△ **Douglas College**

CURRICULUM GUIDELINES

A.	Division:	**Instruction**		Effective Date:		**08 August 2002**	

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

If Revision, Section(s) Revised: **C,D,H,J,M,Q**
Date of Previous Revision: **1994**
Date of Current Revision: **08 August 2002**

C:	CCSD 250	**D**:	Teaching and Learning: Adaptations and Modifications	**E:**	3
	Subject and Course No.		Descriptive Title		Semester Credits

F: Calendar Description: **This course provides students with opportunities to develop collaborative strategies for planning, implementing and monitoring learning opportunities based on individuals' dynamic characteristics, needs and interests. Using caring and communication as foundations, students will develop, analyse, modify and adapt teaching strategies.**

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:
CCSD or CSWK 150

I: Course Corequisites: None
None

J: Course for which this Course is a Prerequisite
CCSD 350

K: Maximum Class Size:

30

L: PLEASE **INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University**

	Non-Credit
	College Credit Non-Transfer
X	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 problem solving approaches and a variety of tools and methods to adapt and modify curriculum to meet individual's needs.**
	    ▪ **Considers individual's unique style and traits**
	    ▪ **Matches tools and techniques to purpose and setting**
	    ▪ **Develops adaptations and modifications**
	    ▪ **Describes dynamic nature of adaptations and modifications**
	2. **Use clear communication skills understood by individuals being supported and by colleagues.**
	    ▪ **Uses active listening skills**
	    ▪ **Uses "plain language"**
	    ▪ **Uses effective verbal, non-verbal and written modes**
	3. **Individualize teaching and learning by using a variety of methods.**
	    ▪ **Maximizes use of natural cues and corrections**
	    ▪ **Gives and accepts feedback**
	    ▪ **Incorporates feedback in own practice**
	    ▪ **Demonstrates providing/fading assistance**
	    ▪ **Demonstrates general and transfer teaching processes**

N:	Course Content: The following global ideas guide the design and delivery of this course: 1. **Individuals are unique in how they learn. Effective practitioners match teaching methods to meet the needs of the individuals, the activity at hand and the context in which it is happening.** 2. **Monitoring and evaluating progress are integral elements of teaching and learning because they help pinpoint areas of difficulty and successes.** 3. **Creative problem solving, flexibility and adaptations are important skills for effective practitioners. These skills facilitate the teaching and learning process, especially for those with complex needs.** 4. **How and when to provide and fade assistance are important elements of effective teaching and learning which promote personal autonomy and independence.** 5. **Collaborative planning which involves the individual, team and family or support network enhances the teaching and learning process. This process provides greater opportunity for generalization of newly acquired skills.** 6. **The principle of caring underlies practitioners' actions and interactions. It is reflected in their language, the methods they employ, and their respect for the individuals they support and with whom they work.** 7. **Communication skills are integral to teaching and learning interactions. They include recognizing and practising a range of communication methods, both verbal and non-verbal, expressive and receptive.**

O:	Methods of Instruction
	    ▪ **Individual Presentations**
	    ▪ **Lecture/Small Group Work**
	    ▪ **Guest Speakers**
	    ▪ **Video**

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.
	    ▪ **Individual Presentations**
	    ▪ **Case Study Analysis**
	    ▪ **Product 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: