Bissett School of Business

Identification of Bona Fide Educational Requirements for the Aviation Diploma

Introduction

This document identifies the Bona Fide Educational Requirements (BFERs) for the Aviation Diploma at the Bissett School of Business. This document includes two components; it starts with a brief explanatory note of the main drivers and justifications of the BFERs. The second component lists the specifically identified BFERs for the aviation program.

The Aviation Diploma program is designed to prepare students to succeed in Canada's aviation industry. The educational training needs to meet Commercial Pilot's Licence and Multi-Engine Instrument Rating. In addition, the program provides students with a strong science and business background, the aeronautical subjects associated with flight in modern high performance aircraft and an understanding of the expectations of the industry. The program is certified by Transport Canada. Mount Royal University is also an active member of the Canadian Association of Aviation Colleges, Aviation Alberta, and the Air Transport Association of Canada's Flight Training Committee. In addition to the flight and academic requirements, students in this program will be required to meet the expectations of the aviation profession in terms of dress, deportment and professional conduct at all times.

The reasoning behind the Aviation Diploma's Bona Fide Educational Requirements

There are some overarching indispensable requisites that students of the *Aviation Diploma* must meet. Such identified areas are identified in the MRU policies and the university calendar. They constitute essential requirements that cannot be waived without negative consequences for the integrity of the program and professional success of the students.

MRU performance expectations

To progress through the Aviation Diploma courses, students are required to attain the level of achievement specified by University Policies. Mount Royal University has set standards for academic standing and has published these in the Academic Calendar as follows:

A student is eligible to graduate when s/he has satisfied all program requirements specified in the curriculum at the time of admission to the program or the current program curriculum, and has met the requirements for Good Standing at the time the application to graduate is evaluated.

A student will be in Good Standing when s/he has accumulated a minimum of nine earned credits overall, and has a cumulative Grade Point Average (GPA) of 2.00 or better.

<u>Continuance in the Aviation Program</u>

In addition to the general graduation requirements students must achieve the following:

1. *A minimum grade of "C" is required in all Air Flight Training (AIRF) courses.*
2. *All FLTR courses are graded as a pass or fail. Students may repeat FLTR courses only once. Students must achieve a passing grade on FLTR courses to continue in the program.*
3. *Students must follow the policies and procedures as stated in current version of the Student Information Manual (SIM) or they may be subject to removal from the program.*

Professional Bodies Requirements

The next list of requirements is informed by Transport Canada. The article number listed with the requirement is a reference to the Canadian Air Regulations (CARs)

The Bissett School of Business works very closely with industry to be sure that the aviation program meet the industry standards. However, given their dynamic and changing nature, it is not possible to incorporate, fully and immediately, all specific professional requirements into the program. Students are encouraged to be informed about professional requirements of the industry.

The Learning Objectives of the Aviation Diploma

421.06 *Issue and Endorsement of Flight Crew Permits, Licences and Ratings*
(1) Proof of Citizenship
The following documents are acceptable as proof of citizenship:

(a) a citizenship certificate;

(b) a *Certificate of Registration of Birth Abroad* issued by the Department of Citizenship and Immigration;

(c) a birth certificate or baptismal certificate issued in Canada or in a state whose citizens do not require a passport to travel in Canada. A copy certified by the issuing state or duly notarized is acceptable;

(d) a passport. If no expiry date is indicated on the passport, an attestation that the passport is valid is required from the applicant's state of citizenship;

(e) an aviation personnel licence showing the citizenship of the holder and issued by the state of which the applicant is a citizen; and

(f) a Canadian Immigration Record and Visa, Form IMM1000, issued to a landed immigrant by the Department of Citizenship and Immigration.

(2) Proof of Age

The following documents are acceptable proof of the age of an applicant for a personnel permit, licence or rating:

(a) a citizenship certificate;

(b) a *Certificate of Registration of Birth Abroad* issued by the Department of Citizenship and Immigration;

(c) a birth certificate or baptismal certificate, certified by the issuing authority, or a duly notarized copy. If the date of birth is not shown on a baptismal certificate it shall be supported by a statutory declaration in which the applicant declares the date of birth;

(d) a passport;

(e) an aviation personnel permit or licence, showing the date of birth, issued by the state of which the applicant is a citizen;

(f) a Canadian Immigration Record and Visa, Form IMM1000, issued to a landed immigrant by the Department of Citizenship and Immigration.

(3) Photograph

A photograph submitted by an applicant for a flight crew permit or licence shall meet the following requirements:

(a) meet the specifications of a passport photograph pursuant to Passport Canada;

(b) taken within 12 months preceding the application;

(c) provide on the back of the photograph, the name of the applicant; and

(d) provide on the back of the photograph, the name, signature and declaration from a person who verifies that the photograph is a true likeness of the applicant, which person can be one of the following:

(i) a person who has a delegation of authority issued by the Minister of Transport to perform functions in support of civil aviation,

(ii) a Transport Canada Civil Aviation employee who has been assigned these duties by a manager, or

(iii) a person who is considered to be an eligible guarantor pursuant to Passport Canada.

Information Note:

For information concerning the specifications of a passport photograph or eligible guarantor pursuant to Passport Canada, you may visit the Passport Canada web site at: http://www.pptc.gc.ca/.

(4) Language Proficiency Scale
(amended 2008/04/17; no previous version)

LANGUAGE PROFICIENCY SCALE
EXPERT, OPERATIONAL AND BELOW OPERATIONAL LEVELS
(amended 2008/04/17; no previous version)

LEVEL	PRONUNCIATION	STRUCTURE	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTION
Expert Level describes proficiency more advanced than the minimum required standard	Pronunciation, stress, rhythm, and intonation infrequently are influenced by the first language or regional variation, but almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Operational Level describes the minimum proficiency acceptable for radiotelephony communication	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation, to the extent that they sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.
Below Operational Level describes a level of proficiency below the level required	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation, to the extent that they frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are limited and the word choice often inappropriate. Often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic of situational complication or an unexpected turn of events.	Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.

Information Note:

Language proficiency in English or English and French will be annotated on the licence, however, the level of proficiency will not be indicated.

421.30 *Aeroplanes - Requirements*

The requirements in respect of an application for a Commercial Pilot Licence — Aeroplane are the following:

(1) Age

An applicant shall be a minimum of eighteen years of age.

(2) Medical Fitness

(a) An applicant shall hold a Category 1 Medical Certificate valid for a Commercial Pilot Licence - Aeroplane.

(b) The licence holder may exercise Private Pilot Licence - Aeroplane privileges until the end of the medical period specified for the Private Pilot Licence.

(c) The licence is maintained by a valid Category 1 Medical Certificate.

Identification of Bona Fide Educational Requirements for the Bachelor of Business Administration

Introduction

This document identifies the Bona Fide Educational Requirements (BFERs) for the Bachelor of Business Administration (BBA) at the Bissett School of Business. This document includes two components; it starts with a brief explanatory note of the main drivers and justifications of the BFERs. The second component lists the specifically identified BFERs for the BBA

Each different business discipline is offered at the Bissett School of Business through the BBA majors and comprehensive minors. Here, the BFERs are aggregately identified for the BBA and its main disciplines. The understanding is that the different business disciplines require similar educational requirements, as related to the BBA. Hence, whatever variations across disciplines there is, they are not wide enough to violate the assumption that a common set of BFERs should be met by students, regardless of which discipline they decide to focus on. The BBA's disciplines are: Accounting, Finance, General Management, Human Resources, Innovation & Entrepreneurship, International Business, Marketing, Social Innovation & Nonprofit Management, and Supply Chain Management.

We also guided this assessment by these four questions, introduced by Roberts (2014)[1]:
  i.   Is the requirement or standard established in good faith?

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[1] Roberts, B. (2014). Accommodation vs. Accessibility: A Pro-active Approach. Calgary, AB: MRU Presentation.

ii.   Is the requirement or standard rationally connected to the purpose of the program or course?

iii.   Is there evidence that the requirement is necessary?

iv.   Is the requirement or standard socially constructed such that it excludes various learning styles, for a reason that is irrelevant, based on assumptions about function or students' learning needs?

The reasoning behind the BBA's Bona Fide Educational Requirements

There are some overarching indispensable requisites that students of the BBA must meet. Such identified areas constitute essential requirements that cannot be waived without negative consequences for the integrity of the program and professional success of the students.

MRU performance expectations

To progress through the BBA courses students are required to attain the level of achievement specified by University Policies. Mount Royal University has set standards for academic standing and has published these in the Academic Calendar as follows:

A student is eligible to graduate when s/he has satisfied all program requirements specified in the curriculum at the time of admission to the program or the current program curriculum, and has met the requirements for Good Standing at the time the application to graduate is evaluated.

A student will be in Good Standing when s/he has accumulated a minimum of nine earned credits overall, and has a cumulative Grade Point Average (GPA) of 2.00 or better.

Professional Bodies Requirements

For students wishing to pursue their professional designations, they need to attain the minimum level of achievement as required for prerequisite learning (i.e., for subject matter courses at the post-secondary level) in courses specified by each related professional association.

- Different professional bodies may require specific passing grade, which may be higher than MRU's passing grade.
- Beyond specific grade requirements, professional bodies also inform the BBA's specific competence matrix, when each discipline established the related educational programs and their requirements. Professional bodies that have informed such a process include the following: Chartered Professional Accountants Canada, Human Resources Professional Associations, Financial Planning Standards Council, Canadian Marketing

Association, Forum for International Trade Training, Supply Chain Management Association, Council for Certification of Volunteer Administration, among others.

The Bissett School of Business works very closely with industry to be sure that our programs meet the professional bodies' standards. However, given their dynamic and changing nature, it is not possible to incorporate, fully and immediately, all specific professional requirements into the BBA. Students pursuing specific professional requirements are encouraged to be informed about each professional body.

BFERs	Essential Requirements Rationale
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Knowledge & Skills

1. Value Creation: creating and managing economic and social value through depth and integration of academic disciplines
Related BFERs

a.	Mathematical literacy and the ability of performing complex mathematical calculation associated with regular business operations	o	There are many ways the skill/knowledge can be demonstrated
b.	Ability to elaborate abstract concepts and to develop mental maps	o	There are many ways the skill/knowledge can be demonstrated
c.	Critical assessment of how social and economic value is created	o	There are many ways the skill/knowledge can be demonstrated

2. Operations and Systems: understanding, evaluating, and managing processes and systems
Related BFERs

a.	Systems view, the ability of integrative thinking and the understanding of complex process design.	o	There are many ways the skill/knowledge can be demonstrated
b.	Strategic thinking, and the awareness of environmental and contextual pressures on organizations success	o	There are many ways the skill/knowledge can be demonstrated
c.	Develop mathematical modeling of business operations	o	There are many ways the skill/knowledge can be demonstrated

3. **Communication:** creating, designing, and expressing meaning through diverse channels
   Related BFERs

a.	Produce elaborate reports and assessments	o	There are many ways the skill/knowledge can be demonstrated
b.	Produce different texts, according to audience	o	There are many ways the skill/knowledge can be demonstrated
c.	Producing visual and graphical representations of ideas and concepts	o	There are many ways the skill/knowledge can be demonstrated

4. **Research:** rationalizing, grounding, and informing by gathering and applying analytics
   Related BFERs

a.	Critical reading of academic texts	o	There are many ways the skill/knowledge can be demonstrated
b.	Ability to collect critical information	o	There are many ways the skill/knowledge can be demonstrated
c.	Develop professional action derived from academic evidence	o	There are many ways the skill/knowledge can be demonstrated
d.	Demonstrating evidence based thinking	o	There are many ways the skill/knowledge can be demonstrated

5. **Creativity & Innovation:** intentional change and imagination to create value in our economy, society, and/or individual lives
   Related BFERs

a.	Critical thinking and systems view.	o	There are many ways the skill/knowledge can be demonstrated
b.	Ability to identify and design alternative solutions for organizational and social problems.	o	There are many ways the skill/knowledge can be demonstrated
c.	Develop and integrate visual and texts for strategic use by organizations.	o	There are many ways the skill/knowledge can be demonstrated

6. **Diversity:** the variety of characteristics that make individuals and communities unique
   Related BFERs

a.	Display empathy and understanding of others	o	There are many ways the skill/knowledge can be demonstrated
b.	Cross-cultural awareness and understanding of global issues	o	There are many ways the skill/knowledge can be demonstrated
c.	Team work	o	There are many ways the skill/knowledge can be demonstrated

7. **Ethics:** principles that govern behaviour
   Related BFERs

a.	Ethical reasoning	o	There are many ways the skill/knowledge can be demonstrated
b.	Identifying how personal actions impact others	o	There are many ways the skill/knowledge can be demonstrated
c.	Comprehend corporate and organizational impact on society	o	There are many ways the skill/knowledge can be demonstrated

8. Sustainability: confluence of environmental, economic, and social issues
Related BFERs

a.	Integration of knowledge of other disciplines, e.g., science and social sciences	o	There are many ways the skill/knowledge can be demonstrated
b.	Demonstrate personal leadership in environmental stewardship	o	There are many ways the skill/knowledge can be demonstrated

9. Professional capacity, behaviour, and conduct.
Related BFERs

a.	Ability to function in a corporate environment	o	There are many ways the skill/knowledge can be demonstrated
b.	Adherence to the standards of related professional ethics	o	There are many ways the skill/knowledge can be demonstrated