



## Course Information

A: Division: Applied Programs

Date: 17 June 1993

B: Department: Child, Family & Community Studies

New Course: X

Program: CSSW, CSW, CYCC, ECE, VLIT

Revision of Course  
Information Form:  
Dated:

C: CFCS 390

D: Directed Studies in Community Practice

E: 1 - 6

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** This course provides opportunities for individualized study which meet the learning needs of students at different points in their course of study. Working with program faculty, students will develop and complete projects/portfolios which meet individually identified criteria for which there is no existing course offering. Maximum credits in a directed studies mode is six.

**Summary of Revisions:**  
(Enter date & section)  
Eg. Section C,E,F

G: **Type of Instruction: Hours per Week/per Semester**

Lecture	Hrs.
Laboratory	Hrs.
Seminar	Hrs.
Clinical Experience	Hrs.
Field Experience	Hrs.
Practicum	Hrs.
Shop	Hrs.
Studio	Hrs.
Student Directed Learning	20 Hrs. per credit
Other	Hrs.
<b>TOTAL</b>	<b>20 HOURS</b>

H: **Course Prerequisites:**

Admission to program in Department of Child,  
Family & Community Studies

I: **Course Corequisites:**

J: **Course for which this Course is a Prerequisite:**

K: **Maximum Class Size:**

10

L: **College Credit Transfer**

College Credit Non-transfer

M: **Transfer Credit:**

Requested:

Granted:

Specify Course Equivalents or Unassigned  
Credit as Appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

Russell P. Brown R. Love  
(B. BROWN/R. LOVE) COURSE DESIGNER(S)  
(CAMMACK)

Beverly Heller

DIRECTOR/CHAIRPERSON

M. Heller for J. McKeadey  
P.H. Ongers  
DIVISIONAL DEAN  
REGISTRAR

**N: Textbooks and Materials to be Purchased by Students  
(Use Bibliographic Form):**

**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. Responding to individual needs is an underlying concept in the Department of Child, Family and Community Studies. This course design allows application of this principle to individual students.
2. Learning and acquisition of skills, knowledge and attitudes occur in many contexts. Individuals draw on their experiences to increase their understanding of theory and its links with field practice.
3. Evidence of learning can take many forms. Collaborative planning between student and faculty contributes to learning activities which match goals of personal growth.

**Evaluation:**

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.