

Justice Institute of British Columbia COURSE OUTLINE

Course Code: ID210

Course Title: Fundamentals of Instructional Planning

Prerequisite Courses: ID110, ID120

Sponsoring Division: Community and Social Justice Division (Centre for Leadership)

Previous Course Code & Title:

Course Effective Date: 2001

# of Credits:	1.0
----------------------	------------

Course Description:

Understand your role in planning education or training programs for adult learners. Learn the overall process of instructional planning as well as key elements in planning, such as assessing training needs, developing learning objectives, choosing instructional methods, appropriate evaluation techniques, and administrative issues such as building support and scheduling. Throughout the course, you will have an opportunity to work on your own planning project.

Course Goal(s):

This course is designed to help instructors understand their roles in the planning of education or training programs for adult learners. Participants will explore the process of instructional planning and understand some of the key elements that should be considered in course design. Content includes a look at several models related to instructional planning, an in-depth look at areas such as assessing training needs, developing learning objectives, choosing instructional methods and appropriate evaluation techniques, as well as structural issues such as building support and scheduling. Participants will have opportunities to work on their own planning project throughout the program.

Course Learning Objectives:

At the end of this 2-day, 14-hour program, participants will be able to implement the educational planning process in developing training programs.

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

- Identify the six steps of planning
- Describe the five types of training programs
- Describe the trainer's role in planning with regards to expectations and challenges
- Apply the fundamental elements of instructional planning including assessing context and training needs, developing objectives, choosing instructional methods, creating lesson plans and designing appropriate evaluation strategies
- Analyze some of the reasons why programs fail
- Identify five elements that may affect the transfer of learning
- Describe how to approach administrative issues such as scheduling, marketing, budgeting, building support and facilities planning
- Present an instructional plan applying the concepts presented in the course

Course Topics/Content:

- Six Step Planning Model
- Types of Training Programs
- Applied Elements of Instructional Planning
- Transfer of Learning
- Why do Programs Fail?
- Administrative Considerations

Text and Resource Materials:

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Caffarella, Rosemary S. (2002). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers* (2nd ed.). San Francisco: Jossey-Bass.

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
x	Other (describe): Professional Path						

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

This course is experiential and participatory in nature and includes a variety of small group discussions and exercises, individual activities, presentations and large group discussion/lecture.

Related Program(s):

This is an elective course in the Instructor Development Certificate.

Credit Transfer exists at:

Please contact the Centre for Leadership Program Coordinator for more information.

Course Grading System:

Check the system that applies to this course:

Letter Grades	Percentage	Pass/Fail	x	Credit/No Credit
Complete/Incomplete	Attendance Only	Not Applicable		

Passing Grade:	Credit Granted
-----------------------	----------------

JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation: You must attend the full course to receive credit.

Other Course Guidelines, Procedures and Comments: None

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records