



EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

A. Division: Educational Services **Effective Date:** September 2004

B. Department / Program Area: Student Development / New Directions

Revision: ☒ New Course ☐

If Revision, Section(s) Revised: C, H

Date of Previous Revision: Sept 8, 2003

Date of Current Revision: September 2004

C: CPHI 0200 **D: Preparatory Skills Development** **E: 9**

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|--|------------------|
| F: Calendar Description: This course will assist the student in developing the skills necessary to be a successful student in post-secondary education. It provides instruction for individual skill development, assistance in setting realistic educational goals and facilitating the development of an individualized learning plan to be utilized by the student in future educational programs. | | |
| G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Number of Contact Hours: (per week / semester for each descriptor) 15 hrs/week *Will depend on individual student needs and may vary during the semester. Number of Weeks per Semester: 15 | H: Course Prerequisites: CPHI 0100 | |
| | I: Course Corequisites: | |
| | J: Course for which this Course is a Prerequisite | |
| | K: Maximum Class Size: 6 | |
| L: PLEASE INDICATE: <div style="display: flex; align-items: center;"> <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: </div> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p> | | |

M: Course Objectives / Learning Outcomes

1. To develop study skills appropriate for success at post-secondary institutions with emphasis on those skills generally needed by adults with a head injury.
2. To develop self-management skills.
3. To develop higher order/critical thinking skills.
4. To learn how to transfer skills learned in this program to course work in other classes at Douglas College or other post-secondary institutions.
5. To familiarize students with post-secondary expectations and procedures, teacher expectations, applications, registrations and other procedures.
6. To set realistic educational goals and to develop an individualized learning plan for future use by the student.

N: Course Content:

1. Learning Skills Development
 - notetaking
 - organizing of notes and other materials usually required in a college course
 - test-taking strategies
 - memory techniques
 - listening skills
 - reading skills for comprehension
 - communication skills
2. Personal Skills Development
 - time management
 - stress management
 - communication skills
 - problem-solving for classroom and college life
 - management of test anxiety
 - management of emotions at an acceptable level for success in a college setting
 - development of personal short-term and long-term goals
3. Development of Higher Order Thinking Skills
 - making inferences
 - comparing and contrasting
 - drawing conclusions
 - summarizing
 - determining the main idea
 - differentiating fact and opinion
4. Post-Secondary Orientation Strategies
 - understanding role and function of the Assessment Centre, Counsellors, Services for Students with Disabilities, Access Aides, Registrar, Library Services
 - using and making maps
 - understanding teacher expectations in a post-secondary institution

O: Methods of Instruction

Instruction will be modified to meet the needs of the individual learner and may include:

1. instructor presentations
2. small group workshops
3. class discussions
4. teacher-directed learning
5. tutorials
6. individual study/reading and writing assignments
7. utilization of adaptive equipment and computer programs
8. visits to classes at Douglas College; "sitting in" on other classes – academic, career and upgrading
9. videos/films/audio tapes
10. guest speakers
11. use of Library and Career Resource Centre at Douglas College
12. role play
13. self-awareness exercises
14. field trips and on-campus visits

P: Textbooks and Materials to be Purchased by Students

Q: Means of Assessment

A mastery model of on-going evaluation will be used. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved. Where formal tests are used, mastery will be defined as a score of 80% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student. The student will be expected to maintain regular attendance, actively participate in all classroom activities, and complete assignments as directed.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar