



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) **C, H, K**
 Revised:
 Date of Previous Revision: **08 August 2002**
 Date of Current Revision: **21 July 2004**
 E: **3**

C: **CCSD 2440** D: **Service-Learning**

Subject and Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This applied course uses a service-learning model as a means for students to define practice skills and make direct contributions to the community. Students have the option of completing a service-learning preceptorship in typical practice settings or completing a unique service-learning project that would benefit others and provide opportunities for individualized out-of-the-ordinary learning.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CCSD 2340
	Primary Methods of Instructional Delivery and/or Learning Settings: Preceptorship practicum	I: Course Corequisites: None Nil
	Number of Contact Hours: (per week / semester for each descriptor) 100 service-learning hours 30 seminar hours	J: Course for which this Course is a Prerequisite Nil
	Number of Weeks per Semester: 4 – 15 weeks flexible delivery	K: Maximum Class Size: 30
L:	PLEASE INDICATE: Part of Block Transfer to UVIC, UCFC, Malaspina University College, University of Calgary, 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)		

<p>M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to: This capstone course uses the CCS program outcomes at level four “Integration” as course outcomes</p> <ol style="list-style-type: none"> 1. Personal Accountability Practice ethically, and accurately assesses the quality of own performance. <ul style="list-style-type: none"> • Accurately evaluates own practice • Pursues a professional development plan • Applies personal and professional values to ethical practice 2. Interpersonal Effectiveness and Leadership Communicate in a caring, respectful and clear manner <ul style="list-style-type: none"> • Effectively communicates for various purposes and audiences • Facilitates caring and respectful interpersonal relationships • Demonstrates individual leadership as a team member 3. Theoretical Reasoning Think critically to construct plausible explanations for individual, family and community experiences <ul style="list-style-type: none"> • Applies elements of critical thinking when problem solving • Uses theory to explain behaviour and guide actions • Thinks creatively in response to individual needs 4. Technical Competence Use a variety of strategies to contribute to self-reliance, interdependence and quality of life Promotes wellness of self, others and community <ul style="list-style-type: none"> • Builds community presence, participation and contribution • Strategically facilitates learning • Advocates for individual rights and self determination • Promotes safety of self and others.
<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Service-learning is a method in which students learn and develop through active participation in a thoughtfully organized service experience that meets actual community needs. 2. The mentoring by experienced practitioner preceptors prepares students for their transition from student to practitioner. 3. Developing networks with community living and school based services enhances future work opportunities and college and community relations. 4. Learning from experience is a characteristic of exemplary practitioners. Practice settings create opportunities for students to refine their skills of reflection and adaptation in response to their practice experience. 5. Experience in the practice settings allows learners to demonstrate and enhance their abilities to problem solve, communicate, be flexible, think creatively and take responsibility for their actions. 6. Developing and completing an individualized project for others enhances valued skills, such as goal setting, research time management, marketing, consultation, presentation, evaluation, etc. 7. Reflecting on and evaluating service-learning experiences with peers and mentors maximizes learning. 8. Reciprocity and contribution are highly valued in the field of community living. Students purposefully find someone who will benefit from their work.
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Seminar • Individual Meetings • Guided Practice • Group Reflection

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. This is a Mastery Course: <ul style="list-style-type: none"> • Self-Assessment • Preceptor/Mentor Assessment • Formal Presentation to Peers and Instructor • Project Products
R:	Prior Learning Assessment and Recognition. This course is available for PLAR.

Course Designer(s) **Lori Woods**

Education Council / Curriculum Committee
Representative

Dean: **Jan Lindsay**

Registrar