



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

If Revision, Section(s) Revised: **C, J**

Date of Previous Revision: **08 August 2002**
Date of Current Revision: **September 2004**

C: CCSD 1150 **D: Teaching and Learning: Foundations** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course builds on students' communication and observation skills to create meaningful opportunities in response to diverse learning styles. Students will explore and effect on caring as an underlying principle for their actions and interactions.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: None	
	I: Course Corequisites: None None	
	J: Course for which this Course is a Prerequisite CCSD 1250	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE:		
<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. Use a decision making process for effective support <ul style="list-style-type: none"> • Thinks critically when planning support • Gathers information using a variety of methods • Records and evaluates progress • Describes strategies for implementing and revising plans 2. Describe CCS & others role in teaching & learning processes & methods <ul style="list-style-type: none"> • Describes roles & participation of inclusive support network members in planning • Describes role when implementing support 3. Describe a variety of factors which influence teaching and learning <ul style="list-style-type: none"> • Identifies factors across domains, environments & life stages • Recognizes own learning preferences • Recognizes others preferred learning methods 4. Develop individualized teaching & learning plans <ul style="list-style-type: none"> • Writes clear objectives in observable terms • Writes clear & complete task analysis • Identifies prerequisite skills • Develops clear recording mechanism 5. Use a variety of observation & recording techniques <ul style="list-style-type: none"> • Describes a range of observation & recording methods • Matches technique to purpose and setting • Employs and models respectful language • Recognizes own biases and filters 6. Demonstrate basic teaching techniques <ul style="list-style-type: none"> • Identifies a variety of approaches for teaching single steps of a task • Identifies a variety of approaches for teaching whole tasks • Discusses techniques for providing and fading assistance • Discusses the importance of flexibility and revising teaching strategies
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Teaching and learning are interdependent processes which are integral roles of classroom and community support practitioners. Teaching is the act of providing opportunities for learning; learning is the adaptation to changes in situations, information and interactions. 2. Teaching and learning are lifelong activities which occur across all life domains and environments. 3. Individuals are unique in how they teach and learn. Classroom and community support practitioners can enhance the teaching and learning processes by identifying, recognizing, respecting and responding to learning characteristics of the people they support. 4. Effective practitioners plan strategies to maximize the learning potential of each situation, adapt and use unforeseen opportunities and experiences, and rely on their intuition in responding to changing contexts. Their awareness of their personal teaching and learning styles increases field effectiveness. 5. Observing, recording, interpreting and reporting are the basis of effective teaching and learning. 6. Planning, implementing, evaluating and revising are integral elements of teaching and learning. Positive approaches, methods and language are bases for skill building and enhancing individual self esteem, self worth and self confidence. 7. The principle of caring underlies the classroom and community support practitioners actions and interactions in all aspects of teaching/learning and supporting individuals as they become active, participating members of their communities.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Small groups ▪ Video ▪ Practice

P: Textbooks and Materials to be Purchased by Students T.B.A.		
Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ul style="list-style-type: none"> ▪ Quizzes ▪ Plan Development ▪ Self-Assessment 		
R: Prior Learning Assessment and Recognition: This course is open for PLAR		
Course Designer(s): Rosemary Love		Education Council / Curriculum Committee Representative
Dean: Jan Lindsay		Registrar: