



EFFECTIVE: JANUARY 2005
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **January 2005**

B. Department / Program Area: **Faculty of Child, Family and Community Studies Classroom and Community Support** Revision New Course

If Revision, Section(s) Revised: **C,F,G,H,M,N,Q**
 Date of Previous Revision: **January 2004**
 Date of Current Revision: **May 2004**

C: **CCSD 1100** D: **Online Prior Learning Assessment and Recognition (PLAR)** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This online course is for classroom and community support practitioners with at least two years of experience who are preparing to earn credit toward a Classroom and Community Support credential. Students may earn up to 75% of a credential based on assessment of their work/life learning. Students will work with an instructor within a Web CT environment and will learn how to use various methods of communication to support their completion of a wide range of prior learning assessments.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Web CT instruction Primary Methods of Instructional Delivery and/or Learning Settings: Web CT instruction Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: 15 weeks Flexible delivery ranging over 1 to 15 weeks	H: Course Prerequisites: COUN 151 Gateway Assessment for CCSD 1100	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite	
	K: Maximum Class Size: 15	
L: PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, and Athabasca University. <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Practice self–assessment of Classroom and Community Support knowledge, attitudes, values and skills <ul style="list-style-type: none"> • Reflects on own knowledge, attitudes, values and skills • Links personal learning evidence to program themes and course learning outcomes • Identifies resources for feedback • Initiates learning objectives and plans to bridge gaps and improve abilities • Seeks out new learning resources and opportunities. 2. Demonstrate effective critical thinking and problem solving across multiple contexts <ul style="list-style-type: none"> • Uses problem solving and critical thinking strategies to link learning to a variety of assessment situations • Problem solves issues as they arise, seeking assistance when necessary. 3. Communicate clearly in a variety of ways <ul style="list-style-type: none"> • Communicates in an effective, respectful and timely manner • Accesses the course at least once a week • Writes clearly with sufficient depth and breadth, especially through online technologies • Investigates, incorporates and shares helpful resources • Solicits, receives and incorporates feedback • Cooperatively meets time lines and resolves conflict. 4. Use a variety of computer related technologies effectively <ul style="list-style-type: none"> • Works comfortably in an online environment such as WebCT • Uses distance based communication such as e-mail, phone and web cameras.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Reflective self-assessment, linking theory to practice, critical thinking and problem solving are integral components of exemplary practice in the fields of education support and community living • Practitioners are required to communicate clearly and effectively in a variety of modalities that include technology • There are a large number of non-credentialed community living practitioners in BC. As accreditation becomes a reality, many practitioners are looking to receive acknowledgement of their work/life learning. This has resulted in prior learning assessment and recognition becoming a significant component of Classroom and Community Support programs.
O:	<p>Methods of Instruction</p> <p>Student self-directed online learning, 1:1 instruction</p>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p>CCSD 1100 is a Mastery course.</p> <p>On-line quizzes, self-assessments, reflective narratives, case studies and personal interviews, demonstration by audio/video tape, other.</p> <p>Courses earned as a result of CCSD 1100 Online Prior Learning Assessment and Recognition will be graded in the same way as stated in each courses' Curriculum Guideline.</p>
R:	<p>Prior Learning Assessment and Recognition:</p> <p>This course is not available for PLAR. Prior learning assessment and recognition is an integral part of this course.</p>
Course Designer(s) Richard Norman & Lori Woods	Education Council / Curriculum Committee Representative
Dean: Jan Lindsay	Registrar