

EFFECTIVE: JANUARY 2004 CURRICULUM GUIDELINES

А.	Division:	Educational Services	Ef	fective Date:		January 2, 2004
B.	Department / Program Area:	Student Development	Re	evision	X	New Course
	-			Revision, Section(s) evised:		K
			D	ate of Previous Revisio		November 25, 1991
C:	CAEP 100	D: Assessment		ate of Current Revision take	1:	September 8, 2003 E: 0
	Subject & Cour	rse No. Descrip	otive Ti	tle	Sen	nester Credits
F:	Calendar Description: This course is designed to assist adults with a disability in taking the necessary preparatory steps to enter the full-time CAEP program. The course enables students to make informed decisions about entering the program and assists students to become prepared to achieve success in the program. This is a required course taken by students prior to entrance into other CAEP courses.					
G:	Allocation of Co / Learning Settin	ontact Hours to Type of Instruction	H:	Course Prerequisites Nil	5:	
	Primary Methods of Instructional Delivery and/or Learning Settings:		I:	Course Corequisites Nil	<u>.</u>	
		Sumber of Contact Hours: (per week / semester or each descriptor)		Course for which thi	s Cours	se is a Prerequisite
	Hours will vary from 10 – 20 depending on student needs. Number of Weeks per Semester: Max. duration is 1 month			CAEP 201, 202, 203, 204, 205		205
			К:	: Maximum Class Size: 12		
L:	PLEASE INDIC					
	Non-Credit					
		X College Credit Non-Transfer				
	College Cr	College Credit Transfer:				
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)					

M:	Course Objectives / Learning Outcomes				
	1.				
	2.				
	3.	3. Students to demonstrate ability to deal with and benefit from CAEP program content.			
	4.	Students to take the necessary steps leading to acceptance and registration in the program.			
	5.	Students to secure funding as needed.			
	6.	Students to provide documentation as needed.			
	7.	Students to increase awareness of personal preparations which will facilitate participation in the CAEP			
		program and to make arrangements as needed.			
NT	0				
N:		Content:			
	1.	Gathering Information - reading program publicity			
		 interview with Transition planner 			
		- interview with Transition planter			
	2.	Meeting Eligibility Criteria			
	2.	- demonstrating stability			
		- demonstrating motivation			
		- identifying goals			
		- demonstrating basic literacy skills			
		- identifying and describing disability			
	3.	Decision Making			
		- identifying alternatives, including CAEP			
		- weighing alternatives			
		- making the decision			
	4.	Implementing the Decision			
		- contacting instructor, funding agency, advocate, referral, therapists, medical practitioners,			
		social workers			
	5.	Securing Funding			
		 identifying potential funding sources 			
		- determining the best source			
		- applying for funding			
		- confirming funding and notifying appropriate persons			
	6.	Making Applications			
		- identifying forms which need to be completed (intake, funding, registration, etc.)			
		- completing forms and submitting them			
		- providing copies of transcripts and assessments			
	7.	- procedures to ensure that all steps are completed Budgeting Resources			
	7.	- identifying budgetary items (tuition, supplies, transportation, etc.)			
		 establishing financial plan for program 			
	8.	Following Through			
	0.	- communicating with appropriate people as procedures are completed			
		- ensuring all procedures have been completed			
		- completing activities within time frame established			
		- meeting recommendations (for students who need to prove stability, motivation, etc.) for next			
		intake			
		- determining appropriate steps and contacts to provide information and resolve problems e.g.			
		transportation plans, child care arrangements			
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0:	Method	ls of Instruction			
	Interview/discussion/one-on-one instruction				

Р:	Textbooks and Materials to be Purchased by Students					
Q:	Means of Assessment					
	A student will have completed the course when he/she has participated at the required level in course activities designed to met the course objectives.					
	Progress will be monitored on a regular basis by the instructor in consultation with each student.					
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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