

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Planning Programs for Employment Outcomes

CODE NO. : OEL821/TA 245 **SEMESTER:**

PROGRAM: Teacher of Adults – Literacy Educator (1215)

AUTHOR: Sault College

DATE: April 2007 **PREVIOUS OUTLINE DATED:**

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 48

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For additional information, please contact

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(705) 759-2554*

I. COURSE DESCRIPTION:

This module is designed to help you plan programs and services to meet the unique needs of adult literacy learners who have employment-related goals.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate an understanding of the fundamentals of planning literacy programs and services for adults with employment-related goals.

Potential Elements of the Performance:

- Understand the influence of context on the planning process.
- Understand how to involve and support multiple stakeholders when planning programs or services that have an employment – related focus.
- Gain an understanding of the key elements of program planning.

2. Use an inclusive planning process to create an action plan that is based on realistic and achievable goals.

Potential Elements of the Performance:

- Identify and set realistic planning goals.
- Create a solid foundation for the development of an action plan.
- Examine how you can create a participatory and inclusive planning process.
- Understand the steps needed to create an action plan that matches your planning goals.

3. Demonstrate an ability to design and evaluate programs and services that increase an organization's capacity to work with learners who have employment-related goals.

Potential Elements of the Performance:

- Gain an understanding of how specific design factors will influence program implementation.
- Develop marketing strategies that create awareness of the programs and services that are offered by the literacy program.
- Gain an understanding of different ways to collect, review and report on indicators of success.
- Adapt and modify any of the sample tools to suit your program.

4. Demonstrate an understanding of the role that program management plays in the development and sustainability of programs and services.

Potential Elements of the Performance:

- Understand the types of systems and reporting functions needed to support programs and services.
- Identify program staffing needs.
- Understand the importance of having and using learning resources that match the needs of the program or service.
- See how to support community partnerships.

III. TOPICS:

1. A CONTEXT FOR PLANNING
2. A PROCESS FOR PLANNING
3. TURNING PLANNING INTO ACTION
4. SUPPORTING PROGRAMS AND SERVICES

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sault College, Algonquin College, Conestoga College & Project Read Literacy Network, [Planning Programs for Employment Outcomes Manual](#).

V. EVALUATION PROCESS/GRADING SYSTEM:

To successfully complete each unit of *Planning Programs for Employment Outcomes* you must participate in a number of learning activities and also complete and submit for evaluation a number of assignments.

There is no final examination for this course. You must, however, complete a module demonstration.

1. Unit Assignments (4)	40%
2. Discussions and Case Studies	15%
3. Self-Directed Learning Activities (4)	15%
4. Module Demonstration (1)	30%

Individual marks for items 1-3 are averaged and become the indicated percentage of your final mark.

Self-Directed Learning Activities (4) 15%

You will not be graded for each of the self-directed learning activities but your participation in all the activities will be assigned a value that will be used to calculate your final mark for the course.

Criteria for Assessment:

- ⇒ Demonstrates an understanding of a specific topic as related to issues and concepts discussed in unit and completes all the requirements of each unit's activity.
- ⇒ Demonstrates the ability to reflect on the relationship between the adult literacy educator and the adult learner.
- ⇒ Completes and submits by due date.
- ⇒ Stays within word limit.

Discussions and Case Studies 15%

Criteria for Assessment:

- ⇒ Student participates in the discussion.
- ⇒ Student offers relevant and insightful comments for each question presented for discussion.
- ⇒ Student responds to comments from your peers and instructor in a constructive way that encourages positive interaction and that shows you have carefully reflected upon what has been said.
- ⇒ Student listens to the viewpoint of others and demonstrates respect for differing views.

⇒ Case Studies are submitted on time.

Unit Assignments (4) 40%

Each unit assignment will be marked independently as per the rubric or other evaluation tool included with the assignment. Your final mark for unit assignments is a simple averaging of all the marks assigned to each individual assignment. A value will be assigned by the instructor to each assignment based on how well the student completed the assignment.

Demonstration Activity 30%

The demonstration activity will be assessed using the rubric provided and then a mark will be assigned based on your successful completion of each element of the rubric and on the course instructor's comments.

The following semester grades will be assigned to students registered at Sault College in all credit courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

1. If you are a student with a disability please identify your needs to the tutor and/or the Centre for Students with Disabilities at your registering college.
2. Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.
3. Course outline amendments: The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.