





# Master of Arts Interdisciplinary Studies (MAIS) 642

## Program Planning, Evaluation, and Instructional Methods in Adult Education (Revision 2)

**Status:**

Replaced with new revision, see the [course listing](#)  for the current revision 

**Delivery mode:**

Grouped study 

**Credits:**

3

**Area of study:**

Arts

**Prerequisites:**

None

**Precluded:**

None

**Faculty:**

Faculty of Humanities and Social Sciences 

**Notes:**

Students in Group Study courses are advised that this syllabus may vary in key details in each instance of the course. Always refer to the Moodle site for the most up-to-date details on texts, assignment structure, and grading.

## Overview

MAIS 642 introduces students to the theory, concepts, and practices of program planning, evaluation, and instructional methods in adult education/learning contexts. Program planning is an important practical skill for adult educators who are responsible for developing, delivering, administering, and/or evaluating educational programs of any type or duration. Program planning must be considered within a societal and theoretical context.

This course will apply a critical perspective to explore theoretical approaches to program planning, the practical skills necessary in program planning, and the relationship between the two. The entire program-planning process will be examined, including needs assessments, objectives, instructional design, administration, and evaluation. Considerable time will also be spent on the theory, concepts, and practices of both program evaluation and methods of instruction. Students will be encouraged to apply theoretical principles of program planning to case studies and practical examples.

This course is part of the **Adult Education** [🔗](#) focus area in the MAIS program. The course may also be of interest to Nurse/Health Educators, HRD/Trainers, and others specializing in other streams.

## Outline

There are ten units in this course:

- Unit 1 – Introduction
- Unit 2 – Power and Context
- Unit 3 – Building Support and Needs Assessments
- Unit 4 – Defining Program Goals and Objectives
- Unit 5 – Program Design and Implementation
- Unit 6 – Instructional Methods
- Unit 7 – Program Evaluation
- Unit 8 – Program Administration
- Unit 9 – Other Approaches to Program Planning
- Unit 10 – Integrating Theory and Practice

## Learning outcomes

After completing the course, you should have an understanding of both the theory and the practice of program planning. Specifically, you will be able to

- understand and critique theoretical approaches to program planning in adult education.
- differentiate between key terms and concepts related to program planning and describe the implications for practice that are embedded in these key terms and concepts.
- identify and critique the various models and practices of program planning in relation to diverse contexts.
- make connections between theory and practical applications.
- select and apply appropriate instructional methods based on context and objectives

## Evaluation

To receive credit for this course, students must participate in the online activities, successfully complete the assignments, and achieve a final mark of at least 60 per cent. Students should be familiar with the Master of Arts—Interdisciplinary Studies **grading system** [↗](#). Please note that it is students' responsibility to maintain their program status. Any student who receives a grade of F in one course, or a grade of **C (65 percent)** [📄](#) in more than one course, may be required to withdraw from the program.

The following table summarizes the evaluation activities and the credit weights associated with them.

Activity	Weight
Online Participation	20%
Assignment 1: Exploring Your Foundational Knowledge	20%
Assignment 2: Instructional Methods Presentation	20%

Activity	Weight
Assignment 3: Presentation of Final Project (for feedback)	10%
Assignment 4 (Final Project): Case Study Analysis or Program Plan	30%
<b>Total</b>	<b>100%</b>

## Materials

### Digital course materials

Links to the following course materials will be made available in the course:

Daffron, S. R., & Caffarella, R. S. (2021). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (4th ed.). Jossey-Bass.

### Physical course materials

The following course materials are included in a course package that will be shipped to your home prior to your course's start date:





Cervero, R. M., & Wilson, A. L. (2006). *Working the planning table: Negotiating democratically for adult, continuing and workplace education*. Jossey-Bass.

### Athabasca University Online Materials

**Moodle Course Website:** The course website includes a Course Information guide, a Study Guide, and digital readings. Students will also engage in discussion and debate with the course professor and their fellow students in discussion forums on this course website.

**Athabasca University Library:** Students are encouraged to browse the **AU Library's website** [↗](#) to review the Library collection of journal databases, electronic journals, and digital reference tools.

## Important links

- › [Master of Arts in Interdisciplinary Studies](#) 
- › [Focus Areas](#) 
- › [Courses](#) 
- › [Fees and Funding](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

*Opened in Revision 2, August 9, 2021*

*Updated June 9, 2025*

View **previous revision** 

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