

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 340		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Program Planning and Evaluation															
Course Short Title: Program Planning & Evaluation															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Adult Education													
Calendar Description: Examines responsible, reflective program planning practice through exploration of key concepts, principles, and issues in planning and evaluation processes and the diverse settings in which these processes occur. Emphasis is on critical thinking and analysis in the context of practice.															
Prerequisites (or NONE):		30 university-level credits.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	33							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	33														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: May 18, 2023													
Faculty Council approval		Date of meeting: September 8, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: October 27, 2023													

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe the range of settings in which adult education program planning and evaluation take places (e.g., formal, informal, and non-formal).
- Explain the main processes of program planning and relate key concepts to those processes.
- Describe transfer of learning and program evaluation in adult education programs.
- Analyze the assumptions and implications of current perspectives which inform program planning and evaluation practices (e.g., equity, diversity, inclusion, decolonization, Indigenization, internationalization).
- Articulate a set of principles to guide own program planning and evaluation practice.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
	%	%	%

Details:

Assignment #1: Your current thinking about the course topic, 10%

Assignment #2: Reaction or thought paper, 30%

Assignment #3: Group or individual proposal and group or individual presentation, 40%

Assignment #4: Reflection, 20%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods

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

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Caffarella, R.S. Daffron, S. R.	<i>Planning programs for adult learners: A practical guide</i>	Current
2.			
3.			
4.			
5.			

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Course Content and Topics**

- Welcome, review of course, program planning: what's it all about?
- Interactive model of program planning: what is it?
- Exploring foundation knowledge of program planning
- Components of the model: context
- Components of the model: base of support, identifying and prioritizing program ideas
- Components of the model: developing program goals and objectives, designing instruction
- Components of the model: transfer of learning plans
- Components of the model: program evaluation plans
- Components of the model: selecting formats, schedules and staff needs
- Components of the model: budgets
- Components of the model: marketing
- Components of the model: logistical details
- Re-visiting the interactive model of program planning and looking to the future