



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: **F, J, M**

Date of Previous Revision: **08 August 2002**

Date of Current Revision: **15 July 2004**

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

Subject and Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course builds students' communication, observation and planning skills to create meaningful teaching and learning 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	H: Course Prerequisites: None
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice	I: Course Corequisites: None None
	Number of Contact Hours: (per week / semester for each descriptor) 60 hours	J: Course for which this Course is a Prerequisite CCSD 1240
	Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	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: Course Objectives / Learning Outcomes

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

1. **Use a decision making process for effective support**
 - **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 and others role in teaching and learning processes and methods**
 - **Describes roles and participation of inclusive support network members in planning**
 - **Describes role when implementing support**
3. **Describe a variety of factors which influence teaching and learning**
 - **Identifies factors across domains, environments and life stages**
 - **Recognizes own learning preferences**
 - **Recognizes others preferred learning methods**
4. **Develop individualized teaching and learning plans**
 - **Writes clear objectives in observable terms**
 - **Writes clear and complete task analysis**
 - **Identifies prerequisite skills**
 - **Develops clear recording mechanism**
5. **Use a variety of observation and recording techniques**
 - **Describes a range of observation and recording techniques, e.g., duration, frequency, time sampling, narrative methods**
 - **Matches technique to purpose and setting**
 - **Employs and models respectful language**
 - **Recognizes own biases and filters**
6. **Identifies a variety of approaches for single steps of a task, e.g., oddity, matching association, etc.**
 - **Identifies a variety of approaches teaching whole tasks, e.g., total task, forward and backward chaining, shaping, etc.**
 - **Uses techniques for providing and fading assistance, e.g., using physical, modelling, gestural, verbal assists, pre-prompting, etc.**

N: Course Content: The following global ideas guide the design and delivery of this course:

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:	Methods of Instruction	
	<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: