



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ADED 446	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>								
<b>Course Full Title:</b> Community-Based Adult Education Methods <b>Course Short Title:</b> Community-Based ADED Methods									
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.	<b>Department/School:</b> Adult Education								
<b>Calendar Description:</b> Explore philosophical foundations and historical practices of community-based adult education considering economic, spiritual, social, political, and environmental influences in local and international contexts. Analyze informal and non-formal approaches to work with community members, groups, and organizations in ethical, decolonial, and transformative ways.									
<b>Prerequisites (or NONE):</b>	30-university-level credits or department permission.								
<b>Corequisites (if applicable, or NONE):</b>									
<b>Pre/corequisites (if applicable, or NONE):</b>									
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>ADED 336</b> 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>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>  Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i>  Grading System: <b>Letter grades</b>  Delivery Mode: <b>May be offered in multiple delivery modes</b>  Expected frequency: <b>Every other year</b>  Maximum enrolment (for information only): <b>25</b>								
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">12</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">33</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	12	Tutorials/workshops	33			<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	12								
Tutorials/workshops	33								
<b>Total hours</b>	<b>45</b>								
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>								
<b>Department approval</b>	<b>Date of meeting:</b> October 23, 2025								
<b>Faculty Council approval</b>	<b>Date of meeting:</b> February 20, 2026								
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 27, 2026								

**Learning Outcomes**

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

1. Describe the philosophical foundations and theories of community-based adult education.
2. Explore historical origins and contemporary practices in relation to community-based adult education.
3. Articulate the implications of social, political, spiritual, environmental, historical, and economic influences on community-based adult education in different geographic regions.
4. Integrate non-formal and informal methods such as decolonial, anti-oppressive, arts-based, and other approaches in conceptualizing ways of working with community.
5. Develop strategies to assess community needs and map out community assets and potential stakeholders in response to identified issues.
6. Engage in critical self-reflection to ensure alignment with Indigenous, decolonial, anti-oppressive, inclusive, ethical, and transformative practices.

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

Assignments:	100%	%	%
	%	%	%

**Details:**

Assignment one: Reflection on background and experience – 10%

Assignment two: Reflective paper – 25%

Assignment three: Reaction or thought paper – 20%

Assignment four: Case study – 25%

Assignment five: Personal position paper regarding the use of non-traditional methods in adult education – 20%

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

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Readings, discussions, group discussions, student demonstrations, lectures, written projects, guest speakers, online 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. Book	Brown, J., & Hannis, D.	Community Development in Canada, Pearson Canada	2023
2. Online resource	Hasan M.	Community development practice: From Canadian and global perspectives. Centennial College <a href="https://ecampusontario.pressbooks.pub/communitydevelopmentpractice">https://ecampusontario.pressbooks.pub/communitydevelopmentpractice</a> . Licensed <a href="#">CC BY-NC-SA 4.0</a> .	2022
3.			
4.			
5.			

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

1. What is community adult education?
2. Philosophies and theories
3. Methods and approaches
4. Arts-based approaches to community engagement
5. Community assets
6. Needs assessment
7. Grant proposal writing
8. Decolonized and anti-oppressive practices
9. Power and privilege
10. Cultural competency and humanity
11. Case studies
12. Presentations
13. Reflection, closure, and farewell