

EDUA 1580 Program Planning in Adult Education Syllabus

Course description

The University of Manitoba *Undergraduate Calendar* describes this course as follows:

An introduction to the theory and practice of program planning in adult education. Attention is given to the context in which learning is to take place, the structuring of adult learning opportunities, and the logistics of successful programming.

This course identifies and examines planning procedures and strategies that result in effective programs for adults who are learning in a wide variety of settings. You are introduced to program planning models, needs assessment, marketing, evaluation, and program management.

Course goals

At the end of this course participants should be able to:

- explain why specific planning decisions have been made for a particular program;
- describe the larger context in which a program is being offered (identifying key stakeholders, and examining potential power dynamics and their impact on the planning process);
- outline both the key aims and potential limitations of a program;
- select appropriate tools and methods for determining individual and organizational learning needs;
- summarize logistical and resource considerations that must be considered for a particular program;
- develop basic marketing plans (tools and methods) for a specific learner population;
- list the resources (budget, staffing, space) needed for different types of programs; and
- select tools and methods for assessing effectiveness of programs.

Course materials

Required

Bookstore

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

- **Textbook**
Cafferella, R. S., & Ratcliff Daffron, S. (2013). *Planning programs for adult learners*. (3rd ed.). San Francisco, CA: Jossey-Bass
- **Additional Readings**
Additional readings can be accessed and downloaded from the course website.

Required hardware and software

Hardware: Regular access to a computer with a high-speed Internet is required.

Software: Microsoft Word and PowerPoint

Special Instructions: Most of the online interactions will take place through the discussion board on the course website (asynchronous) and by email. Three synchronous live sessions have been scheduled using Adobe Connect (see schedule). You must also be able to download PowerPoint presentations with audio files.

We strongly recommend that you install and test all required software immediately. If you encounter difficulties installing your software contact de_support@umanitoba.ca.

Course overview

Program planning is a complex and creative process. Many factors influence the process and affect the final outcome of a program. Program planners therefore need to be able to work with a wide variety of stakeholders and “ingredients” to create and offer innovative programs for adult learners. In order to do this, program planners need to understand how to relate different elements of the program planning process to the larger context. They should be aware of the ways that decisions made at each step affect the nature and success of the program, and how different stakeholders exert pressures that can affect those planning decisions. They must also be able to adapt and improvise when, inevitably, unexpected circumstances arise.

The course will focus on three areas of program planning: the context in which learning is to occur, the resources and activities required to launch a program, and different methods of evaluating success.

Note: Prior experience with adult education planning or delivery is very beneficial.

Evaluation and grading

Distribution of marks

Evaluation	Percentage
Assignment 1	15%
Assignment 2	50%
Assignment 3	20%
Discussion Board Contributions	15%
Total	100%

Grading scale

Letter grade	Percentage range	Description
A+	93 – 100	Exceptional
A	86 – 92.5	Excellent
B+	79 – 85.5	Very good
B	72 – 78.5	Good
C+	65 – 71.5	Satisfactory
C	58 – 64.5	Adequate
D	50 – 57.5	Marginal
F	less than 50	Failure

Note: All final grades are subject to departmental review.

Assignments

Detailed information about assignments and grading rubrics can be found in a separate document titled 'Assignments and Evaluation' in the course website.

ASSIGNMENT/EXAMS	PERCENTAGE
Assignment #1: Values and Beliefs	15%
Assignment # 2: Program Planning Project (4 parts)	50%
Assignment # 3: Peer Feedback	20%
Discussion Board Contributions	15%

Proprietary Information:

When students are asked to use their place of work or a real-life workplace for project based activities, to ensure confidentiality and anonymity students are encouraged to use pseudonyms to disguise departments, persons and places being discussed. Students can be assured that personal information will be treated in a confidential manner.

Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

Acknowledgements

Content specialist:	Margerit Roger, M.Ed.
	Margerit Roger has designed and implemented adult education programs in a range of learning environments: university, college, apprenticeship, labour, work-based literacy and EAL. She approaches program planning as a strategic process, and so looks for programming opportunities that result in personal and collective change. Her on-going interest is accessibility of adult education, emergent curriculum, and inquiry-based learning. She works as an independent consultant doing research and development for post-secondary institutions.
Minor revisions 2012	Jacqueline Warrell, M. Ed.
	Jacqueline Warrell has a M.Ed. in Adult and Workplace Learning. As an adult educator, she has worked in a variety of roles and settings, including workplace, government, post-secondary, and community learning. Currently, she works with students in the Accessibility Services Department at Mount Royal University, does research at the University of Calgary, and consults for businesses wanting to develop their social media and learning strategy. Previous to following her passion for adult education, she spent time working in the social services field.
Web publisher:	Joanne Laval Distance and Online Education The University of Manitoba
Multi-media Specialist	Raelene Dziedzic Distance and Online Education The University of Manitoba

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