project or practicum. Additional assignments at the discretion of the instructor.

COURSE CONTENT:

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

1. On-the-job tasks, duties, and/or special projects, as determined and assigned by placement practicum supervisor(s).
2. In-class seminars discussing appropriate workplace behaviours, employers' expectations, and ~~the examination of,~~ and reflection upon, practical practicum and educational experiences.

MEMO

To: Dr. Rosetta Khalideen, Dean, Faculty of Professional Studies
 Dr. Sylvie Murray, Program Development Coordinator
 Amanda Grimson, Undergraduate Education Committee Assistant

From: Dr. Kenneth D. Gariepy
 Department Head, Library & Information Technology (LibIT)

Date: June 11, 2014

Subject: Minor change to Library & Information Technology Diploma Program

Proposed Change and Rationale

Concurrently with changes to LIBT 161 – Work Place Site Visits and LIBT 265 – Work Experience Practicum, specifically changing their credit values from 1.5 to 3.0, the Department also proposes one minor change to the Library and Information Technology Diploma Program. By changing the number of required three-credit university-level (UL) courses from three to two, the changes to LIBT 161 and 265 would not increase the minimum number of credits students are required to earn for the Diploma. The change is summarized in Table 1.

Table 1. Current and Proposed UL Course Requirements in the LibIT Diploma Program

Current Requirements (9 credits)	Proposed Requirements (6 credits)
Any university-level English or Communications course with a significant writing component chosen in consultation with program advisors (e.g. ENGL 105, CMNS 125)	Same
Any university-level course with significant content in general or specific aspects of Canadian history, geography or culture including but not limited to courses in anthropology, geography, sociology, etc. ... (e.g. HIST 101, GEOG 130)	Any university-level course with significant content in general or specific aspects of Canadian history, geography or culture including but not limited to courses in anthropology, geography, sociology, etc. ... (e.g. HIST 101, GEOG 130), or any university level course with significant Canadian political, economic, legal, criminological, or governmental content ... (e.g., POSC 110, CRIM 135)
Any university level course with significant Canadian political, economic, legal, criminological, or governmental content ... (e.g., POSC 110, CRIM 135)	

Budget Implications

How will the changes affect the Department's budget?

As indicated in the memos about changes to LIBT 161 and 265, based on three-year average enrollments, increasing the credit value of LIBT 161 from 1.5 to 3.0 will positively affect the Dept.'s budget by doubling the tuition revenue generated, which will offset the concurrent doubling of the cost of instruction. In total, the estimated increase to departmental revenues is \$467.24.

Table 2. Financial Implications of Running LIBT 161 and 265 as 3.0 Credit Courses¹

Current Revenues		Forecasted Revenues	
LIBT 161 (1.5 credits)	\$354.22	LIBT 161 (3.0 credits)	\$708.44
LIBT 265 (1.5 credits)	\$113.02	LIBT 265 (3.0 credits)	\$226.04
	Total: \$467.24		Total: \$934.48

¹ Based on three-year average enrollments of 34 domestic students for LIBT 161 and 32 domestic students for LIBT 265

Library and Information Technology diploma

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ufv.ca/libtech

Library and Information Technology diploma

The Library and Information Technology diploma program prepares graduates for work in a wide range of information centres and libraries. This program is recognized by the [Canadian Library Association](#) (CLA) and was developed according to CLA's *Guidelines for the Education of Library Technicians*. Diploma graduates are usually designated library technicians or library assistants and often work under the direction of an information specialist such as a librarian or a more senior library technician. Library technicians are qualified to supervise the work of clerical staff and other library technicians.

The diploma program includes technical courses and computer labs in subjects required to develop the skills necessary for work in information centres and libraries. Students graduate with a Library and Information Technology diploma and may choose to complete an additional concentration in Systems Technology, Youth Services, or Records Management.

The most effective library and information centre employees are interested in both books and non-print materials such as electronic resources accessed via the Internet. They are interested in serving the information needs of people who seek accurate and timely resources for career, professional, educational or recreational purposes. It is essential they possess a broad basis of general knowledge, an extensive vocabulary, competence in the use of the English language, excellent interpersonal and communication skills, excellent computer and information management skills and be detail oriented. In addition, library technicians must have an ongoing interest in lifelong learning for personal and professional growth and development.

Employment prospects

The importance and the challenges of managing information and human knowledge is becoming increasingly important as the emphasis on electronic information expands at an unprecedented rate. Over 96% of program graduates secure employment within the first 8 months of graduation in diverse areas, performing a wide range of tasks.

Entrance requirements

1. B.C. secondary school graduation or equivalent. (If applying as a "mature student" without high school graduation, attach a 250-500 word letter describing your interest, qualifications, and/or experience.)
2. Meet the prerequisites for [ENGL 105](#).
3. Program suitability as determined through a personal interview and assessment. Applicants will be accepted based on a ranking of those who provide the best evidence that they are prepared to successfully undertake the rigorous program requirements.

Applicants will be assessed on the following:

- A. Interest in and motivation toward a career in a library, archives or other information centre (up to 10 points)
- B. Aptitude for work in a library, archives or other information centre (up to 20 points)
- C. Oral communication skills including comprehension, vocabulary, grammar (up to 10 points)
- D. Written communication skills including grammar, punctuation, spelling (up to 10 points)
- E. Evidence of ability to handle course work (as shown by transcript of grades achieved in the last two years of academic study) (up to 10 points)

Points for ability to handle course work are based on high school and/or post secondary transcripts and will be assigned as follows:

Grade	GPA	Points awarded
A+	4.33	10
A	4.00	9
A-	3.67	8
B+	3.33	7
B	3.00	6
B-	2.67	5
C+	2.33	4
C	2.00	3
C-	1.67	2
P	1.00	1

Applicants must score 40/60 for acceptance.

4. All Applicants must be willing and able to uphold the [Canadian Library Association Statement of Intellectual Freedom](#).

Students who do not meet these requirements might consider the Library and Information Technology Studies [program path](#).

When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see [Specific intake application process](#).

How to apply

1. Submit the application fee along with your UFV application for admission form to the Office of the Registrar (OReg). You can apply online or download an application form at ufv.ca/admissions/admissions/apply. Application forms are also available from any OReg or Student Services office.

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent.
- Transcript (or interim transcript) showing grade/course achievement as per entrance requirements.
- If you are applying to enter the program as a "mature" student who is without B.C. secondary school graduation or equivalent, please attach a letter (250-500 words) describing your experience and qualification for library and/or information work.
- Applicants who have completed post-secondary courses from other institutions must submit official transcripts from those institutions (to be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details).
- Evidence that you meet the prerequisites for [ENGL 105](#) (e.g. CPT score or detailed information on how you have achieved the equivalent).

2. Once your application is received and reviewed, you might be contacted to arrange an interview.

3. Upon admission to the program you will be provided with registration information. A deposit is required when you register (see the [Fees and Other Costs section](#)). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

LIBIT Studies

Students who wish to explore library and information technology or do not meet the program requirements may consider the Library and Information Technology Studies [program path](#).

If the program is full, or you are waiting to find out about your admission to the program, you will be given an opportunity to register as a Library and Information Technology Studies student. If you meet the entrance requirements and a space becomes available later, you will be contacted.

[Fees and additional costs](#)

See the [Fees and Other Costs section](#). Textbook costs range between approximately \$50 and \$250 per course. In addition, in LIBT 161 and LIBT 265, which include field trips and practicums, students will incur transportation, food, and accommodation costs.

Please contact the Financial Aid and Awards department in the Student Services office if you require information about student loans, grants, and work/study opportunities.

Keyboarding requirements

Since most information centres and libraries require demonstrated competence in keyboarding skills, in order to graduate, students must provide proof of the ability to keyboard at minimum of 45 words per minute. The department provides students with resources that enable them to practice and demonstrate keyboarding mastery. Applicants who have had no experience using a keyboard will benefit from taking a typing or word processing course through [Continuing Studies](#) or another agency as early as possible.

Workload and classroom expectations

All Library and Information Technology courses (LIBT) are taught at the Abbotsford campus or online. The program may be completed through either full- or part-time studies. Typically, full-time students carry a workload of five courses per semester. All students should be prepared for a heavy course of study, with assignments due on a weekly basis. Students are expected to attend all classes and to participate effectively in class activities.

For each hour spent in class, students can expect to spend an average of two hours in out-of-class work. Most courses require extensive use of the UFV library, computer labs, and/or personal computers for preparing weekly assignments, which tend to be practical in nature. Courses in this program emphasize the development of excellent oral and written communication skills. All written assignments must be word processed; computers in the LIBIT Resource Room and in computer labs throughout UFV campuses are available for use by program students.

Academic performance requirements

To continue in the Library and Information Technology Diploma program, students must maintain a minimum semester GPA of 2.0 (a C grade) and a cumulative GPA of 2.0. Students whose cumulative and/or semester GPA falls below 2.0 during their program are subject to academic warning and/or removal from the program.

Students must have a minimum cumulative GPA of 2.0 to receive the diploma.

Grading

To demonstrate mastery of course material, program students must achieve a C or higher in all LIBIT courses. Students who receive a grade below C must retake the course. A course may not be taken more than twice.

Prior Learning Assessment and Recognition (PLAR)

The LIBIT Program recognizes that knowledge and skills are acquired through formal learning, and life and work experience. Please see the [PLAR](#) section for more information.

Program outline

The curriculum for the Library and Information Technology diploma program consists of a combination of academic and applied courses extending over two years for full-time students. Students who enrol in the program on a part-time basis will typically extend this program over three to five years. Students taking online courses to complete the program be aware that timetable constraints may mean it will take up to five years to complete the diploma.

Those who begin the program in the Winter or Summer terms may not be able to complete their diploma in the traditional two years, as some courses are only offered once per year. However, this situation may vary depending on the number of sections offered in a given year.

If credit for some of the required arts/sciences or applied courses have been earned at UFV or can be transferred from other post-secondary institutions, students may

have a lighter course load, or take additional courses of their choice. At least 25% of credits required for the Library and Information Technology diploma must be completed at UFV.

The Library and Information Technology program consists of 20+ courses. Students may take up to five years to complete the program.

Students in all diploma options are required to take the following 19 courses:

Course	Title	Credits
LIBT 100	Introduction to Information Services	3
LIBT 115	Descriptive Cataloguing Techniques	3
LIBT 120	Introduction to Technical Services	3
LIBT 130	Introduction to Classification Systems	3
LIBT 135	Introduction to Subject Analysis	3
LIBT 140	Introduction to Reference Services	3
LIBT 145	Internet Information Retrieval	3
LIBT 161	Work Place Site Visits	3-4-5
LIBT 200	Information and Society	3
LIBT 205	Supervision in Information Centres	3
LIBT 220	Database Management and Software Implementation	3
LIBT 240	Media in Information Centres	3
LIBT 265	Work Experience Practicum	3-4-5
LIBT elective	One non-core LIBT course (e.g. LIBT 230, 235, 250, 270, 280, 310, 345)	3
CIS 100	Introduction to Computer Information Systems	3
CIS 145	Web Publishing	3

Plus the following:

Any university-level English or Communications course with a significant writing component chosen in consultation with program advisors (e.g. ENGL 105, CMNS 125)	3
Any university-level course with significant content in general or specific aspects of Canadian history, geography or culture including but not limited to courses in anthropology, geography, sociology, etc. chosen in consultation with program advisors (e.g. HIST 101, GEOG 130), <u>or any university level course with significant Canadian political, economic, legal, criminological or governmental content chosen in consultation with program advisors (e.g., POSC 110, CRIM 135)</u>	3
Any university-level course with significant Canadian political, economic, legal, criminological or governmental content chosen in consultation with program advisors (e.g. POSC 110, CRIM 135)	3
Total	54

In addition to the 18-9 required courses, students must successfully complete two additional courses chosen from LIBIT or other university-level course offerings. These courses will be chosen according to each student's career goals.

For specialization, students can select one of three concentrations.

[Library and Information Technology diploma, no concentration](#)

Students graduating with the diploma will be equipped to work in a variety of information centres and libraries depending upon the electives they have chosen.

Course	Title	Credits
Required 18-9 courses (listed above)		54
LIBT or UL elective	Any LIBT or university-level course chosen in consultation with program advisors. LIBT electives: 230, 235, 250, 270, 280, 310, 345	3-4
LIBT or UL elective	Any LIBT or university-level course chosen in consultation with program advisors. LIBT electives: 230, 235, 250, 270, 280, 310, 345	3-4
Total		60-62

[Systems Technology concentration](#)

This concentration allows students to specialize in the organization and provision of information using computer systems. Graduates of this concentration will be qualified to work as library technicians with additional responsibilities for supervising the operation of computers and computer networks.

Course	Title	Credits
Required 18-9 courses (listed above)		54
CIS 190	Systems Hardware Concepts	4
CIS 192	Introduction to Networking	4
Total		62

This concentration prepares students for additional responsibilities of maintaining records, documents, and archives of any organization. Graduates of this concentration will be qualified to work as library technicians and with additional responsibilities for maintaining the records and archives of an organization.

Course	Title	Credits
Required 189	courses (listed above)	54
LIBT 250	Records Management	3
LIBT 270	Archival Techniques	3
Total		60

Youth Services concentration

This concentration prepares students for work as library technicians with a specialized understanding of information services for youth. Graduates of this concentration will be qualified to work as library technicians with additional responsibilities for working with children and young adults.

Course	Title	Credits
Required 189	courses (listed above)	54
LIBT 230	Information Services for Children	3
LIBT 235	Information Services for Young Adults	3
Total		60

Co-operative Education option

Students have the option of participating in Co-operative Education by alternating course studies with two paid work terms at jobs related to their field of study. Students must apply to the Co-op program through the Career Centre. Students must be enrolled in full-time studies (at least 9 credit hours) and have a GPA of at least 2.33. Students receive 6 credits for each placement. Thus, students will graduate with up to an additional 12 credits for the Library and Information Technology Diploma with a Co-op option.

Co-operative Education formally integrates a student's academic studies with relevant and productive paid work experience with employers in business, industry, government, and the non-profit sector. Co-op students gain skills and experience that prepare them for the job market and give them improved employment opportunities upon graduation. See the [Co-op](#) section for more information.

Course listings

For complete details about courses see the [course descriptions](#) section.

[Return to main Library and Information Technology page](#)

Memo

To: Faculty of Professional Studies
From: Sheryl MacMath, Teacher Education Program
Date: August 6th, 2014
RE: TEP NAME CHANGE

Dear Faculty Council,

The Teacher Education Program (TEP) is a department within the Faculty of Professional Studies and is represented by a Department Head. I am writing this memo on behalf of the program working group made up of members from the TEP. The PWG is developing a proposal to transform the existing post-degree certificate program of the TEP into a Bachelor of Education as a second degree. In support of the BEd proposal, we have recognized the need to revisit and revise our name as a department. This memo details the background and rationale for the suggested name change of the TEP to “Education Department”. By way of this communication, we are seeking faculty council approval to move forward with the change.

Rationale:

The rationale is based on two important reasons for this requested name change. The first is that we are the only division within the Faculty of Professional Studies that is named by the program rather than the collection of studies within that department. This inconsistency is notable even when perusing the faculty website. The second is perhaps more important and relates to the fact that not all of what is included in the current and future visions of the department fall under the heading of Teacher Education. The department also includes prerequisite undergraduate courses that are part of the budget but not the actual TEP courses. A future direction is to reactivate the Graduate Certificate in Teacher Leadership and Mentorship which again do not fall under the heading of Teacher Education programming. Simply, the name change to Education Department would allow all current and future undergraduate prerequisites, TEP courses, and graduate studies to be included appropriately and accurately.

Comparable Program Names in Canada:

In reviewing companion programs in B.C. and Alberta, most Teacher Education programs are housed in department, faculties or schools. They are named as programs within those categories, such as Professional Development Program in the Faculty of Education at Simon Fraser University.

Cost Implications:

There are minimal cost implications related to signage and labeling of materials for future cohorts. This is easily accommodated within existing budgets.

Desired Time Frame for Change:

We are proposing this change to be approved by Faculty Council by the end of September 2014. This would facilitate a timely progression for the approval of the BEd proposal given that the name change could be included within the wording of the proposal.

Thank you.

Faculty Council Motions/Actions May 23, 2014

Motions/Action	Follow Up
<p><u>MOTION</u> Gerry Palmer/Gillian Bubb THAT the agenda of May 23, 2014 be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Gerry Palmer/Raymond Leung THAT the minutes of March 21, 2014 be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Frank Ulbrich/Gerry Palmer THAT the Bachelor of Business Administration Degree program proposed entrance requirement changes be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Kevin DeWolde/Gillian Bubb THAT the BBA Accounting Option Program changes be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Frank Ulbrich/Don Miskiman THAT proposed calendar changes and update of learning outcomes to BUS 403 be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Frank Ulbrich/Kim Milnes THAT proposed prerequisite changes and update of learning outcomes to BUS 404 be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Frank Ulbrich/Gillian Bubb THAT the proposed new course BUS 448 be approved as presented. <u>CARRIED</u></p>	
<p><u>MOTION</u> Seonaigh MacPherson/Gerry Palmer THAT proposed prerequisite changes to the following Adult Education courses be approved as presented: ADED 305, 310, 320, 340, 350, 360, 365, 370, 380, 390, 405, 407, 408, 410, 420, 446, 470, 472 <u>CARRIED</u></p>	

Guidelines for in-camera meetings

All regular Senate and standing committees of Senate meetings shall be open to the public. However, the chair shall have the right to designate a meeting or portion of a meeting “in-camera” and close the meeting to the public to discuss matters of a confidential nature, as per the Senate by-laws and the rules for the conduct business for Senate standing committees. The confidential nature of material submitted shall be determined by the chair and vice-chair of the committee, in consultation with the University Secretary, if required.

Typically, confidentiality is intended to achieve one or more of the following purposes:

- Protect the organization, its operations, economic interests, and delivery of its mandate from harm that could result from the release of certain information.
- Protect individuals when the release of certain information would be an unreasonable invasion of their personal privacy.
- Protect the business interests of third parties.

There are certain factors that are deemed to require keeping matters confidential, including, but not limited to, the following:

- The security of the property of the organization
- Financial information that, if made public, could be beneficial to the competition or be detrimental to the organization
- Intimate, personal, or financial details with respect to an individual or entities
- The acquisition or disposition of property
- Decisions with respect to negotiations with employees
- Litigation affecting the organization
- Matters deemed confidential by legislation
- Information relating to the regulation (admission or discipline) of named individuals or entities.
- Reports and/or recommendations received from / relating to 3rd parties who have a reasonable expectation of privacy (i.e. referee letters, letters of support, award nominees, program proposals, Ed plan, program reviews, planning material (or discussion related to), such as the SEM plan)

Guidelines for agendas and minutes of in-camera meetings

- Confidential items should not be included on the agenda of an open meeting.
- All agendas, including all attachments, and minutes will remain confidential until the committee resolves otherwise.
- Minutes should be on decisions made by the committee. Comments should not be attributed to individuals and verbatim minutes should be avoided.
- If discussion summaries are recorded, they should be kept to a minimum, in concise point form, avoiding the identification of who said what.
- All confidential minutes should be stamped confidential.
- Printed in-camera agenda and minutes should be filed in a locked cabinet and access to such files should be limited to those who are entitled to see confidential documents.
- In some cases, it may be prudent to ask for the return of all copies of in-camera agendas and minutes, to ensure confidentiality.

- If online archives of minutes of in-camera meetings are maintained, use password protection and other security measures to limit access to them.
- In-camera meetings assume that all members are bound by a duty of confidentiality and all information presented or discussed will be treated with confidentiality and care, except when information is clearly within the public domain.