



Continuing Education

# 15.0 CONTINUING EDUCATION

The Department of Continuing Education offers a variety of courses at the university preparatory, diploma, and university levels. For more information about each program, please contact the Continuing Education office indicated.

Further information on Concordia University of Edmonton policies and procedures is listed in the appropriate sections of the *Calendar*. Application and registration information for Open Studies students can be found in *Open Studies Student Admission*, section 3.6 and *Registration, Open Studies Students*, section 4.1.3. Academic policies are indicated in *Academic Regulations*, section 9.0. Students interested in Concordia University of Edmonton degree programs should consult *Undergraduate Admission Information*, section 3.0, and refer to *Undergraduate Programs*, section 10.0, *After-Degree Programs*, section 11.0, and *Religious Studies (Applied Emphasis) Programs*, section 12.0 for degree program information.

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## 15.1 ENGLISH FOR ACADEMIC PURPOSES

The English for Academic Purposes (EAP) Program is a comprehensive intensive program designed to prepare academically qualified students whose native language is not English for the purpose of admission to Concordia University of Edmonton's degree programs. The EAP program is for prospective International, Permanent Resident or Canadian students whose level of English language proficiency (ELP) is at a high-intermediate to low-advanced level of fluency. This program is not designed for beginners. Academically qualified students can apply for admission to EAP Tier 1 and EAP Tier 2.

### A. ADMISSION REQUIREMENTS

In order to be considered for admission, applicants will need to submit minimum scores in one of the following:

- a) TOEFL iBT 40
- b) IELTS 4.0
- c) CLB 4.0

Results from placement testing will place applicants into the appropriate Tier courses of the program.

EAP Tier 2 (EAP 101, 102, 103, and 104) 4 months	Advanced Proficiency (TOEFL scores 60-79; IELTS 4.8-5.9; CLB 5.0)
EAP Tier 1 (EAP 96, 97, 98, and 99) 4 months	Intermediate Proficiency (TOEFL scores 40-59; IELTS 4.0 - 4.7; CLB 4.0)

### B. PROGRAM REQUIREMENTS

One term (four months) is required to complete each tier. EAP courses are offered during the Fall and Winter.

All EAP Tier 1 students who achieve a grade of "C" or better in all co-requisite courses of the tier will be permitted to advance to Tier 2. Students who achieve a grade of "C-" or lower in one or more co-requisite course will be required to repeat and successfully complete all courses of the first tier before advancing to tier 2.

EAP Tier 2 students who successfully complete EAP Tier 2 courses with a grade of 'C' or better, will meet the broader English Language requirement for admission to Concordia University of Edmonton's Undergraduate or Graduate degree programs with the exception of Concordia University of Edmonton's After-Degree in Education program.

Admission into regular university courses requires the successful completion of EAP Tier 2.

EAP students are advised that grades for EAP courses are not used in the calculation of yearly grade point averages for the purposes of the official transcript of record. These students are also advised that faculty requirements for continuation in a degree program are significantly different than that for the EAP program. Students must refer to the appropriate sections of this Calendar for specific graduation requirements.

### C. COURSE DESCRIPTIONS

#### Tier One:

#### **EAP 96 Grammar**

To improve high intermediate to low advanced students' academic grammar skills. Advanced grammar concepts will be studied and incorporated into written work.

#### **EAP 97 Writing**

To improve high intermediate to low advanced students' academic writing skills. Students will review and refine the essay structure—introductory, main body and concluding paragraphs with a focus on mastering the chronological, comparison and contrast essays. Emphasis will be placed upon the sequence of steps in the writing process such as brainstorming, outlining, conferencing, revising, and editing. Students will learn to use varied sentence types and will experiment with more sophisticated writing techniques. In addition, students will learn about developing research topics, summarizing, paraphrasing, incorporating concrete support and documenting academic references.

#### **EAP 98 Reading**

Designed for low to high intermediate students of English as a Second Language. Students will use a variety of strategies to read academic and non-academic text to build vocabulary in context and to understand how authors structure language to communicate information and opinion in different types of compositions. Readings from a wide range of topics will challenge readers to practice and develop their language skills through discussions and written responses. Students will practice their critical thinking skills as they analyse and evaluate the readings and express their own ideas.

#### **EAP 99 Speaking/Listening**

Designed for mid-level to high intermediate English as a Second Language students. Students will practice and develop their listening skills through live and recorded lectures and TV/radio broadcasts covering a wide range of academic topics in a variety of presentation styles such as social, professional, and academic university-style lectures. Topic-related discussions, activities and presentations will challenge students to practice and develop speaking skills both inside and outside the classroom. Improving pronunciation and practicing communication skills for a variety of university and professional settings will be an integral part of the course - along with the development of critical thinking skills as students analyse, evaluate and read and express multiple perspectives in their writing and speaking.

**Tier Two:**

**EAP 101  
Grammar**

Advanced grammatical and mechanical concepts are fostered so that there is control over common sentence patterns, grammar and spelling.

**EAP 102  
Writing**

Develop advanced writing skills while reviewing the various organizational patterns for multi-disciplinary academic essays appropriate for undergraduate study at Concordia University of Edmonton. Students will develop an understanding of the process approach to writing, and learn to avoid plagiarism through appropriate referencing, documenting, paraphrasing and summarizing. Critical thinking strategies will be promoted in order for students to create individual conclusions about issues and materials to be discussed in class.

**EAP 103  
Reading**

A reading course for high intermediate to low advanced students to continue to refine their reading skills within theme-based chapters in preparation for academic content. Students will build academic vocabulary, study word derivatives, and will increase their ability to use an advanced English dictionary. Students will learn and use critical thinking strategies to respond to texts and articles through discussion, debate and written assignments. In addition to the themes studied in the textbook, students will begin to explore literature available at the university including academic journals of interest to their future studies.

Students will develop advanced reading skills appropriate for undergraduate study at Concordia University of Edmonton. Effective reading strategies are covered while students gain familiarity with the genres of text found in a variety of disciplines at the undergraduate level. These texts will be used for obtaining information and building vocabulary through the analysis of syntactic and contextual clues. Students will employ critical thinking strategies in order to reach independent conclusions about a text and respond analytically through written assignments, discussion, and short presentations.

**EAP 104  
Speaking/Listening**

High intermediate to low advanced students will continue to practice and develop their academic listening and speaking skills in preparation for university life. Through the themes of the textbook, students will further explore and hone critical thinking skills useful for analysing and responding to information in a variety of academic settings. Real lectures broken down into parts will allow students the opportunity to practice the skills and strategies taught at a manageable pace. Students will develop strategies to increase and use academic vocabulary and will be challenged to practice their pronunciation and communication skills through presentations and interactive assignments.

Master the listening and speaking skills necessary for undergraduate study at Concordia University of Edmonton. Lectures from a variety of disciplines will be analysed so that students can develop valuable comprehension strategies, including preparing for a lecture and taking effective notes. The focus will be on obtaining key information as well as understanding the general idea. Academic discussions about complex, abstract, and detailed topics covered in the lectures will be held in order to analyse, problem solve, and make decisions. Oral presentation techniques will be further explored by the students as they become familiar with the appropriate register required for academic situations. Pronunciation will be practiced so that effective control over the phonological system of the English language can be expanded,

leading to little difficulty on the part of a listener understanding the student. Critical thinking strategies will be fostered in order to draw independent conclusions in university level lectures and discussions.

**15.2 CAREER DEVELOPMENT  
DIPLOMA OR CERTIFICATE**

The Career Development field has become increasingly complex, fluid and dynamic in a rapidly shifting economy. To ensure our students have the skills necessary to compete in the field, the program offers a wide range of developmental tools and experiences that expose participants to areas such as career counselling, labour market research, job search processes, career development in organizations, job development, workshop facilitation, professional development and consulting.

**A. PROGRAM REQUIREMENTS**

**1. Diploma in Career Development**

33 credits required, to include:

- a) 13 credits in core courses
- b) 16 credits of option courses
- c) 4 credits in the practicum

**2. Certificate in Career Development**

19 credits required, to include:

- a) 13 credits in core courses
- b) 6 credits of option courses

**B. COURSE DESCRIPTIONS**

Note: Courses marked with an asterisk (\*) are not available through distance delivery.

**1. Core Courses**

	<b>Credits</b>
<b>C510</b>	<b>3</b>
<b>Theories of Career Development</b>	
This course surveys the dominant theories of career choice and development with an emphasis on structural, process and eclectic approaches. Students are expected to describe and compare theories, and to demonstrate how theories of career development could be implemented in practice.	
<b>C535</b>	<b>3</b>
<b>Career Development Resources</b>	
This course ensures that practitioners are aware of the most current resources available. It provides training on how to assess the quality of a resource and how to utilize the correct resources for individual client needs.	
<b>C540*</b>	<b>3</b>
<b>Introductory Counselling Techniques</b>	
Participants learn the fundamental skills that will assist them in structuring a counselling interview, how to gain information from and how to respond to clients. These basic skills are then applied to a general problem-solving process. Students who have taken other introductory counselling courses or have more than five years of counselling experience may apply for transfer and/or prior learning credit.	
<b>C545</b>	<b>3</b>
<b>Career Counselling Techniques</b>	
The focus of this course is to connect theory to practice and to develop a resource of strategies and activities to use with clients. It presents a five-step career counselling process that can be adapted to individual client needs.	

**S540 Ethical Practice in Counselling** **1**  
 Professional behaviour is essential in any counselling relationship. This course educates career practitioners regarding ethical guidelines, ethical issues and violations of counselling ethics. Course content includes ethics in relation to models for ethical decision-making, the counselling relationship, testing and research, consultation and private practice, and counsellor preparation standards.

**2. Option Courses**

	<b>Credits</b>
<b>D521 The Nature of Work</b>	<b>2</b>
Career development practitioners need, therefore, to be exceptionally skilled at keeping on top of the nature of work as well as assisting clients to find relevant information about work. This course enables participants to analyze work dynamic trends.	
<b>D620 Career Development for Diverse Populations</b>	<b>2</b>
Participants will learn key concepts and practices related to employment equity, multi-cultural counselling, and multi-group counselling. In particular, participants will learn a process for examining and challenging their own assumptions, worldviews and values so that they may better understand the orientation of others.	
<b>D628 Work Search Skills</b>	<b>2</b>
Students learn how to assist clients through various work search phases by using themselves as the client and then applying what they have learned to various case situations. Some of the topics include job readiness, self-assessment, resumes, and cover letters.	
<b>D640 Workshop Facilitation</b>	<b>2</b>
This course will assist in the development and/or enhancement of skills and knowledge necessary to prepare for and deliver quality learning experiences to groups. Participants develop an understanding of the needs of adult learners, and the techniques that incorporate these needs into workshop or course design and delivery.	
<b>D680 Consulting in Career Development</b>	<b>2</b>
Participants explore the roles and attributes of an effective consultant, identify consulting opportunities, and learn techniques for providing effective consulting services.	
<b>D700 Project Management in Career Development</b>	<b>2</b>
Many practitioners become involved in project work, either in the creation of programs or development of new concepts or products. This course provides the learner with an understanding of project management and assists in the development of the crucial skills and knowledge required for successful project management	
<b>D810* Coaching in Career Development</b>	<b>2</b>
Coaching is a vehicle that a counsellor can use to provide a continuous and supportive link with a client. Participants learn the language of coaching and the skills required to become a successful career development coach.	
<b>S610 Professional Development Strategies</b>	<b>1</b>
It is vital for a practitioner in career development to continue with self-directed development. This course provides a method for self-evaluation and a framework of activities to develop skills and interests, keeping up with the newest developments, and being innovative.	

**S625 Employability Skills in Career Counselling** **1**  
 This course focuses on the personal and attitudinal skills necessary for individuals attempting to enter today's competitive entry-level labour market. Participants will become familiar with these skills and learn how to manage development of these skills and learn how to manage development of these skills in career planning with clients.

**S626 Educational Planning** **1**  
 The relationship between career and educational planning, sources of educational program information, and student funding sources and guidelines are covered.

**S641\* Specific Career Assessment Tools** **1**  
 This course provides career practitioners with an introduction to the MBTI (Myers Briggs Type Indicator) to help clients become aware of how their preferences influence career choices. Participants will have the opportunity to examine their own preferences and be guided through the administration and interpretation of these results.

**S646\* Learning Styles and the Adult Learner** **1**  
 Participants will have the opportunity to discover their personal learning styles, right/left/whole brain preference, and individual feedback needs. Self-esteem, learning, memory, reading and mind mapping are explored. Adult learners' needs are addressed and facilitation strategies are explored.

**S648\* Career Transitions** **1**  
 The world is changing at a rapid pace, and career development practitioners must lead their clients through this process of change. This course provides an understanding of the models of change and how to use these models to clients experiencing career transitions.

**S652 Creating Self-Portraits** **1**  
 Creating Self-portraits provides an efficient means for structuring a client's career goals, needs, and abilities. This course enables practitioners to use this technique to help clients organize personal information, plan their careers, conduct job searches using their portraits.

**S660 Career Development in Organizations** **1**  
 Private and public organizations are becoming increasingly aware of the importance of career development in relation to organizational success. This course provides an overview of career development practices within organizations. It specifically examines the ways in which career development can be integrated into the day-to-day workings of organizations

**S684\* Job Development** **1**  
 This course provides an overview of what job development is. It discusses the "how and why" of job development with a strong emphasis on establishing relationships with employers and clients.

**3. Practicum**

**B810 Practicum** **4**  
 The goals of the practicum include integrating theory into practice, providing opportunities to develop a network of people working in the field, promoting self-directed activities, and providing skill training and encouragement for the cultivation of professional development after graduation.

For further information about pursuing studies in Career Development, please contact the Career Development Department by telephone at 780-413-7806 or visit [www.careerdevelopment.concordia.ab.ca](http://www.careerdevelopment.concordia.ab.ca).