

**CONCORDIA
UNIVERSITY**



CONCORDIA UNIVERSITY

brief

submitted to

the

Commission d'étude

sur la formation

des adultes

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Introduction

This brief is presented on behalf of Concordia University. It was drawn up by a committee composed of people from a number of departments and services particularly concerned with adult education. (Their names and affiliations are listed in Appendix A.) Concordia University was created in 1974 through the fusion of Sir George Williams University and Loyola College of Montreal, both of which had long histories of activity in the education of adult students.

Sir George Williams University traced its origins back to the formal programs - essentially education for young adults - established by the YMCA in 1873. Highly practical, they offered courses in English and French, commercial arithmetic and book-keeping, drawing, penmanship and shorthand. Also developed at the same time were various series of public lectures. In a chemistry series the topics included "Water" and "Smoke and Fog of Manufacturing Cities", while doctors from McGill spoke about "Preventable Diseases" and "The Brain"; the lecturer in the latter case was Dr. (later Sir William) Osler. Here then was a reflection of two continuing purposes of adult education: training for better employment and the popularization of knowledge.

Over the years the nature of the programs changed, their scope expanded, their professionalism increased, and in 1926 the Board of Management of the YMCA formally created Sir George Williams College. The main perceived

need had become post-secondary education, and college-level programs were developed - to merge gradually into clearly university-level instruction. The curriculum was organized into four divisions: Natural Sciences, Social Sciences, Humanities and Commerce. The first two graduates were awarded B. Sc. degrees in December, 1936.

The demand of World War II veterans for university-level education led to massive expansion, and Sir George Williams College was formally incorporated in 1948. A year later it was admitted to the National Conference of Canadian Universities (predecessor of the Association of Universities and Colleges of Canada). Ten years later the name was changed to Sir George Williams University.

It was a different kind of university that developed from these origins. Different, that is, for Canada; elsewhere in urban North America related institutions have been created to serve similar community purposes. The particular characteristics of Sir George Williams encompassed both the students and their education. There have naturally been variations in emphasis and in approach over the years, and there will certainly be more, for innovation is a prized quality. But concern for the part-time student, a category to which most though by no means all adult students belong, has always been in the forefront.

Statements of educational philosophy from the early days of university-level instruction are illuminating. The 1936-37 announcement contained

the following declaration: "The fundamental educational philosophy of Sir George Williams College is that its major concern is the development of persons ... the primary aim of the College is that students shall grow in character and personality as well as in those techniques which may be required in full and satisfactory living This principle is not in the least opposed to good scholarship. On the contrary, scholarship can be sound only when it is vital, when it is a living process The members of the staff of Sir George Williams College are wholly devoted to the teaching and guidance of students. Contacts between faculty members and students are by no means confined to the classroom and, while students are encouraged to do independent and constructive work, staff members are always available for consultation".

In his annual report to the Board of Governors in 1938 the Principal set out as the first tenet of the college the encouragement of "the idea of education as a life-long process, a quest which does not stop at some mythical 'school leaving' age".

A critical element in the Concordia philosophy of education is that all students should be treated equally. Even in the years when Sir George Williams had separate day and evening divisions there was no difference in degree or curriculum. Indeed many students passed from one to the other before graduation. While the university relies significantly on part-time faculty - in some cases for the nature of their experience, in others for budgetary reasons - it is a contractual requirement that full-time faculty

teach in the evening as well as the day. The same philosophy is reflected in the scheduling of graduate-level courses in the late afternoon or evening when they are accessible to part-time as well as full-time students. However, with both full-time and part-time faculty now seeking union certification, continuing to serve this philosophy may well prove a major challenge for the university community in the coming years.

Loyola College was founded in 1896 by the Jesuit Fathers, and serviced a traditional clientele of full-time undergraduate students until 1957 when the evening division, offering regular credit courses and programs, was established. The College doors were then opened to part-time students.

The evening division flourished. Its course offerings were available equally to students who wished to work towards an undergraduate degree and to students who took credit courses out of interest or to upgrade their professional qualifications. Over the years the Loyola evening division developed several programs specifically for adult learners - for instance, in health education, library technology, quality control, and andragogy. In some cases, these programs have been integrated into broader university departments at Concordia; in others, they have kept their particular identity together with their concentration on the needs of an adult clientele.

The evening division, which was separately administered, maintained a

variety of services for part-time students. There was academic counselling during the evening hours, and the offices were open until 10:00 p.m.

In 1964, a Continuing Education operation with non-credit courses and programs was initiated at Loyola. Its early offerings were in selected areas such as mathematics, library studies and art. Continuing Education in this sense has become an important activity within Concordia.

When the new university came into being, both founding institutions had substantial part-time student populations, reflecting an established commitment to adult education, and this has been maintained on both campuses.

The introduction of the CEGEP as the required channel for regular entrance to university gave rise to another sort of challenge to the basic concepts. To be true to itself, the university had to remain open to its traditional adult clientele, and enrolment statistics were evidence of the sustained demand for this. On the other hand, our experience had made us keenly aware that many adult students would not be able to plunge straight into the shortened curriculum resulting from the introduction of the CEGEPs. This gave rise to "mature entry" with its requirement of introductory courses appropriate to the field of study, a concept treated in more depth later in this presentation.

If you add together unweighted full-time and part-time students, Concordia is the third largest university in Quebec, and indeed the fifth largest in Canada. That is because we have the second largest number of part-time degree-enrolled students - after the Université de Montréal. With its diverse origins, serving a heterogeneous society, Concordia offers many types of educational service to many kinds of students. Day and evening divisions have disappeared; part-time and full-time students can be found in classes in both the day and the evening, and there are increasing numbers of full-time adult students. (Related statistics are set out in Appendix B.)

The fee structure reflects this approach to education. Canadian students and landed immigrants who are enrolled in undergraduate degree or certificate programs all pay \$15.00 per credit, whether or not they are classified as full-time or part-time. 'Independent' students, who follow the courses without being registered for a degree, are charged \$20.00 per credit. Student service and student association fees are pro-rated. The fee structure for graduate-level programs, though adapted to a different pattern of attendance, also makes no distinction between full-time and part-time students.

The university emphasis is on meeting the needs of the degree-seeking student. Interestingly, in earlier years just as many people were taking courses as what were then called 'partial' and now 'independent'

students; and there remain many of these, especially in the humanities and social sciences. The provision of courses off campus is a comparatively recent development; essentially this consists of taking university-level programs to groups of adult students, often at a considerable distance. And the Centre for Continuing Education organizes a wide range of courses and programs - for individuals and also for industries, associations, etc. - that the university is qualified to provide but that do not fit into a degree program. (Both the off-campus operation and the Continuing Education services are covered in more detail later.)

Graduate Studies

As to the graduate level, it might be argued that all students returning to university for a second or third cycle program are participants in adult education. There is, however, a distinction to be made between the part-time graduate student, who may have a full-time (or part-time) job, and the full-time graduate student.

At Concordia University all second cycle programs and most third cycle programs are open to both full-time and part-time students. Again, no distinction is made between full-time student and part-time student. The requirements for the degree or graduate diploma are precisely the same for each category. Part-time and full-time graduate students sit

together in the same courses. They are taught by the same professors. The minimum residence requirement for a part-time student is double the minimum residence requirement for a full-time student.

The equal treatment of part-time and full-time graduate students at Concordia University is made possible by two basic practices. The first of these is to schedule all graduate courses and seminars in the late afternoon or evening. The second distinguishing feature is that evening courses are taught by the full-time members of faculty as a part of their normal teaching load.

In keeping with our interest in the adult, often part-time student, we have introduced a number of graduate programs designed for personal development rather than as stepping stones in an academic career. Thus at the master's level several departments in the Faculty of Arts and Science offer a degree without a thesis as such, based either on courses alone or on a combination of courses and research papers. In English, interestingly, the student has four options: thesis; research papers; courses only; creative writing. There is, too, a substantial choice of diploma programs - graduate level but less demanding than a master's degree and ranging over a gamut of subjects including early childhood education; theological, religious and ethical studies; and sports administration.

There is one difficulty experienced by a handful of part-time graduate students, particularly at the doctoral level. Certain types of research do not lend themselves to three evenings' work per week, or to being completed over a four-year period. Some part-time doctoral candidates have found it necessary to seek a leave of absence in order to complete successfully their research projects. However, whether studying full-time or part-time, a growing number of people do return to the university to take master's and doctoral programs, including those with a demanding research requirement.

Older Students

One aspect of adult education to which universities are paying increasing attention is the development of opportunities for older people. This has even been set up as a separate operation, some variation on the 'université de troisième âge'. The Concordia approach has been based on our overall philosophy of trying to treat all students equally, of integrating rather than particularizing. Thus older people will be found enrolled in programs, undergraduate and graduate, throughout the university, though with the emphasis on Arts and Fine Arts, and a number of sixty or seventy-year-olds each year pursue their studies through to graduation.

The university has developed certain special arrangements for older students. People over 65 can take courses in the Faculty of Arts and Science as independent students at a cost of \$2.00 per credit instead of \$20.00. In general, independents may enter only those classes where there is space after

the enrolment of the degree students, so a few are closed to them. Also, students over 55 do not pay student service or association fees.

Further, the university offers five scholarships annually of \$500 each to people over 60 who wish to enrol in undergraduate or graduate degree programs. These were instituted in 1978, and so far the record is impressive in that all but one of the first ten scholarship holders have maintained an average annual mark of 70-80. Here, of course, one is dealing with highly motivated men and women, some enjoying purposeful retirements, others preparing for second careers.

In these introductory comments the main point we wish to make is the importance of assuring a diversity of services, a diversity of educational opportunities for our community. Changing economic and social circumstances will certainly increase demand for additional approaches. And the university must preserve its flexibility to react - in both attitude and resources. Similarly, new concepts and techniques are becoming available, have in many cases already been proved elsewhere, and we have to be in a position to adapt the most suitable to our purposes. Further, since Concordia has a growing research capacity in this field, we need to be able to devise and apply our own responses to the adult education challenge of the eighties. (A report on research and publication is attached as Appendix C.)

Concordia, we might add, subscribes to the concept of education as potentially a lifelong activity. It follows that men and women who wish to study at the university level, and can demonstrate the ability to do so, should enjoy the opportunity. Arbitrary barriers should not be erected against those who seek to return to education. In the society in which we now live, it would be morally and practically wrong to erect signs proclaiming, "It's too late for you". Of course, there are financial limits to what can be made available, but criteria for entry have to be equitable - and acceptable. It is essential that government continue to support this University in its endeavours to serve the community according to this sense of its mission.

The Faculties

Concordia University is organized in four Faculties: Arts and Science; Commerce and Administration; Engineering and Computer Science; Fine Arts. All are governed by the overall University attitude to adult learners, and each has designed programs of particular interest to them. In many cases these will have a specialized orientation, enabling teachers and other professionals to enrich their knowledge of their calling and advance their career within it. In others, they make possible a return to a career set aside for motherhood or for other reasons.

Arts and Science

The Faculty of Arts and Science is the largest in the University and the most disparate. The adult learner finds in it a wide range of programs - from the traditional to those created specifically to train adults for new or better employment. And there are programs at all levels - certificates, bachelor's degrees, diplomas, master's degrees, and doctorates. The majority of our adult or part-time students are members of this Faculty. The Centre for Mature Students, whose main role is to provide them with guidance and assistance, is part of the Faculty.

Among the programs in the humanities and the social sciences, and in the sciences, developed specifically with mature students in mind, several are in the area of teacher training. Though Concordia has few first degrees

leading to certification, we have specialized in professional development. The wide range of disciplines covered includes English as a second language, mathematics, outdoor education, Judaic studies, and educational technology. Also, we have for some years offered courses in adult education or andragogy, a field covered in greater detail in a later section.

One program developed for the adult learner is community nursing, open only to registered nurses. An associated program is a certificate in health education, which requires work experience in community health. Also, though we do not have a professional school for librarians, we offer programs at different levels in library studies, programs originated to meet the career interests of part-time adult students.

Specifically developed for adult students is the diploma in community politics and the law, providing practical training for people who wish to work in community action groups.

A pioneer in adult education, the Department of Applied Social Science operates the Centre for Human Relations and Community Studies. Sir George Williams University, having started as part of the YMCA, maintained a close relationship with the YMCA movement. As a result, courses on counselling, group development, supervision, organization development and community development entered the curriculum, and became part of a diploma in Association Science, required to become a certified worker in the YMCA. For several years the University also ran the courses at a summer school at Geneva Park, Ontario,

sponsored by the YMCA National Council. In 1963, these activities were pulled together to create the Department of Applied Social Science, which took over a similar relationship with the Boys' Clubs of Canada.

Today, the department has 860 students, almost 500 of whom are over 30. It offers the following degrees: BA with specialization or major in applied social science; BA with major in social welfare; a certificate in community service for people who are active in community work; and a certificate in family life education. Meanwhile, the Centre sponsors six professional development programs a year and works on projects with about thirty community organizations. In both aspects of its work, it is committed to experiential or learning-by-doing education.

The Faculty of Arts and Science has recently established several "colleges", units devoted to a particular purpose or philosophy of education, among them the Simone de Beauvoir Institute. Besides its support for the Women's Studies program, the Institute organizes a number of activities that extend the adult education offering of the university. These have included workshops on women and finance; demystifying mathematics for women; and returning to studies after an absence. Another initiative has been a series of lunchtime discussions on such topics as Can Woman be a Feminist and a Christian?; Images of Women in Modern Literature; Woman as Witch.

Commerce and Administration

The Commerce Faculty has since its inception been concerned with the special needs of adult learners. In addition to the specific programs described below, the Faculty has sought to include adults in the regular education streams. The feeling is that a significant amount of synergy can be achieved for all concerned by providing a common forum for learning and interaction.

This has been accomplished by ensuring that all course offerings in each of the programs are taught after normal business hours as well as during the day, and by encouraging employers of potential adult learners to provide both time and financial assistance for them to pursue their studies.

The Faculty offers five graduate programs:

Doctorate in Administration (Ph. D. Admin.)

Master of Business Administration (M.B.A.)

Diploma in Institutional Administration

Diploma in Sports Administration

Diploma in Accountancy

Each program is geared to serve adult learners, and one of the major criteria for admission is relevant full-time work experience. The intent is to attract people who are career-oriented, and who can also add their concrete

experience to the classroom. The M. B. A., for example, draws well over 60% of its participants from adults who hold full-time jobs. In the diploma in accountancy, 95% of students are adults who have begun a career in a particular branch of accountancy, and have returned to Concordia to upgrade their professional qualifications.

Certificate programs have been developed to serve adult learners who wish to increase their knowledge of a particular area of business without completing a bachelor's-level degree. There are two types - association programs and university programs.

Association programs are courses of study that have been designed by various business and trade associations; the Faculty provides specific courses. Participants register as independent students and take courses totalling 30 credits leading to a certificate that is awarded by the organization.

Currently five organizations take part in this program:

The American Marketing Association

The Institute of Canadian Bankers

The Association of Human Resource Professionals of Quebec

The Insurance Institute of Canada

The Trust Companies Institute of Canada

The Faculty has also created a number of other certificate programs to serve adults with specific needs. Developed with the cooperation of business, they are intended to provide specific, specialized instruction in operating techniques and management. The first students will enter in September 1981 into three of the programs:

Certificate in Business Studies

Certificate in Operations Research

Certificate in Marketing Research.

Two others, it is expected, will be ready within two or three years:

Certificate in Real Estate

Certificate in Insurance.

The Faculty plans to pursue the development of this type of program as a way of adapting business education to the specific needs of adult learners.

The Concordia Centre for Management Studies has been developed by the Faculty to serve as a bridge between business and university. One of its primary functions is to provide seminars, workshops and presentations to all levels of business managers. These are usually designed for specific organizations, but can also be offered at large to interested managers and administrators.

The objective is to make available to practicing managers the tools,

techniques, and concepts that will help them manage, and to do so in a way that applies specifically to their particular organization.

Engineering and Computer Science

Adults who show an interest in undergraduate programs in engineering or computer science are generally under 35, and have had some technical or scientific training at high school or CEGEP. For the most part they are seeking a degree that will enable them to change jobs or to improve their standing in the company where they work. And probably only a degree will do this.

Given that both engineering and computer science programs have limited entries, it is most important that the interests and capabilities of each student be carefully studied. Only a minority in fact appear ready to enter - and likely to complete - a university program. Some applicants are therefore advised to look into enrolment in a CEGEP professional program, others to take a basic course in computer programming or a make-up course in mathematics before attempting the university level. On the other hand, people who are working or who have studied in such areas as drafting, surveying or programming will be given programs of study based on their attainments.

Over 400 part-time students are enrolled in the Bachelor of Engineering program; the majority of them are doing some make-up work. The requirements of the Canadian Accreditation Board are such that part-time students need to transfer to full-time studies after their first year. It is possible to obtain a Bachelor of Computer Science through part-time studies entirely, and we

have some 350 part-time students. The program is unique in that it combines a core of theory with training in a field of application such as business studies.

The Master of Engineering was started in 1968 with particular attention to the needs of practising engineers. Though the program began as a Faculty-wide one, student preference led us to introduce a measure of department-based concentration.

In September 1980, the Faculty carried out a survey of graduate students enrolled in an engineering program. We received responses from 35% of our part-time population, enough to make the results statistically significant. The average part-time student is between 32 and 33 years of age, entered the program some four years after obtaining his or her first degree, and has been in it for a little over three years. The overwhelming majority are currently involved in technical jobs. It is interesting to note that 44% obtained their undergraduate degree outside Canada. Most entered the program in the hope of improving their ability to carry out design work. About 35% plan to change their job situation. Most enjoy the support of their employer.

The Master of Computer Science program attracts a rather large number of university graduates with varying backgrounds, most of whom seek the degree as a means of expanding their employment opportunities. Individuals who lack sufficient scientific or technical background are admitted to a qualifying program which will provide, at an accelerated pace, the equivalent of the core

undergraduate program in the discipline.

Part-time students have enrolled in the Ph. D. programs, obtaining the greatest benefit when their research topic has been in an area related to full-time R & D employment. Such a working relationship has also provided a valuable incentive to university-industry cooperation.

Fine Arts

The Faculty of Fine Arts in its two divisions of Visual Arts and Performing Arts is encouraging and attracting the adult learner in a number of ways: explicitly through opportunities for part-time enrolment in almost all Faculty programs and through the nature of the programs themselves, at both graduate and undergraduate levels; implicitly, through a conscious policy of community involvement throughout the Faculty.

Study in one of the fine arts is often regarded as worthwhile from a non-vocational point of view as well as for career preparation. Thus mature students undertaking an undergraduate degree in studio art, art education, art history, music, drama, dance, cinema, etc. often already have a bachelor's degree in another area, related to their work. In some cases, what began as a non-vocational interest in studying one of the arts becomes a new initiative for life, leading in fact to a change of career or life-style. In studio work in particular there is an element of striving for self-knowledge which has to be integrated with more generalized or more objective understanding of one of the performing or visual arts. For this reason, aside from the acquisition of new potential skills, study for a BFA can be an experience of peculiarly personal relevance for a mature student, whatever his or her age or background.

There are seven graduate-level programs:

Doctor of Philosophy (Art Education)

Master of Arts (Art Education)
Master of Fine Arts (Art History)
Master of Fine Arts (Visual Arts)
Diploma in Advanced Music Performance Studies
Diploma in Art Education
Diploma in Art Therapy

The graduate programs are appropriate for part-time study, apart from the diploma in art education which is normally taken full-time although, exceptionally, students may be enrolled part-time in this program, too. The Ph. D. draws together high calibre students with varied and substantial experience in art education, or closely related areas. The master's programs all attract part-time and full-time students with established professional backgrounds. The recently introduced graduate diploma in advanced music performance studies is both innovative in concept and challenging for the talented performer wishing to extend and refine keyboard skills. The equally new diploma in art therapy is an opportunity for graduate study in an area which is unique in a Canadian university. The diploma offers initial professional study for students intending to become art therapists and similar opportunities for qualified social workers, psycho-therapists, specialized teachers, etc. wishing to develop therapeutic applications of art in their work. It includes 250 hours of practicum, and the following institutions are currently involved in the program:

The Golden Age Association (the elderly)

Queen Elizabeth Hospital (adult psychiatric and chronic medical patients)

Allan Memorial Hospital (adult psychiatric patients)

Shriner's Hospital (handicapped children)

Montreal Children's Hospital (a range of medical and psychiatric problems)

"Mature Entry"

"Mature entry" with its additional credit requirement was formulated in answer to the shortening of the studies for a first cycle degree that followed the creation of the CEGEPs. We were concerned about the ability of many adults to handle immediately an inevitably more concentrated and specialized three-year curriculum.

Our experience has been that people coming to university after prolonged absence from formal schooling often are not ready to tackle the courses that will constitute their specialization. Assisting those of 21 years or older who have not met the formal admission requirements but have demonstrated potential, to enter undergraduate programs, the 18 credits of the "mature entry" requirement concentrate on the knowledge and skills they will need to undertake their program of specialization.

The section of the 1981-82 undergraduate calendar that sets out the "mature entry" requirement by Faculty is attached as Appendix D.

Centre for Mature Students

The Centre for Mature Students is a unit within the Faculty of Arts and Science. However, as its advisory services have become better known, adults interested in other aspects of university education have begun to turn to it, and representatives of other Faculties have become associated with it. In due course, it is highly probable that it will become a university operation.

The Centre provides adults returning to university to work for a degree after years of absence from formal studies with information and advice. In particular it is concerned with "mature entry" students.

Our precursors were relatively small institutions, and smallness encouraged the integration of every student into the life of the college; an individual could know all the professors personally, and quickly get from them the advice or guidance he or she needed. We are now a large university with a diversity of programs attractive to undergraduates who have mapped out the direction in which they want to go. Some adult students know just where they wish to go and have the ability to get there, but for others there can be serious problems of decision and adjustment.

Adults returning to formal schooling after some years generally belong to one of the following groups:

Young adults, usually between 21 and 31, who dropped out of high school or CEGEP to earn their living but have decided their future requires a university degree;

married women with children at home who wish to prepare for a future occupation for which a university degree or certificate is required;

men and women in mid-career who, because of threatening job obsolescence or impending early retirement, return to university to retrain for another occupation;

people who wish to learn more just for the satisfaction and heightened awareness this may bring.

Many of these students suffer from anxiety about their ability to cope with studies at the university level. CEGEP or high school drop-outs may well be apprehensive about whether they can muster the perseverance to attain their desired goal. Those who have been away from school for many years fear that they have become too intellectually rusty.

On the other hand, a great many come armed with a considerable determination to succeed, that sometimes seems to spring from the very self-doubts they experience. It becomes a question of proving that they can do university work.

The aim of the Centre is therefore twofold:

to provide mature students with the guidance and support they need for full participation in the university;

to maintain Concordia's tradition of concern with adult education, and help develop our ability to meet the challenges of this sector in the coming decades.

The Centre has a "home base" on each campus: a secretariat, interviewing facilities and a students' lounge. Besides a director and an associate director, there are "fellows" of the Centre - faculty members from a cross-section of disciplines in the Faculty of Arts and Science interested in adult education. They are on duty on the premises of the centre for a stated number of hours each week to advise and assist the students.

The Centre also performs a number of other functions. It organizes orientation days and similar events. It mounts workshops of various kinds. Some deal with basic skills such as: how to read effectively; how to write a term paper; how to study mathematics; how to make good use of the library. Others have broader themes: how to reconcile the conflicting demands of job, studies and family; how to cope with accelerating change in the job market; how to be practical about a second career. And the Centre is developing a peer-group support network.

Training Adult Educators

Need and Issues

A major issue confronting Quebec, indeed Canada generally, is the lack of professional competency profiles or training requirements for adult educators. Teaching children and adolescents requires professional training and provincial certification yet people without a degree, or even any university training, can teach a course for adults. Given the heterogeneity of the adults' backgrounds and purposes, the need for professional skills and training in adult education would seem to be at least as great as in the primary and secondary school sector.

The current shift in population demographics has resulted in policies and practices which have a deleterious effect on the quality and future direction of adult education. With declining enrolments and increasing numbers of surplus teachers, many are moved directly from teaching children and adolescents to teaching evening classes of adults. Although such practices may be pragmatic, they are in direct conflict with the basic philosophy and tenets of andragogy. Even though it may be difficult, and perhaps restrictive, to attempt to specify competencies for professionals in a field as broad as adult education, this does not diminish the critical need for adequate training and preparation.

Further, the explosion of adult education in the last decade has resulted in a dearth of quality materials specifically developed for adult learners. All too

often the curriculum and materials used to teach day classes for youth are transported wholesale to evening classes for adults. In addition to the scarcity of resources for curriculum development and evaluation for adult programs, there is a general lack of professionals trained in adult education who can produce quality teaching materials and employ innovative formats (e.g. television and computers) to better meet the needs of adult learners.

The Role of the University

Universities have historically played a major role in developing educational pedagogy and training professionals in the area of youth education.

Universities also have the unique combination of resources, research expertise, professional scholars and practitioners which will enable them to make a major contribution to the training and development of competent adult educators. Furthermore, the diversity and breadth of the field of adult education calls for an institution which can offer a variety of training programs designed to function effectively in a variety of educational settings.

Concordia University offers several programs designed to provide both generalized and specialized training in adult education at both the undergraduate and the graduate level. Many of these programs have been identified in the preceding pages. However, we also have programs directly concerned with training adult educators.

Adult Education Program

Offering both a certificate and a B.A. major, this program seeks to prepare professionals who can facilitate adult learning in a wide variety of organizations and situations. Also, it enables people working in the field to take courses to upgrade and refine their skills. Recent restructuring of the curriculum has made possible the pre-service education of students beginning or changing careers. The curriculum is attached as Appendix E.

In addition to numerous teachers from the primary and the secondary level, the Adult Education program has attracted school administrators, nurses, community service workers, staff from golden age centres, dental hygienists, airline stewards, and inservice trainers from business and industry. Enrolment has doubled within the past year.

Recreation and Leisure Studies Program

This program represents a unique example of specialized training for adult educators who function in non-formal teaching contexts. The B.A. major with a specialization in Recreation and Leisure granted through the Interdisciplinary Studies program combines training in bio-physical education with courses in sociology and psychology as well as administration. The combination of courses is designed to form professionals qualified to develop and administer programs that will meet the increasing social and cultural needs in recreation and leisure services. Furthermore, the emphasis on the practical application of

knowledge and on supervised internship results in adult educators with both theoretical foundations and practical experience. Graduates of this program hold jobs with YMCAs, community centres, golden age centres, school boards, and CEGEPs.

Educational Studies Program

This program offers a Master of Arts degree in education, with both thesis and non-thesis options. The emphasis is on historical and philosophical foundations, socio-psychological and comparative approaches to the study of education. The faculty have research interests in a number of adult education areas: political education, education of minorities and immigrants, mechanic institutes, comparative educational studies, curriculum development for adult learners and working class education.

Several students in the program have chosen to focus their studies, including their thesis, on adult education and learning. A high percentage of the students are part-timers who work in jobs related to the field.

The Education Studies program also offers courses off-campus. Its first graduates from the Richmond, Que. area will be receiving their degrees in the coming year.

Educational Technology Program

This program offers both a diploma in Instructional Technology and a M. A. in Educational Technology. There is a multi-faceted focus on numerous topics and areas directly related to adult education: instructional design; research development and evaluation; tele-education; computer assisted learning; impact of and production factors in educational television and radio; instructional systems analysis and design; human resources development and training. The Educational Technology program has been cited by UNFSCO for significant scholarly and research contributions in these areas.

The program attracts both teachers, interested in curriculum development and materials production, and people from business and industry, interested in training and human resources development. While all students receive both practical and theoretical training, individual students may specialize by undertaking a research thesis or a thesis-equivalent option. Concordia University has submitted to the Conseil des universités a proposal for a Ph. D. program which will expand research and training in the area of self-instruction and tele-education generally, with specific attention devoted to human resources development, media research, instructional design, cybernetics, and systems analysis.

The Off-Campus Program

An off-campus program was started in 1972 by Sir George Williams University. Intended to be of service to people who were unable to travel to the University but wished to earn university-level credits, it answered requests received from groups across the province, in particular teachers seeking to upgrade their academic qualifications. Several programs were specially designed to meet their needs, notably certificates in elementary school science, mathematics and drama.

Over the years a greater number and variety of courses have been offered, and today the Faculties of Arts and Science, Commerce and Administration, and Fine Arts participate in the off-campus program. The courses are offered throughout the province in cooperation with community service centres, school boards, adult education services, CEGEPs, and industry. Courses have been given in the Gaspé and the Eastern Townships as well as in Laval and on the West Island, and in certain Montreal locations such as the Saidye Bronfman Centre and the Montreal Catholic School Commission. Courses have also been provided for inmates of federal penitentiaries, combining visits and correspondence material.

A course in education (Education of the Gifted Child) is being offered on educational television in conjunction with WCFE, Plattsburg.

It is not easy to maintain an active off-campus operation. Given the scattered nature of the anglophone population outside Greater Montreal, it can be difficult to assemble enough students interested in and capable of taking a particular course or program. Yet the need is no less intense for that. Also, there is a continual problem in providing such support services as counselling and library facilities. The courses may be staffed either by qualified local teachers or by instructors who come from the University, some of the latter being from the full-time faculty. In such courses the quality of teaching is of paramount importance, and we can have trouble finding the right individual.

Other Than Degrees

As mentioned above, the University in recent years has concentrated on its degree-related activities, using 'degree' in a broad sense that encompasses, too, certificate programs at the undergraduate level and diploma programs at the graduate level. But more and more the need is emerging for a more flexible approach to university-level education. In the complex society of a large metropolitan area there are requirements that derive from both personal and professional plans and interests.

Independent Students

There are people who have the desire and ability to take university courses but do not wish to register for a degree. They may seek knowledge that will be of assistance in their employment or they may be pursuing their personal taste in the fine arts, humanities or social sciences. Some such people pick up a single course of interest to them. Others are in continuous pursuit of education, and enrol in new courses each year.

In recent years, they have not been encouraged to come to Concordia. The University calendar states firmly: "Priority at registration is given to students registered in degree or certificate programs." Also, the fee per credit is somewhat higher and the opportunity to enrol as an independent is not publicized. However, in 1979-80 we had the following enrolments, graduate and undergraduate combined: 690 in Arts; 370 in Engineering and Computer Science; 240 in Commerce; 220 in Science; and 120 in Fine Arts.

This year there has been an increase of about 20 per cent. This is an area of university service that, we believe, calls for careful study leading to a policy more sensitively attuned to the needs of the adult population, and a task force will shortly begin to review our policies.

Centre for Continuing Education

The University also maintains a Centre for Continuing Education. This is a self-financing operation with an annual enrolment in courses of varying length approaching 6,000 students. Although the degree is the best known way of measuring university standards of education, there are activities which cannot be controlled by this measurement. To insist exclusively on degree-based operations would exclude many people who should have access to university-level resources. It is in this spirit that we have operated the Centre for Continuing Education and its non-credit programs and services.

Courses for industry have been developed to provide professional education in specific areas such as engineering, computer science, and management. Seminars in management and workshops in industrial training are set up in cooperation with faculty members and especially with the Concordia Centre for Management Studies. In-house courses and programmes are offered in management practices; investment management; journalism, advertising and public relations; hospitality management and tourism. The instructors in such programmes combine academic with professional experience.

The Centre offers a considerable range of courses in English and in French as a second language, developed in cooperation with the University departments. There are also courses in the applied arts; photography, fashion designing and television production have proved the most popular.

Many Canadian universities outside Quebec partially fund their continuing education operations where these are clearly of university level. The self-financing structure required in Quebec means that the Centre must on the contrary repay the university for services - for instance, its use of language laboratories. Additionally, in a competitive market, it can charge tuition fees that allow it to recompense its instructors but not to finance the kind of program development that should be one of the benefits of its university association. Here then is an area where, with government support, the university should be enabled to adopt a much more flexible approach to meeting the educational needs of the collectivity.

Breadth of Service

Adult education can take many guises. Programs can be long or short, highly structured or amorphous, addressed to the few or the many. There is one sector of adult education that does not consist of programs as such, whose role may indeed not be immediately apparent. At times it is simply described as "service to the community".

As centres of education in the community, financed in this country in large part by the community, universities have a particular responsibility in this regard. They are not alone in providing cultural and related services, but across a wide range of services they can be among the most important sources.

At Concordia we organize a continuing stream of theatrical presentations and concerts, film showings and lectures. These are open to the public as well as to our own students either free or at a nominal price.

One aspect of university service to the community consists of its relations with various organizations and groups. Trained university people can plan and operate activities that respond to many types of socio-economic needs. Such external manifestations are an important element in the adult education spectrum.

In many artistic and cultural activities, it can be said, the language used is universal. For others this university is serving an additional purpose

in this city at this time, namely the maintenance of English-language culture and its diffusion to the English-speaking community. As well as, on occasion, bringing the two main language cultures, and others, together within an educational setting. The extent of cultural activity at Concordia is reflected in the attached listing of events from the University paper (Appendix F.)

Are Adults Really Students?

Preceding sections of this presentation have been concerned essentially with the types of education available to the adult as a student at Concordia University. But a university is also a community - of scholars and many other people. How does an older person fit into that community? What sort of access does an adult student have to its various support services and non-academic activities? Does going to university become an educational experience of greater scope than just attending classes and obtaining a degree?

One should perhaps distinguish at the beginning between the services a student needs and the opportunities a student may wish to enjoy. It is a Concordia tradition to make both of these available to all students, day and evening, full-time and part-time. The extent of usage and interest may vary, but the access and opportunity have to be preserved. This is part of the very character of the University.

We have mentioned that both full-time and part-time undergraduate students attend university in the day or the evening, with the graduate students concentrated in the evening - in order to offer the widest possible access. Another aspect of the same policy is to offer evening classes in three different time blocks on our downtown campus, which has the majority of evening students, and in two time blocks on the Loyola campus.

The library is a basic student service. Our libraries are open till 11 p.m. on Monday to Thursday, till 9 p.m. on Friday, and as study centres till midnight on both Saturday and Sunday. It might be noted here that, though part-time students are recognized for funding in the operating budget of the University, they are passed over by the norms the Department of Education applies to library construction. Thus for the new library building we are planning for the downtown campus, the government has refused to base its calculation of support on the total student population, only on those attending full-time. It is a strangely short-sighted anomaly.

Other basic services are the Registrar's office and the accounts office. Both of these are kept open in the evening on Monday to Thursday, the days when the large majority of evening students come to the University.

There is also the provision of advice. In some cases all that is needed is a visit to the Dean of Students office. Offices on each campus are open until seven in the evening. Sir George Williams University was the first in Canada to appoint a full-time guidance counsellor, and a strong guidance service remains a feature of Concordia. Again, on both campuses there are evening hours adjusted to the flow of evening student attendance. The guidance service provides both career and personal counselling. For the adult student there is also available in the evening the academic advising service of the Centre for Mature Students.

Adult students have the opportunity to take part in the administration of student organizations and of the University itself. Our experience is that the large majority do not have the time - or perhaps the interest - to belong to the many associations and other bodies that thrive on campus. Associations limited to evening or part-time students have therefore tended to become the purview of a small, and at times self-serving, group. On the other hand many individuals have given extremely valuable service to the University and their fellows through their conscientious membership on decision-making bodies. This holds too for the Concordia University Student Association and the Graduate Students Association; the former has a 55 year-old member of Council.

In this connection the following requirements are of interest. Four members of the Board of Governors are nominated by the students association "in a manner that ensures appropriate representation of both day and evening students." It is set down that there will be seven part-time student members of Senate, and the Faculty Councils follow the same pattern. The Concordia Council on Student Life is responsible for setting priorities for student services and developing a budget. Half the members are students, and in the article on membership it is stated: "Serious attention shall be given to maintaining appropriate distribution in terms of campus affiliation and full-time/part-time student status."

Looking to the Future

The university is a focus of resources of various kinds devoted to higher education, to the discovery and dissemination of knowledge, in the interests of the community to which it is responsible both morally and financially. Different universities interpret their responsibility in different ways, emphasizing different strengths and services. In part this is conscious, in part it reflects the happenstance of growth. Concordia is a university that emphasizes diversity and openness, a mirror of the pluralistic society that it primarily serves. Its major need, looking to the future, is to be able to apply the innovation and flexibility that a rapidly changing society requires. The last thing we wish to become is a walled city of scholarship.

Concordia today has been described in the preceding sections with, too, some indication of the directions in which we would like to develop. Present opportunities and services for the adult learner must be maintained. The question is what else can - should - be attempted.

Essentially what we are thinking of is a greater variety of offering. As mentioned in the section on off-campus activities, we now take university level instruction out to relatively isolated areas. The demand for such services in English will be limited in scope in Quebec, though no less intensely needed. But there are ways to provide "distance education" not just to the geographically isolated but also to those whose circumstances make it

hard, if not impossible, to attend an institution. Here is one field we plan to investigate. It might be as the English-language section of a province-wide activity for this can be a costly endeavour to start up, and we do not have the means to undertake a major independent operation. Yet we cannot satisfy Quebec needs by merely picking up and diffusing packages of learning developed for other people.

Perhaps most significant in our thinking about the future is the concept that university education does not have to be tied to the obtaining of credits, even though that can be expected to remain the aim of most students. Our offerings must be of university standard, but we can surely employ a variety of packages - devised to meet the needs of both the individuals and the collectivities that make up our service community. There are, of course, resource implications here, too, and these have to be recognized by government, perhaps through support for the university in shifting resources to non-traditional activities as the needs of its population alter.

Consider, by way of example, the changing picture in professional development. There is little doubt that if Quebec is going to affirm a strong economic base, it must be assured of a continuing supply of highly qualified and versatile professionals. As a group, these professionals must:

- have a thorough and up to date understanding of the foundations of a variety of technologies so as to be able to participate on a competitive basis in the development of goods and services.

- be good managers of men, money and materials in the face of rapidly evolving technologies and changing priorities.

Individual professionals, even though they may have received a good grounding at the undergraduate level, must not only be given the opportunity but also be actively encouraged to acquire new knowledge that, combined with their professional experience, will allow them to contribute more effectively to the development of Quebec. Without this 'recyclage' the engineer, for instance, as engineer has a 'half life' of five years.

Ideally, there should exist mechanisms to determine present as well as project future manpower requirements in technical and related managerial areas. Existing expertise within universities and industry would be pooled so that courses and programs could be brought on line to meet foreseeable needs and dismantled when these needs have been met. Working professionals would be released on a part-time or full-time basis to benefit from such courses and programs.

But realistically, this 'total planning' approach rarely works. Rather, universities should be given the means to try out new ideas, or even to implement tried and true ones, in the area of professional development. It is interesting to note that many engineering schools in France list in addition to their fundamental missions of teaching and research, a third mission of professional development. This third mission is carried out not at the expense of the education of undergraduate and graduate students, or

of equally essential and related research, but rather as a separate activity drawing where necessary on the other two. Should we not look into this here? A unit concerned with professional development could determine needs for specific 'short courses' or other activities, and would know how to mount them. It could envisage the creation of a post-baccalaureate program which would not necessarily be tied to our present concepts of graduate degree and diploma program. (Engineering management and computer science/data management are possibilities). It must be stressed that even if such a unit could become self-supporting, set-up investments would be necessary for both personnel and classroom space.

We take it as axiomatic that Quebecers who have the desire, and can prove the ability, to pursue studies at a university level should have the opportunity to do so. We have developed our "mature entry" program in response to that concept. Looking to the future, however, we would wish to experiment with other ways of organizing entry, of matching up administrative process with individual competence.

Challenge or proficiency tests are an alternative means of admitting people on the basis of ability and competence. Major drawbacks to this alternative are the development costs of reliable and valid tests, administrative costs, and scheduling problems. It would, however, seem feasible at the undergraduate level for basic skills such as reading and writing.

A systematic evaluation of previous work and experience is an attractive

alternative in that the potential candidate is evaluated on what he or she has actually accomplished rather than on test scores or other artificial criteria. However, evaluation of individual experience portfolios can be time-consuming. Furthermore, the development of reliable criteria at the undergraduate level to evaluate a diversity of experiences would be difficult. Evaluation would seem more feasible at the graduate level where numbers are smaller and previous experience plays a more critical role in student progress and success. In addition remedial services would be needed. People without essential skills in reading, writing, mathematics, etc. must have the opportunity to acquire competence. One way would be to package the development of basic skills in workshops or non-credit courses.

An associated thought is that the means must be found to reduce so far as possible any institutional barriers to effective use of university services, including providing the greatest possible freedom for the transfer of credits earned at one university towards a degree at another. It is interesting that the Institute of Canadian Bankers has a central registration system that allows students to move freely between institutions while completing their degrees. We are aware that many people have little hoards of inapplicable credits that greater flexibility would encourage them to use as a basis for continuing educational experience.

Finally, we will seek to promote the more active integration of adult students, at least a good number of them, into the university community.

The structures and opportunities exist today, but we should perhaps be working more actively to develop certain methods. Notably, to identify, train and support adult students who are prepared to devote time to advising their fellows, actual and potential. Although through the Centre for Mature Students and in the academic departments generally many faculty members devote time to advising and assisting individual students, we can see particular value in such peer group support. Indeed, it has been tried out to a limited degree in the Centre. Certainly, it would be one more way of ensuring that adult learners continue to see Concordia as their university.

Finally, we would note that we are developing the Centre for Mature Students as a centre also for our interest in the study of adult learning. In particular, we have planned a series of meetings on the different ways that this university and other universities can serve adult students, and on the research in progress in the field.

Research Needs and Proposals

With the number of adults studying at Concordia at both the graduate and the undergraduate level, we find ourselves to be "users" of research in adult education as well as, to some extent, "producers". This section consists of: (1) an outline of some of the research areas which, from our experience as an educational institution serving adults, we believe to be needed; and (?) some thoughts concerning the generation, collection and use of research in adult education in Quebec institutions of higher education.

The Entering Adult

The patterns and meanings of participation in university level programs by adults are much less regularized and obvious than for persons who come to university direct from secondary school and CEGEP. In order to respond to and anticipate their educational needs we require current knowledge obtained through utilization and participation studies.

The experiences of someone re-entering an institution of formal education after having been employed or having raised a family, are considerably different from those of a person in a pattern of continuous schooling. Re-entering adults, we know, can suffer from lack of confidence, academic skill or content preparation.

Our "mature entry" program was developed in line with our best practical judgement. Yet adult students' needs can vary on the basis of age, life stage, work experience, values, culture, etc. We must seek more differentiated knowledge of the orientation needs of returning adults.

The Adult in the Classroom

With the presence of adults in programs throughout the university, the mixed age classroom has become well established. In a recent pilot interview study of selected graduates of the Applied Social Science department, age difference was the most frequently mentioned comparison with other students. Research on age-related differences with respect to the meaning of education, relationship to the instructor, performance on assignments and the like is beginning. There is great need for consequent knowledge of different capabilities and dispositions to be made available to those who teach adults to assist them both in course-planning and managing a classroom.

A prevalent theme in adult education literature is the need of adults to integrate their life experience with their education and so assume greater responsibility for their own learning. How do adults view the treatment of instruction in university classrooms and laboratories? Do their expectations and reactions vary with age and life stage? What are the appropriate levels of participation and responsibility-taking? Will these vary with the subject matter chosen by the adult learner? In a joint study on teaching and learning in selected classrooms at Concordia next term, age and life stage

will be a dimension receiving special attention.

Program Innovations Designed for Adult Learners

Throughout this brief we have described various approaches to organizing and offering resources for learning at the university level to adults in Quebec. We also cite alternatives we would hope to explore. Evaluation research on program innovations would greatly facilitate our efforts to make our resources more widely available to adult students.

Promoting and Applying Research in Adult Education

Universities have the personnel to generate knowledge in the field of adult education. There are, however, two respects in which special initiatives seem required over and above the present structures and practices of university research.

The first is the development of a facilitative structure that would attract the research capabilities of scholars in a variety of disciplines. In making an inventory of the research in the field conducted at Concordia, we found that many people engaged in related work had not identified the association. It seems probable that many researchers, if alerted, would lend their talents, and possibly reshape their projects, to support the adult education enterprise. The generating of new research combined with a drawing together of existing research in different disciplines that could be of use to adult educators is

a major and necessary task.

The second special initiative that is required is to affirm the linkage between research and theory on the one hand and practice on the other. Distribution of research findings to adult education practitioners is part of it but, since the university is both a user and a producer of research with respect to adult education, there is a more exciting possibility. Services concerned with pedagogical innovation such as the Learning Development Office at Concordia can stimulate a meaningful partnership between research and its implementation.

Appendix A

Concordia University Committee to prepare a brief to the
Commission d'étude sur la formation des adultes

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Prof. J.P. Brunet	Department of Management
Prof. M. Edwards	Division of Visual Arts
Prof. C. Giguère	Assistant Dean Faculty of Engineering
Prof. R.D. McDonald	Department of Applied Social Science
Prof. B. Opala	Department of English Principal, Centre for Mature Students
Prof. C. Petersen	Department of Education Centre for Mature Students
Dr. D. Potvin	Assistant Vice-Rector and Director of Continuing Education
Mr. F. M. Sheldon	Executive Assistant to the Rector Centre for Mature Students
Prof. R. Smith	Department of Mathematics Coordinator, Learning Development Office
Prof. M. Taylor	Department of Applied Social Science

Mature Students at Concordia University, a Statistical Presentation

The Tables in this Appendix give Fall 1980 registration statistics for adult students admitted on the basis of maturity between 1976 and 1980, inclusive. As maturity was the only criterion for their admission, the students represented by these statistics are all registered at the first cycle level. The program to which a student was initially admitted in a previous year is specified in Tables B.1 to B.4, and it does not necessarily follow that the student is currently registered in the specified program. However, the statistics presented in Table B.5 are based on students who registered for the first time in the 1980 Fall; consequently, they are currently registered in the programs indicated.

Independent students are defined on page 36 of the accompanying document, and are included separately in the following statistics because they had not been subject to a formal admissions process at the time they first registered. Table B.6 presents Fall 1980 statistics for students who first registered under those conditions in the previous years considered, indicating the type of program for which they are currently registered.

For internal purposes, the University defines a full-time student as one who is registered for at least twenty four credits in the regular session - from September to April. The credit groups in Tables B.5 and B.6 reflect this internal definition.

Table B. 1.

Fall 1980 Registration Statistics for Adult
Students Admitted on the Basis of Maturity
First Registered in Fall 1976

1976/77 Program	Number of Students First Registered in Fall 1976														
	by Age Attained in 1976 and Sex												Total		
	21-24		25-29		30-34		35-39		Over 39		Unspecified				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Arts & Education	7	16	7	15	-	12	-	5	-	13	-	1	14	62	76
Commerce & Administration	22	8	1	4	7	1	1	-	1	1	-	-	32	14	46
Computer Science	1	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Engineering	7	-	-	-	-	-	-	-	-	-	-	-	7	-	7
Fine Arts	2	4	1	3	-	-	-	2	-	2	-	-	3	11	14
Science	4	3	4	2	-	-	-	-	1	1	-	-	9	6	15
Sub-Total, Undergraduate	43	31	13	24	7	13	1	7	2	17	-	1	66	93	159
Independent	37	27	21	28	7	27	3	17	8	26	3	1	79	126	205
TOTAL	80	58	34	52	14	40	4	24	10	43	3	2	145	219	364

Table B.2.

Fall 1980 Registration Statistics for Adult
Students Admitted on the Basis of Maturity
First Registered in Fall 1977

1977/78 Program	Number of Students First Registered in Fall 1977														
	by Age Attained in 1977 and Sex												Total		
	21-24		25-29		30-34		35-39		Over 39		Unspecified		M	F	Total
	M	F	M	F	M	F	M	F	M	F	M	F			
Arts & Education	18	36	5	12	1	10	-	13	3	14	-	1	27	86	113
Commerce & Administration	35	13	10	5	5	3	1	-	1	-	1	-	53	21	74
Computer Science	3	-	3	-	-	-	-	-	-	-	-	-	6	-	6
Engineering	6	-	1	-	-	-	-	-	-	-	-	-	7	-	7
Fine Arts	7	10	5	5	-	4	-	1	-	12	-	-	12	32	44
Science	7	1	-	1	1	-	-	-	-	-	-	1	8	3	11
Sub-Total, Undergraduate	76	60	24	23	7	17	1	14	4	26	1	2	113	142	255
Independent	60	40	13	24	9	15	2	8	6	28	11	4	101	119	220
TOTAL	136	100	37	47	16	32	3	22	10	54	12	6	214	261	475

Table B.3.

Fall 1980 Registration Statistics for Adult
Students Admitted on the Basis of Maturity
First Registered in Fall 1978

1978/79 Program	Number of Students First Registered in Fall 1978														
	by Age Attained in 1978 and Sex												Total		
	21-24		25-29		30-34		35-39		Over 39		Unspecified				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Arts & Education	41	52	15	19	5	14	1	21	12	32	1	2	75	140	215
Commerce & Administration	59	29	17	13	13	5	2	1	6	1	2	1	99	50	149
Computer Science	6	3	1	-	1	-	-	-	-	-	1	-	9	3	12
Engineering	21	1	8	-	2	-	2	-	1	-	-	-	34	1	35
Fine Arts	12	13	10	10	1	3	-	7	1	3	1	-	25	36	61
Science	24	5	5	3	-	-	2	3	-	-	2	-	33	11	44
Sub-Total, Undergraduate	163	103	56	45	22	22	7	32	20	36	7	3	275	241	516
Independent	29	12	10	8	5	6	3	8	3	15	6	3	56	52	108
TOTAL	192	115	66	53	27	28	10	40	23	51	13	6	331	293	624

Table B. 4.
 Fall 1980 Registration Statistics for Adult
 Students Admitted on the Basis of Maturity
 First Registered in Fall 1979

1979/80 Program	Number of Students First Registered in Fall 1979														
	by Age Attained in 1979 and Sex												Total		
	21-24		25-29		30-34		35-39		Over 39		Unspecified				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Arts & Education	51	54	14	21	7	28	5	18	9	41	-	-	86	162	248
Commerce & Administration	83	40	27	23	9	12	2	7	4	5	-	3	125	90	215
Computer Science	11	6	6	-	1	1	-	-	-	-	-	-	18	7	25
Engineering	19	3	15	-	5	1	3	-	1	-	1	-	44	4	48
Fine Arts	28	21	7	18	2	7	1	6	-	9	-	1	38	62	100
Science	32	8	9	2	2	6	1	-	1	-	-	-	45	16	61
Sub-Total, Undergraduate	224	132	78	64	26	55	12	31	15	55	1	4	356	341	697
Independent	52	52	16	25	12	15	1	17	10	34	7	2	98	145	243
TOTAL	276	184	94	89	38	70	13	48	25	89	8	6	454	486	940

Table B.5.

Fall 1980 Registration Statistics for New Adult Students Admitted on the Basis of Maturity

(a) Students Registered for At Least 24 Credits in the Regular Session

1980/81 Program	Number of New Students														
	by Age Attained in 1980 and Sex												Total		
	21-24		25-29		30-34		35-39		Over 39		Unspecified				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Arts & Education	29	12	6	2	1	3	1	-	-	-	-	-	37	17	54
Commerce & Administration	33	3	3	2	-	2	-	3	-	-	-	-	36	10	46
Computer Science	2	-	1	-	-	-	-	-	-	-	-	-	3	-	3
Engineering	3	-	-	-	-	-	-	-	-	-	-	-	3	-	3
Fine Arts	9	6	9	5	-	1	-	-	-	-	-	-	18	12	30
Science	8	6	1	-	-	-	-	-	-	-	-	-	9	6	16*
Sub-Total, Undergraduate	84	27	20	9	1	6	1	3	-	-	-	-	106	45	152*
Independent	1	3	-	-	-	-	-	-	-	-	-	2	1	5	6
TOTAL	85	30	20	9	1	6	1	3	-	-	-	2	107	50	158*

* Including 1 student aged 25-29 of unspecified sex.

Table B.5(continued)

(b) Students Registered for Less Than 24 Credits in the Regular Session

1980/81 Program	Number of New Students														
	by Age Attained in 1980 and Sex												Total		
	21-24		25-29		30-34		35-39		Over 39		Unspecified				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Arts & Education	24	30	8	23	7	11	-	7	3	22	1	-	43	93	137*
Commerce & Administration	42	33	11	16	9	14	-	4	3	7	1	-	66	74	140
Computer Science	2	2	3	-	-	1	1	-	-	-	-	-	6	3	9
Engineering	4	-	4	-	4	-	-	1	-	-	-	-	12	1	13
Fine Arts	4	3	1	4	1	3	-	1	-	-	-	1	6	12	18
Science	15	4	1	3	1	-	-	1	-	-	-	-	17	8	25
Sub-Total, Undergraduate	91	72	28	46	22	29	1	14	6	29	2	1	150	191	342*
Independent	197	161	84	118	52	64	25	40	49	111	28	22	435	516	951
TOTAL	288	233	112	164	74	93	26	54	55	140	30	23	585	707	1 293*

* Including 1 student aged 25-29 of unspecified sex.

Table B.6.
Fall 1980 Registration Statistics for Adults Admitted
on the Basis of Maturity Who First
Registered as Independent Students
in a Previous Year

Date of First Registration	1980/81 Work Load, Credits	Number of Students Registered								TOTAL
		by Program and Sex								
		Undergraduate				Independent				
		M	F	Sub-Total		M	F	Sub-Total		
				No.	% of TOTAL			No.	% of TOTAL	
Fall 1976	24 or More	14	14	28		-	-	-		
	1 - 23	45	84	129		20	28	48		
	Total	59	98	157	76.6	20	28	48	23.4	205
Fall 1977	24 or More	38	18	56		2	-	2		
	1 - 23	36	66	102		25	35	60		
	Total	74	84	158	71.8	27	35	62	28.2	220
Fall 1978	24 or More	18	5	23		-	1	1		
	1 - 23	20	26	46		18	20	38		
	Total	38	31	69	63.9	18	21	39	36.1	108
Fall 1979	24 or More	28	14	42		2	1	3		
	1 - 23	15	29	44		53	101	154		
	Total	43	43	86	35.4	55	102	157	64.6	243

Adult Learning

- adult learning and reading

Dr. R. Bernard
 Dr. C. Petersen
 Department of Education

Research:

"Adult Learning and Reading: A Pilot Study of Adult Learning from Written Materials", funded by Concordia University, Committee for Aid of Scholarly Activity. 1979-80.

"An Investigation of Variables Affecting Adult Reading", funded by Concordia University, Dean's Seed Grant. 1980-81.

"An Investigation of Variables Affecting the Reading Processes of Older Adults", submitted to the Social Sciences and Humanities Research Council, July, 1980.

"Pictures in Prose: The Effects of Iconic Representations on Learning and Remembering", submitted to FCAC, fall, 1980.

- how learners deal with feelings of inadequacy in the learning process

R. Kass
 Department of Applied
 Social Science

Research:

"The Apology Stance in the Learning Process", Ph.D. Thesis, University of Toronto (in progress).

"Joint Research Project on Teaching and Learning", (with R. Smith, D. Abrami, C. Petersen, M. Taylor, J. Magnan), funded by Learning Development Office, Concordia, 1981.

R.D. McDonald
 Department of Applied
 Social Science

- learning and memorial processes, particularly imagery and its role in message transmission

Dr. R. Schmid
 Department of Education

Publication:

"Temporal Organization and the Learning of Text", American Educational Research Journal, 1977, 14, pp. 115-123.

"Theme and Prose Comprehension: Understanding or Depth Processing?" Contemporary Educational Psychology, in press.

- learning theory constructed from the learner's perspective

Dr. M. Taylor
Department of Applied
Social Science

Research:

"Adult Learning in an Emergent Learning Group: Toward a Theory of Learning from the Learner's Perspective". Ph.D. Thesis, University of Toronto, 1979.

"Joint Research Project on Teaching and Learning", funded by Concordia's Learning Development Office, 1981.

Publication:

"The Social Communications Dimension of the Learning Process where Learning Constitutes a Perspective Change" in Communication Studies in Canada. L. Salter (Ed.), Toronto: Butterworth (in press)

Adult Learner Characteristics

- learning style and preferences and relationship to teaching styles

Dr. C. Petersen
Department of Education

Research:

"Joint Research Proposal on Learning and Teaching", funded by Learning Development Office at Concordia, 1981 (with R. Smith, R.D. McDonald, P. Abrami, M. Taylor, J. Magnan).

- relationship of age and life stage to the experience of educational settings

Dr. M. Taylor
Department of Applied
Social Science

Research:

"Joint Research Project on Learning and Teaching" funded by Learning Development Office at Concordia (with R. Smith, R.D. McDonald, P. Abrami, C. Petersen, J. Magnan)

Approaches and Aids to Instruction

- quality control of computer-assisted learning for adults in professional continuing and higher education.

Dr. G. Boyd
Department of Education

Research:

"Morphological Study of Computer-video Dissemination of Courseware for Post Secondary Education", Ministère de L'éducation du Québec, FCAC.

Approaches and Aids to Instruction (Cont'd.)

- learning materials and instructional media
computer simulation

Dr. D. Mitchell
Department of Education

Research:

3 Educational Simulation Projects,
Ministère de l'Éducation du Québec,
FCAC. 1971-72, 1972-73, 1976-77.

"Programme de Recherche sur l'Analyse
Conjugée de l'Attention aux Communications
Éducative, Algorithmes des Processus Cognitifs
Supérieurs, et de la simulation par Ordinateur
de Systèmes d'Instruction et du Contact Humain
et Télé-Éducation", funded by Ministère de
l'Éducation, FCAC, (with R. Schmid)

Publications:

"A Micro-Analytic Procedure for Improving
Instructional Materials", in Aspects of
Educational Technology, XIV, Kogan Page, 1979.

"Educational Engineering: Designing Alternative
Instructional Systems. In Proceedings of Fifth
Canadian Conference in Electrical Engineering
Education, (1972)

"Improving Instruction with a Computer-Based
Classroom" in Proceedings of the 1977 Frontiers
in Education Conference, L.P. Grayson and J.M.
Bredenback (Eds.). New York: Institute of
Electrical and Electronic Engineers, 1977.

"Needed: Student-Centered, Self-Instructional
Systems for Adult Learners", in Trends in Educational
Publishing. Leatherhead, England: PIRA, 1979.

(With R. F. Schmid) "The Use of Instructional
Algorithms in the Design and Development of
Instructional Materials", in Perspectives on
Academic Gaming and Simulation 5, P. Race and
D. Brook (Eds.), London: Kogan Page, (accepted)

"Can Computer Simulation Improve the Effectiveness
of University Teaching?" Educational Technology,
1973, 13, (December), pp. 14-18.

Approaches and Aids to Instruction (Cont'd.)

- the effectiveness and efficiency of algorithms as instructional tools in the classroom environment

Dr. R. Schmid
Department of Education

Research:

"Advances in Instructional Theory for Higher Education", funded by Ministère de l'Education, FCAC, 1979-80.
(With D. Mitchell)

Publication:

The Use of Algorithms in Instruction
Technical report, Department of Educational Technology, Arizona State University, November 1977. (With

The Relationship Between Algorithmic Processes for Instruction and Computer Models. U.S.A.F. Office of Scientific Research, Technical Report No.81203, Arizona State University, Dec. 78.

Telemedia

- educational production techniques and developments, application to distance learning

Dr. G. Coldevin
Department of Education

Research:

"Analyse Comparative de l'Efficacité des Techniques de Production des Nouvelles Télévisées et Application aux Emissions Educatives", funded by le Ministère de l'Education, FCAC, 1979-80, 1980-81.

Publications:

"The Mass Media with Particular Reference to Television as an Instrument of Continuous Education among Eskimos." in J. Leedham (Ed.) Aspects of Educational Technology IX, London: Kogan Page, 1975, pp.144-156.

"Experiments in T.V. Presentation Strategies I: Effectiveness of Full Screen Vs. Corner Screen 'Location Establishment' Background Visuals", Educational Broadcasting International, Vol. 11, No.1, March, 1978, pp. 17-18.

"Experiments in T.V. Presentation Strategies II: Effectiveness of Full Screen Vs. Corner Screen 'Symbol Establishment' Background Visuals", Educational Broadcasting International, Vol.11, No.3, Sept. 1978, pp.158-159.

Telemedia

Publications: (Cont'd.)

Dr. G. Coldevin
Department of Education

"Formative Research in Television Presentation Strategies: Emerging Guidelines for Effective Production", in Experimental Research in Videotaped Instruction, J. Baggaley (Ed.), St. John's Memorial University Press, 1980.

"Broadcasting Development and Research in Tansania", Journal of Educational Television, Vol.5, No.3, Autumn, 1979, pp.70-76.

"Broadcasting Development and Research in Kenya", Journal of Educational Television, Vol.6, No.2, Summer, 1980, pp.61-67.

- teleconferencing

Dr. G. Boyd
Department of Education

Publication:

"Game Plans and Research Structures for Teleconferencing" in The Status of the Telephone in Education, Parker and Riccomini (Eds.), University of Wisconsin Extension, 1976, pp.148-151.

Training Teachers of Adults and Instructional Improvement

- inservice training of teachers: a psycho-pedagogical approach to didactics

Dr. N. Herscovics
Department of
Mathematics

Research:

"Integration de La Recherche à la Formation et au Perfectionnement des Mathematiques", funded by Ministère de l'Education, FCAC, 1980-81, submission for funding for additional 3 years. (With Dr. Jacques C. Bergeron, Université de Montréal.)

Publication:

"Understanding School Mathematics", Mathematics Teaching, No.81, Dec., 1977 (With V. Byers).

- how faculty think about teaching and teaching improvement. Primarily university teaching.

R. Smith
Learning Development
Office
Department of Mathematics

Research:

Professors Perceptions of Teaching and Teaching Improvement: An Attributional Analysis", Ph.D. McGill University (in progress).

Research: (Cont'd.)

"Joint Research Project in Teaching And Learning", funded by the Learning Development Office at Concordia, 1981 (With C. Petersen, R.D. McDonald, M. Taylor, J. Magnan, P. Abrami).

R. Smith
Learning Development
Office
Department of Mathematics

Political Education

- Adult Education as a means of political education

Dr. H. Entwistle
Department of Education

Publication:

Antonio Gramsci: Conservative Schooling for Radical Politics (Part II: The Education of Adults), Routledge and Kegan Paul, London and Boston, 1979.

"Adult Political Education" in Recent Perspectives in Political Education, Sage Publications (in press)

Labour Education

- labour movement history related to education

Dr. G. Fidler
Department of Education

Unpublished research:

"Aspects of History of the Labour Movement in Liverpool in Relation to Education, 1870-1920", Ph.D. Thesis, McGill University, 1979.

Publications:

"The Work of Joseph and Eleanor Edwards, Two Liverpool Enthusiasts", International Review of Social History, XXIV, Pt.3 (1979) pp.293-319.

Participation Studies

- motivation of adults in continuing education programs

Dr. D. Potvin
Continuing Education

Research:

"Motivation for Participation and Perceived Benefits of Adult Part time Learners in a University Setting and in a Business on Industrial Septing", Ph.D. thesis, Boston University, 1978.

Socio-Cultural Studies

- impact of television on Inuit Adults

Dr. G. Coldevin
Department of Education

Research:

"The Impact of Frontier Television on Canadian Eskimos", funded by Communications Canada, 1972-1974.

"Developmental Effects of Television Via Satellite on Canadian Inuit Heads of Household", funded by Communications Canada, 1973-1977.

Publications:

"Anik I and Isolation: Television in the Lives of Canadian Eskimos", Journal of Communication, Vol.27, No.4, Fall, 1977, pp.145-154.

"Satellite Television and Cultural Replacement Among Canadian Eskimos: Adults and Adolescents Compared", Communication Research, Vol.5, No.2, Spring 1979, pp.118-133.

Community Development

- development of a community change process model

Dr. R. Cawley
Department of Applied
Social Science

Publication:

"SHAPES: Shared Process Evaluation System", Ontario Institute for Studies in Education, 1975. (Joint author)

"Community Resource Development: A Description Based on the Analysis of 52 Case Studies Using the Shared Process Evaluation System", SEA Extension, U.S. Department of Agriculture, 1979. (Joint author)

- community change process

R.D. McDonald
Department of Applied
Social Science

Research:

"A Community Development Study Regarding the Life of the Cree Indians in the Mistassini-Chibougamau Regions of Quebec", (With N. Chance, H. Guindon, and H. Dimock) unfunded, 1965-67.

"A Developmental History of the Lac Mistassini Band from the Cree Perspective, 1965-1980", permission of the Cree obtained, now seeking funding.

Community Development (Cont'd.)

- impact of satellite communication on Inuit communities

Dr. G. Valaskakis
Department of
Communication Studies

Evaluation Research:

"Audio Networking among Eight Inuit Communities in Northern Quebec", Naalakvik Hermes Satellite Project, funded by Taqramiut Nipingat, Inc., Native Communication Society and Project Liaison Committee - Department of Communication, Secretary of State and Indian Affairs.

"Audio and Video Networking in Three Arctic Regions and Videotape Distribution throughout Keewatin, Central Arctic, Baffin and Laborador", funded by Inuit Tapirisat of Canada and Project Liaison Committee of Department of Communication and Indian Affairs.

Gerontology

- educational interventions and problem-solving training for the elderly

Dr. C. Petersen
Department of Education

Research:

"Problem Solving and the Elderly: A Systematic Approach", Andrus Foundation, 1978-79 (With S. Waskel).

Publication:

"Problem-Solving Workshop Training", Journal of Counseling Psychology, 1979, 26 (2), pp.133-139. (With D. Dixon, P. Heppner and R. Ronning).

Second Language Learning

- differences in processing in second language reading

Research:

"Etudes de la lecture dans une langue seconde", funded by Ministère de l'Education, FCAC. 1980-82.

Dr. M. Kamoda
Dr. E.M. Brussell
Dr. N. Segalowitz
Department of Psychology

Organizational Development and Training

- sensitivity training, team building, problem-solving, career development

Publication:

"Intervention and Evaluation: A proactive team approach to OD", Journal of Applied Behavioral Science, 1978, 14, pp.175-194 (With S. M. McPhail)

"Occupational Mental Health: Forces and Trends", Personnel Journal, 1977 (April) pp.198-201.

"Psychological Climate: Some theoretical and empirical considerations", Behavioral Science, 1975, 20, pp.228-240 (With J.G. Howe)

"The Effect of Organizational Diagnosis and Intervention on Blue-Collar Turn Over, Absenteeism and Work Attitudes", Journal of Applied Behavioral Science, 1975, 11, pp.475-496. (With J.E. Hautaluoma)

- organizational development process

Publication:

"Management Development in Industry", Intervention, Winter, 1973.

- training for leadership in community and profit and nonprofit organizations

Project Report:

"Training Adult Volunteers to Manage Community Arts Organizations", Performing Arts Review: The Journal of Management and Law of the Arts, Vol. 7, No.2, 1977.

Dr. J. Gavin
Department of Applied
Social Science

R.D. McDonald
Department of Applied
Social Science

Dr. Sylvia Carter
Department of Applied
Social Science

Master's Level ThesisApproaches to Training Teachers of Adults

Komras, Henrietta. "Raising Student Teachers' Awareness of Sex Role Stereotyping by Slide-Tape".

Leone, Joseph Dominic. "Designed Evaluation of Video Tape Introducing Creative Music Approaches for Teachers".

Marrett, Eileen. "Evaluation of Systematic Instruction to Aid West Indian Students".

Wilson, Nora. "Application of Queueing Theory in a Training Centre to Plan Media Resource Requirements".

Studies of Educational Approaches as Teaching Methods

Campbell, Nettie-Mae. "A Formulative Evaluation of a Game for Introducing Metric Measures to Adults".

Guillaure, Lucien Pierre. "A Systematic Implementation Strategy for Computer Assisted Learning in Industry".

Libevinas, Aide Velez. "The Effectiveness of a Slide Tape Presentation in Teaching Basic Family Planning to Prospective Family Planning Trainers in the Philippines".

Nivosa, Janice. "The Effectiveness of Programmed Instruction in Teaching the Use of Unaccountable Norms to Kenyan Adults".

Siliauskas, Gina. "Learning Transfer from Precis-Writing Skills to a Composition Task of Undergraduate Composition Courses".

Wiseman, Marcy. "The Production and Evaluation of Audio Tapes to Improve Undergraduate Music Instruction in Aural Perception".

Watson, Pansy. "A Dialogical Model for Curricular Design for Immigrant Education: An Illustrative Case".

Posternak, Ferne. "Development and evaluation of a Unit of Retrieval Language Course".

Massoudi, Symin. "The Effects of Audio Visual Sequency on Learning From a Slide Tape Program".

Picot, Jocelyne. "Production and Evaluation of Three Media Productions For Cancer Orientations in the Radiological Technologies".

Horne, Klara. "Production and Developmental Evaluation of a History Orientation Video Tape Programme for Students of English Restoration Literature".

- Mouland, Lynn. "Modification of Verbal Behavior by Academic Gaming".
- O'Meara, Robert. "The Effects of Behavioral Objectives and Viewing Guides on Learning From Instructional Video Tapes".
- Gonzalez, Steve. "An Investigation Into the Effects of Instructional Objectives and Questions on Learning from Prose".
- Wright, Jane. "The Effect of Covert and Overt Practice on the Acquisition of Writing Skills".
- Teitelbaum, Edith. "Production and Evaluation of a Community Television Series Transmitted Via Cable T.V."
- Kushelnyk, John. "Design of Business Communication for Adults".
- Gellner, Randy. "An Examination of the Effects of Pictorial Overview on Adult Learning of Prose Text".

Women

- Keft, Riva. "An Investigation of Alternatives Delivery Systems for Re-Entry Women".
- De Pauw, Karen. "Training Women for Non-Traditional Occupations".

Learner Characteristics

- Lee, Heather. "Learning Style and Teaching Style".

Gerontology

- Gibbons, Pat. "The Design of Educational Programs for Older Adults".

Historical and Socio-Cultural

- Tardieu-Dehoux, Charles. "L'Evaluation et l'orientation des étudiants immigrants Haitiens à Montréal".
- Johnson, Pandora. "An Inquiry into the Effect of the Political Education Approach and Political Knowledge/Literacy on the Political Socialization of Students: A Case Study of Bahamian Students in Montreal".
- Wong, Bertrand. "Education Ideology and Economics in China After Mao".
- Panabal, Thomas. "The Role of UNESCO in Growth of Education in Developing Countries".

Second Language

Berthault, Faith. "Brain Function and Second Language Learning".

Hunter-Perrault, Gyslaine. "Comparative Study of Methods for Teaching French as a Second Language".

Millar, Grace. "From Traditional to Modern: Nursing Education in Transition in Anglophone Quebec".

Institutional Policy

Mugridge, Joseph. "An Inquiry into the Use of Misuse of Technical Education in Quebec".

I4.2 Admission as a Mature Student

The admission of applicants for mature entry is subject to the following conditions:

- 1) The applicant must have reached the age of 21 by August 1, December 1 or April 1 of a given year, to enter the University in the following September, January or May respectively;
- 2) Although not meeting the normal academic requirements for admission (Diplôme d'études collégiales or the equivalent), the applicant must satisfy the University that he or she has the potential to undertake undergraduate courses.
- 3) The applicant must have been out of school - that is, not engaged in full-time study - for at least 24 months since attaining the age of 18. Applicants who have been out of school for only 12 months are also admissible provided that they have no unfavourable academic record in the previous 24 months.

Applicants must submit a birth certificate or other acceptable proof of age, together with schooling records and any material which may indicate ability to pursue university studies. (Section I3.I? provides general information on how to apply for admission.)

=Y= I4.3 Program Requirements

Mature entrants must successfully complete at least 18 credits of additional work. In some cases these credits are made up of very specific courses - for example, basic courses in chemistry and physics for those contemplating studies in the pure and applied sciences or basic studio activities for those planning to take programs in the Visual Arts; in others they are more general. These additional credits are designed with a view to making it possible for mature entrants to make the best use of the studies which they subsequently undertake.

The additional credits may not be counted towards the student's eventual program of concentration (honours, major, etc.).

Requirements are set by each individual Faculty, in terms of the program to be undertaken.

I4.3.I Arts

For entry to degree and certificate programs in Arts (including the General Certificate in Arts and Science):

6 credits in English (language or literature)

12 elective credits

Students must consult with the Director of the Centre for Mature Students before registering.

14.3.2 Science

For entry to degree programs in Science:

Total B. Sc. credits to be 108 (i.e. 90 plus the additional 18 credits), these to include:

6 credits in Chemistry: C 205³, C 206³.

9 credits in Mathematics: C 202³, C 203³ and C 205³.*

8 credits in Physics: C 204³, C 205³, C 224^I and C 225^I.

3-4 credits from: Physics C 206³ and C 226^I; or Biology C 201³;
or Geology C 201³ or C 210³ **

* Students not having Math C 201³, or the equivalent, must take it in place of one of their elective courses.

** Students intending to enter programs of concentration in the departments of Biology, Exercise Science or Psychology should take Biology C 201³.

Students must consult with the Director of the Centre for Mature Students before registering, particularly with regard to the sequencing of the 26 or 27 credits, and to the choice of the 18 additional credits required in the case of a certificate.

I4.3.3 Commerce and Administration

For entry to degree programs in Commerce and Administration:

9 Credits in Mathematics: C 208³, C 209³, C 211³.

6 credits in English: C 211⁶ or an appropriate alternative.

3 elective credits.

Requirements for certificate programs are listed with the programme descriptions in the Faculty section of the Calendar. (Section 6I).

I4.3.4 Engineering

Mature entrants to the Bachelor of Engineering degree are required to complete a minimum of 138.5 to 144 credits, depending on the program chosen, including:

Mathematics C 202³, C 203³, C 204³ and C 205³.

Requirements for mature entrants to the Certificate in Quality Control:

18 credits in Mathematics: C 200³, C 201³, C 202³, C 203³, C 204³ and
C 205³

14.3.5 Computer Science

Mature entrants to the Bachelor of Computer Science must complete a minimum of 108 credits, including the following:

a. Digital Systems, General Science and Mathematics Options:

Chemistry C 205³

Physics C 204³, C 205³, C 224^I and C 225^I

Mathematics C 202³, C 203³, C 204³, C 205³

Computer Science C 211³

b. General Business Option:

Mathematics C 202³, C 203³, C 204³ C 205³

Computer Science C 211³

In all options, some students may require one or more of Mathematics C 200³, C 201³ or English as a Second Language C 100⁶.

Depending on the Option chosen, up to 9 of the credits listed above may be applied towards the elective component of the degree programme.

I4.3.6 Fine Arts

For mature entry to degree and certificate programs in Fine Arts:

6 credits in English or French

12 elective credits, appropriate for entry into the student's ultimate area of concentration, and chosen with the approval of the faculty adviser. Recommended courses are listed in I4.4.4

Adult Education Curriculum

LEVEL 1:

The first level consists of courses designed to provide the student with preparation in the foundations of adult education and an overview of the problems and issues confronting the modern adult educator.

- C200 Introduction to Adult and Continuing Education.
- C210 History and Philosophy of Adult Education.
- C220 Sociological and Psychological Foundations of Adult Education.
- C230 The Teaching/Learning Process in Adult Education.
- C410 Adult Education in Canada.

LEVEL 2:

The second tier of the curriculum is mainly organized around the skills of designing, implementing and evaluating adult instruction.

- C330 Techniques and Methods in Adult Education for Formal Settings.
- C331 Curriculum Development for Continuous Learning.
- C341 Instructional Design for Adult Learning.
- C342 The Evaluation of Adult Learning.

LEVEL 3:

The third level consists of courses designed to promote organization and integration of knowledge and provide students with an opportunity to translate knowledge and skills into applied practice.

- C460 Research in Adult Education I.
- C461 Research in Adult Education II.
- C490 Practicum and Field Placement Seminar.
- C492 Special Projects Seminar in Adult Education.

LEVEL 4:

The fourth tier of the curriculum consists of courses which are directed toward specialization and allow students an opportunity to pursue special interests. This fourth tier consists of courses with either specialized content or the opportunity to pursue particular topics in a self-directed fashion:

- C350 Educational Gerontology.
- C492 Special Topics Seminar in Adult Education.
- C493 Independent Study in Adult Education.

*** SPECIAL NOTE:**

Obviously, this type of curriculum cannot meet all of the specialized needs of each individual student. Therefore, the Adult Education

Program encourages that students, particularly B. A. majors, take courses from other undergraduate programs and departments at Concordia.

B. A. MAJOR IN ADULT EDUCATION:

The B. A. major in Adult Education requires the completion of 90 credits - 42 credits in adult education and 48 credits chosen from electives from Adult Education, the Department of Education, or other programs and departments at Concordia. The B. A. major is designed for the student who plans to be a practitioner in the field of adult education. Many people currently working in the field choose the B. A. major as a means for upgrading skills and/or position, or as a vehicle of career change. The B. A. Major in Adult Education is organized so that the student takes approximately half of the courses in Adult Education, and the remaining credits in cognate and allied areas which reflect student or career interests. All electives must be approved by an Adult Education advisor.

The course requirements and options for the B. A. Major in Adult Education are detailed below:

42 Credits in Adult Education:

- 15 ADED C200⁶, C210³, C220³, C230³
- 6 ADED C330³, C331³
- 9 Chosen from ADED C340³, C341³, C342³, C350³
- 6 Chosen from ADED C460³, C461³, C492³, C493³, C410³
- 6 Chosen from ADED C490⁶ or C491⁶

48 Elective Credits:

Potential Areas/Departments:

- Education
- Psychology
- Applied Social Science
- Sociology and Anthropology
- Biophysical Education
- Recreation and Leisure
- Health Education
- Others

CERTIFICATE IN ADULT EDUCATION:

The Certificate offered in Adult Education requires the completion of 30 credits - all in Adult Education. The Certificate is intended for students who are working in the field of adult education and want to upgrade their skills and/or increase scholary in an area related to their job environment. The requirements for the certificate are organized so that the student will accomplish the general goals for the program, but without the necessity of extended study required for a B. A. It should be noted that all 30 credits completed for the certificate may be applied towards the 90 credits needed for a B. A.

The course requirements and options for the Certificate in Adult Education are listed below:

30 credit Certificate in Adult Education:

- 6 ADED C200⁶ *
- 3 Chosen from ADED C330³ or C331³
- 3 Chosen from ADED C340³ or C341³
- 6 ADED C342³, C410³
- 6 Chosen from ADED C490⁶ or C491⁶
- 6 Chosen from ADED C210³, C220³, C230³, C330³, C331³, C341³, C342³, C350³, C410³, C460³, C461³, C492³, C493³

* With permission of the program Director ADED C200 may be taken concurrently with certain '300' and '400' level Adult Education courses.

Appendix F

The Thursday Report is published weekly during the fall winter session by the Public Relations Office, Concordia University, 1455 de Maisson neuve Blvd. West, Montreal, Quebec H3G 1M8. Circulation for this issue 9,000 copies.

EVENTS

Thursday 23

GALLERY ONE: Barry Wainwright's "Paintingscape," until October 27

GALLERY TWO: Ilse Berzins' "Memories No 1 12", until October 27

WEISSMAN GALLERY: Tom Hodgson's "Portraits with a Difference", until October 27

YAV GALLERY: A Surprise Theme Show by Concordia Fine Arts students, until November 3, 10 a.m. - 10 p.m. Monday to Friday, 10 a.m. - 5 p.m. Saturdays, 1395 Dorchester West SGW campus

DISCO: From 9 p.m. in the Wolf & Kettle Pub (Campus Centre), featuring "Friendly Giant" Free

MUSIC: Cellist Hélène Gagne and pianist Craig Sheppard will give a free concert at 8:30 p.m. in the Loyola Chapel. The program will include works by Beethoven and Strauss, and Miss Gagne will give Bach's *Suite in D Minor*. For information, call 482-0320, ext. 765

LOYOLA CHINESE CHRISTIAN FELLOWSHIP: The LCCF will have a Fellowship meeting today and every Friday at 3 p.m. in Belmore House, 3500 Belmore. For information, call 487-1531

Friday 24

CONSERVATORY OF CINEMATOGRAPHIC ART

ART: *Le Journal d'un Curé de Campagne* (Robert Bresson 1950) (French) with Claude Laydu, Jean Riveyre, Nicole Ladmiral and Balpétré at 7 p.m., *The Night of the Iguana* (John Huston, 1964) (English) with Ava Gardner, Richard Burton, Deborah Kerr and Sue Lyons at 9 p.m. in H 110, \$1 25 each SGW campus

ENGINEERING FACULTY COUNCIL:

Meeting at 2:30 p.m. in H 769 SGW campus

GRADUATE STUDENTS' ASSOCIATION: Discussions with *Krishnamurti*. Videotape series presented every Friday at 8 p.m. in H-820 until Nov. 28. Today *What Will Make Us Change?* For further information call 273-0909. Admission free

CONCORDIA UNIVERSITY CINEMA

LECTURERS COMMITTEE: Filmmaker Paule Baillargeon will be on hand to discuss the screening of her film *La cuisine rouge* at 8 p.m. in room 114 of the Visual Arts Bldg. (1395 Dorchester W.)

PUB NIGHT: From 9 p.m. in the Wolf & Kettle Pub (Campus Centre), featuring "Starlite". Admission is \$1 for students

MEN'S BASKETBALL: Concordia vs. Alumni, at 8:30 p.m.

WOMEN'S BASKETBALL: Concordia vs. Alumni, at 6:30 p.m.

Saturday 25

CONSERVATORY OF CINEMATOGRAPHIC ART

ART: *The Silence* (Ingmar Bergman, 1963) (English) with Ingrid Thulin, Gunnel Lindblom and Jorgen Lindstrom at 7 p.m., *The Gospel According to St. Matthew* (Pier Paolo Pasolini, 1965) (English subt.) with Margherite Caruso and Enrique Irazogue at 9 p.m. in H 110, \$1 25 each SGW campus

MEN'S SOCCER: Concordia at Laval, 1 p.m.

FOOTBALL: Concordia at Ottawa, 2 p.m.

WOMEN'S HOCKEY: Seneca at Concordia, 1 p.m.

FOOTBALL: Concordia at Ottawa, 2 p.m.

MEN'S SOCCER: Concordia at Laval, 1 p.m.

WOMEN'S SOCCER: Seneca at Concordia, 1 p.m.

Sunday 26

CONSERVATORY OF CINEMATOGRAPHIC ART

Children's series - *The Immigrant* (Charles Chaplin, 1917) and *Flying Deuces* (Edward Sutherland, 1939) (English) with Stan Laurel and Oliver Hardy at 3 p.m. in H 110, \$1 SGW campus

CONSERVATORY OF CINEMATOGRAPHIC ART

A Matter of Life and Death (Michael Powell and Emeric Pressburger, 1946) with David Niven, Kim Hunter, Marius Goring and Raymond Massey at 7 p.m., *Leon Morin, Prêtre* (Jean Pierre Melville, 1961) (French) with Jean

Editor Michael Sotiron. Contributing to this issue were Mark Gerson, Maryse Perraud, Louise Ratelle, David Allnut and Sally Ann Famy

Typesetting by Adcomp, printed at Richeheu Roto-Litho, St-Jean, Québec

Paul Belmondo, Emmauelle Riva and Irene Tunc at 9 p.m. in H-110, \$1 25 each SGW campus

MEN'S SOCCER: Concordia at Montreal, 1 p.m.

WOMEN'S SOCCER: Concordia at Champlain, 12 noon

CHURCH MUSIC: At noon, the Sign of the Theotokos Orthodox Church choir will give a free concert of church music in the Loyola Chapel. For information, call 484-4095

Monday 27

CONSERVATORY OF CINEMATOGRAPHIC ART

ART: *Le Carrosse d'Or* (Jean Renoir, 1952) (French version) with Anna Magnani, Duncan Lamont, R. Roli and O. Spadaro at 8:30 p.m. in H 110, \$1 25 SGW campus

HILLEL: *Exposure 80*. A two-day display of the Jewish contribution to the visual and dramatic arts on the mezzanine, Hall Bldg

VISITING WRITERS: Playwright Arnold Wesker, best known for *Chips with Everything*, and for his trilogy *Chicken Soup With Barley*, *Roots* and *I'm Talking About Jerusalem*, will read from his work at 8 p.m. in the SGW campus' Faculty Club, 7th floor, Hall Bldg

TRANSCENDENTAL MEDITATION: An introductory lecture by Andrea Rancourt, teacher of the TM and TM-Sidhi Program, at 8 p.m. in AD-411-02, Loyola campus. Free. For information, call 483 1637 between 8 and 10 p.m. only

Tuesday 28

CONSERVATORY OF CINEMATOGRAPHIC ART

ART: *The Golem* (Paul Wegener, 1920) (Silent) with Paul Wegener, Albert Steinruck, Ernest Deutsch and Lydia Salmonova at 8:30 p.m. in H 110, \$1 25 SGW campus

LIBERAL ARTS COLLEGE SEMINAR SERIES: Guest speaker Prof. Mathew Hodgart on *The Social Milieu of Alexander Pope* at 8:30 p.m. in H-520, Hall Bldg., SGW campus

C.U.S.A.: Film Series '80 - Blake Edwards' 10 at 2:45 p.m. in H-110, admission free. Bring your Concordia I.D.

WOMEN'S BASKETBALL: John Abbott at Concordia, 8 p.m.

HILLEL: *Exposure 80* - See Monday 27

THEATRE: *Five Regional Engineers in Search of an Historical Pageant*, a new play by theatre student Gary Jewell, will be presented at the Chameleon Theatre (Loyola campus) tonight through November 2 at 8 p.m. The second half of the presentation will be *The Tiger* by Murray Schisgal. Both productions are free. Theatre Arts professor Philip Spensley directs. For ticket information, please call 482-0789 or 482-0320, ext. 582

Wednesday 29

CONSERVATORY OF CINEMATOGRAPHIC ART

ART: *Blonde Venus* (Josef von Sternberg, 1932) (English) with Marlene Dietrich, Herbert Marshall and Cary Grant at 8:30 p.m. in H 110, \$1 25 SGW campus

SIMONE DE BEAUVOIR INSTITUTE: *Women in Canada/Canadian Working Women* (filmstrip/cassette) at 1:30 p.m. in MU 202, 2170 Bishop St., SGW campus. For more information call 879-8521

MEN'S HOCKEY: Concordia at McGill, 7:30 p.m.

WEISSMAN GALLERY & GALLERY TWO: *Aspects of Canadian Printmaking* - Etching, aquatint, serigraphy, silkscreening, lithography and combinations of these techniques will be seen in the exhibition, until Nov. 17

GALLERY ONE: *Recent Paintings* by John Miller, until Nov. 17

THEATRE: See Tuesday 28

Thursday 30

SIMONE DE BEAUVOIR INSTITUTE. Women in Canada/Canadian Working Women

(filmstrip/cassette) at 2:30 p.m. 7079 Terrebonne, Loyola campus. For more information call 482 0320, ext. 715

CLUB DE TRADUCTION DE CONCORDIA: Judith Woodsworth on *La pratique de la*

traduction (Le marché du travail) at 3 p.m. in H-937, Hall Bldg. SGW campus

THEATRE: See Tuesday 28

Friday 31

CONSERVATORY OF CINEMATOGRAPHIC ART

La symphonie pastorale (Jean Delannoy, 1946) (French) with Michèle Morgan, Pierre Blanchard and Line Noro at 7 p.m., *Barabbas* (Richard Fleischer, 1962) (English) with Anthony Quinn, Silvana Mangano, Arthur Kennedy, Jack Palance and Ernest Borgnine at 9 p.m. in H 110, \$1 25 each SGW campus

PHILOSOPHY DEPARTMENT:

Visiting lecturer Prof. Jan Narveson (Ph.D. Harvard), leading Canadian philosopher at University of Waterloo, authority on social and political thought, author of *Morality and Utility*, speaks on *Human Rights Which, if any, there are* at 2 p.m. in H-767 (Faculty Club), 7th floor EAST, SGW campus

SENATE: Meeting at 2 p.m. in the Conference Room of the Protestant School Board of Greater Montreal (corner Fielding and Côte St-Luc)

MEN'S HOCKEY: UQTR at Concordia, 7:30 p.m.

THEATRE: See Tuesday 28

WORKING STIFFS' FILM FESTIVAL:

The Old Man and the Sea, with Spencer Tracy, will be shown in the Vanier Auditorium after the regular 6 p.m. pot luck supper at Belmore House (about 8 p.m.) Free. All welcome to both events

Saturday 1

CONSERVATORY OF CINEMATOGRAPHIC ART

Klondike Annie (Raoul Walsh, 1936) (English) with Mae West, Victor McLaglan and Philip Reed at 7 p.m., *The Revolt of Mamie Stover* (Raoul Walsh, 1956) (English) with Jane Russell, Richard Egan, Joan Leslie and Agnes Moorehead at 9 p.m. in H-110, \$1 25 each SGW campus

MEN'S SOCCER: Q U A A Finals at McGill

FOOTBALL: League semi-finals, 1 p.m.

ARMENIAN STUDENTS' ASSOCIATION: Disco at Reggie's Pub, 7th floor, Hall Bldg., 8 p.m. SGW campus

Sunday 2

CONSERVATORY OF CINEMATOGRAPHIC ART

Children's series - *Island of the Blue Dolphins* (James B. Clark, 1964) (English) with Celia Kaye, Larry Domasin, Ann Daniel and George Kennedy at 3 p.m. in H 110, \$1 SGW campus

CONSERVATORY OF CINEMATOGRAPHIC ART

Butch Cassidy and the Sundance Kid (George Roy Hill, 1969) (English) with Paul Newman, Robert Redford and Katharine Ross at 7 p.m., *Hannie Calder* (Burt Kennedy, 1972) (English) with Raquel Welch, Ernest Borgnine, Robert Culp and Strother Martin at 9 p.m. in H-110, \$1 25 each SGW campus

MEN'S SOCCER: Q U A A Finals at McGill

MEN'S HOCKEY: Q U A A at Concordia, 2 p.m.

MEDIAEVAL MUSIC CONCERT: Ensemble Sanz Cuer (Judy Cohen, Ariane Dind, Suzie Leblanc and Michele Sauve) at 4 p.m. at St. Stephen's Church, 4006 Dorchester West (near Atwater). For further information call 282-0835 or 725-4175