

COURSE IMPLEMENTATION DATE: [ September 1994  
 COURSE REVISED IMPLEMENTATION DATE: [ September 2002  
 COURSE TO BE REVIEWED: [ September 2006  
 (Four years after implementation date)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and material will vary  
 - see course syllabus available from instructor

FACULTY/DEPARTMENT: ADULT EDUCATION

ADED 340

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COURSE NAME/NUMBER

FORMER COURSE NUMBER

UCFV CREDITS

PROGRAM PLANNING

COURSE DESCRIPTIVE TITLE

**CALENDAR DESCRIPTION:**

This course will provide a basis for responsible, reflective program planning practice by introducing participants 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.

**PREREQUISITES:** Any two of ADED 310, ADED 320, or ADED 360

**COREQUISITES:** None

**SYNONYMOUS COURSE(S)**

(a) Replaces: N/A  
 \_\_\_\_\_  
 (Course #)  
 (b) Cannot take N/A for further credit  
 \_\_\_\_\_  
 (Course #)

**SERVICE COURSE TO:**

\_\_\_\_\_  
 (Department / Program)

\_\_\_\_\_  
 (Department / Program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ hrs  
 Seminar: 45 hrs  
 Laboratory: \_\_\_\_\_ hrs  
 Field Experience: \_\_\_\_\_ hrs  
 Student Directed Learning: \_\_\_\_\_ hrs  
 Other (Specify): \_\_\_\_\_ hrs

**TRAINING DAY-BASED INSTRUCTION**

LENGTH OF COURSE: \_\_\_\_\_

HOURS PER DAY: \_\_\_\_\_

**MAXIMUM ENROLMENT:** 25

**EXPECTED FREQUENCY OF COURSE OFFERING:** \_\_\_\_\_

**WILL TRANSFER CREDIT BE REQUESTED?** (lower-level courses only) YES \_\_\_\_\_ NO \_\_\_\_\_

**WILL TRANSFER CREDIT BE REQUESTED?** (upper-level requested by department) YES \_\_\_\_\_ NO \_\_\_\_\_

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:** YES \_\_\_\_\_ NO  \_\_\_\_\_

**AUTHORIZATION SIGNATURES:**

Course designer(s): \_\_\_\_\_

Chairperson: \_\_\_\_\_

Department Head: Andrea Kastner

Dean: (Curriculum Committee)

I. Hunt

Virginia B. Cooke

PAC Approval in Principle Date: \_\_\_\_\_

PAC Final Approval Date: December 14, 2001

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**LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:**

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
- C 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.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

**METHODS OF OBTAINING PLAR:**

Course challenge or Portfolio assessment.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Coursepack

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

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

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 upon 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 purposes of this course, "Satisfactory Development" means:

**C-range grades**

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

**B-range grades**

- C contracted activities are completed
- efforts demonstrate a sound grasp of the concepts under study and a good working knowledge of related facts and issues

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- 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
- C prepared materials are organized logically, expressed clearly and readied with care
- C cooperative engagement with peers
- C sound self-reflection
- C difficulties, if any, are developmental in nature and represent a justifiable shortfall in breadth or depth

## A-range

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

**COURSE CONTENT:**

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

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 and recreation  
 reports from participant community research

Theoretical Perspectives

maintenance/reproduction  
 transformation

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Basic Processes

overview  
tasks and theoretical perspectives per process  
assessing educational need and alternate perspectives  
developing rationale and goals  
planning evaluation approaches  
planning participation in the planning process  
curriculum design and event format  
advertising  
evaluating the planning process  
evaluating outcomes

Case Studies

overview of analysis of program planning examples  
presentation of cases  
analysis