

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Adult Education

DATE: Oct. 24, 1994

Adult Education 340
NAME & NUMBER OF COURSE

Program Planning
DESCRIPTIVE TITLE

3
UCFV CREDIT

CATALOGUE DESCRIPTION:

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

COURSE PREREQUISITES: None

COURSE COREQUISITES: None

HOURS PER TERM FOR EACH STUDENT	Lecture	hrs	Student Directed Learning	hrs
	Laboratory	hrs	Other - specify:	hrs
	Seminar	45 hrs		
	Field Experience	hrs		
			<u>TOTAL</u>	45 HRS

UCFV CREDIT
TRANSFER



UCFV CREDIT
NON-TRANSFER



NON-CREDIT



TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits

SFU credits

UVIC units

Other

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COURSE DESIGNER
OUTLN93/10/DD

DEAN OF CONTINUING EDUCATION

Adult Education 340**NAME & NUMBER OF COURSE****COURSES FOR WHICH THIS IS A PREREQUISITE:**

None

RELATED COURSES

None

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**TEXTS:**

Coursepack

OBJECTIVES:

Course participants will:

- extend their knowledge of the range of settings in which adult education program planning takes place, and of the types of programs typically offered;
- deepen their understanding of the main processes of program planning and their ability to relate key concepts to those processes;
- investigate the assumptions and implications of current theoretical perspectives which may inform program planning practices;
- develop skills in locating and evaluating relevant literature;
- reflect on and develop or refine their own personal philosophy and set of principles to guide their own program planning practice.

METHODS:

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

NAME & NUMBER OF COURSESTUDENT EVALUATION PROCEDURE:

The grading process used in this course is intended to enable cooperation in learning. Each learner will play a leadership role in assessing his/her own learning in the course. Individual grades will be based on a concluding self-assessment and suggested grade, based upon the course learning objectives, the learner's additional learning agenda, ongoing feedback from the instructor on written and oral work, feedback from course colleagues where appropriate, and upon the outline of standards set out below. The instructor will review the self-evaluation in order to confirm satisfactory development. If necessary, negotiation will take place between the instructor and the learner with regard to the assignment of the final official course grade.

For the purposes of this course, "Satisfactory Development" means:

C-range

- Contracted activities are completed.
- Efforts demonstrate a grasp of basic concepts, sound analysis and synthesis of relevant ideas.
- Prepared materials are organized logically, expressed clearly and readied with care.
- Cooperative engagement with peers.
- May struggle with self-reflection.
- Difficulties, if any, are developmental in nature and limited to technical oversights or justifiable shortfall in breadth or depth.

B-range

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

A-range

- Contracted activities are completed.
- All efforts display **outstanding commitment** to the learning agenda.
- Evidence of **sound analysis and synthesis** of relevant ideas, along with confirmation of the ability to **critically assess** and weigh alternative perspectives in an **informed** fashion.
- Prepared materials demonstrate **original insight**, thought or presentation and are organized logically, expressed clearly, and readied with care.
- Cooperative engagement with peers and **demonstrated scholarly leadership** within the group.
- **committed and insightful** self-reflection.
- **No deficiencies** of note.

Grades of less than C- may result from failure to accomplish activities required for the course, including, but not limited to, chronic absence from class meetings. Grades of less than C- also may reflect a lack of care and/or attention to the criteria set out above.

Adult Education 340

NAME & NUMBER OF COURSE

COURSE CONTENT:

Introduction to Basic Concepts:

program
planning
power and ideology
participation
context and dialectical interaction with planning
needs

Settings/Types/Topics/Providers - Range and Implications

Health

CE

Work/Employment

Etc.

vis a vis adult roles and challenges: e.g. career planning, parenting, marriage, widowhood, empty nest, caring for aging parents, retirement; personal growth; grief; citizenship; leisure & recreation

Reports from participant community research

Theoretical Perspectives

maintenance/reproduction

transformation

Basic Processes

Overview

Tasks and theoretical perspectives per process

Assessing Educational Need and alternate perspectives

Developing Rational and Goals

Planning Evaluation Approaches

Planning Participation in the Planning Process

Curriculum Design and Event Format

Advertizing

Evaluating the Planning Process

Case Studies

Overview of analysis of program planning examples

Presentation of Cases

Analysis

Adult Education 340**NAME & NUMBER OF COURSE****ADULT EDUCATION 340**

OBJECTIVES Through participation in this course, students will:	TEACHING/LEARNING METHODS
extend knowledge of the range of settings in which adult education program planning takes place, and of the types of programs typically offered;	<ul style="list-style-type: none"> - through research in the community using a structured worksheet tool, participants will collectively develop an inventory of local settings in which adult education program planning takes place, and of types of programs offered. - guest presentations - short reflection paper on one selected guest presentation
deepen understanding of the main processes of program planning and their ability to relate key concepts to those processes	<ul style="list-style-type: none"> - organization of participants' existing knowledge through group exercises - short lectures - mini-paper on application of central concepts to one process in a self-selected program
investigate the assumptions and implications of some current theoretical perspectives informing program planning practices	<ul style="list-style-type: none"> - application of lectures and course readings in major project
develop skills in locating and evaluating relevant literature	<ul style="list-style-type: none"> - analysis of one selected journal article in small-group discussion and individual brief written report. - library research for major project
reflect on and develop or refine personal philosophy and set of principles to guide participants' own program planning practice.	<ul style="list-style-type: none"> - self- evaluation of learning - major project

Selections from the following resources:

Apple, M. (). Official Knowledge.

Boone, E.J. (1985). Developing Programs in Adult Education. Englewood Cliffs, N.J.: Prentice-Hall.

Boyle, P.G. (1981). Planning Better Programs. New York: McGraw-Hill.

Cervero, R. (1988). Effective continuing education for professionals. San Francisco: Jossey Bass.

Cervero, R. & Wilson, A. (1994). Planning Responsibly for Programs in Adult Education. (?)

Clark, J. (1986). Community education and the concept of need. International Journal of Lifelong Education. 5 (3), 187-205.

Forester, (1992). Planning in the face of power.

Griffin, C. (1983). Curriculum Theory in Adult and Lifelong Education. London: Croom Helm

Harris, F.C. (1994). Lugenia Burns hop and the Neighborhood Union: Culturally grounded community-based programming in the early twentieth century. In Proceedings of the Thirty-Fifth Annual Adult Education Research Conference (pp. 181-186). University of Knoxville, Knoxville, Tennessee.

Hart, M. (1992). Rethinking work and education (ch. 13). In Working and educating for life. (pp. 109-214). New York: Routledge.

Houle, C.O. (1972). The Design of Education. San Francisco: Jossey-Bass.

Jackson, N. (1986). Who gains from the new skills training? Women's Education des Femmes. 5 (2), pp. 10-13.

Langenbach, M. (1988). Curriculum models in Adult Education. Malabar, Fl.: Krieger.

McIlroy, J. Spencer, B. & Welton, M. (1992). Beyond Workplace Learning. In M. Taylor & R. Bedard (Eds.), Proceedings of the 11th Annual Conference of the Canadian Association for the Study of Adult Education (pp. 298-303). Saskatoon, Sask. Canada: College of Education, University of Saskatchewan.

McLaren, J. & Chahal, R. (1992). Reviewing a seniors' leadership program through focus group interviews. Proceedings of the 11th Annual Conference of the Canadian Association for the Study of Adult Education. (pp. 245-250). Saskatoon, Sask., University of Saskatchewan.

Parsons, S.F. (1993). Feminist challenges to curriculum design. In M. Thorpe, R. Edwards, & A. Hanson (Eds.) Culture and Processes of Adult Learning. (pp. 30-38). London: Routledge in association with The Open University.

Rubenson, K. (1989). Sociology and Adult Education. In S. Merriam & P. Cunningham (Eds.). Handbook of Adult and Continuing Education. San Francisco: Jossey Bass.

Sork, T.J. (1986). The Post-Mortem Audit A Research Methodology for Building Inductively Derived Planning Theory. In Proceedings of the 27th Annual Adult Education Research Conference. Syracuse, N.Y.: Syracuse University.

Sork, T. J. (Ed.). (1991). Mistakes Made and Lessons Learned: Overcoming Obstacles to Successful Program Planning. New Directions for Adult and Continuing Education. No. 49. San Francisco: Jossey-Bass.