



## EFFECTIVE: SEPTEMBER 2012 CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **September 2012**

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

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision: **March 2011**

C: **DACS 5133** D: **Employment Support Specialty: Selected Topics** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p><b>This upper level course bridges informal and formal learning inside a dynamic multi-disciplinary online community of practice. In this course, students choose individualized employment supports and disability/barrier related learning modules on which to concentrate their areas of professional interest.</b></p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Online</b></p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p><b>60 hours</b></p> <p>Number of Weeks per Semester:</p> <p><b>Flexible delivery ranging over 2 to 15 weeks</b></p>	<p>H: Course Prerequisites:</p> <p><b>With permission of instructor</b></p>							
	<p>I: Course Corequisites:</p> <p><b>None</b></p>							
	<p>J: Course for which this Course is a Prerequisite:</p> <p><b>None</b></p>							
	<p>K: Maximum Class Size:</p> <p><b>30</b></p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 30px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer
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M: Course Objectives / Learning Outcomes

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

1. Analyze and problem-solve real-life employment supports and disability/barrier related issues in the context of professional and ethical guidelines.
2. Apply and evaluate real-life employment supports and disability/barrier related strategies that are applicable across the lifespan.
3. Research specific practice or areas of interest that relates to the employment supports and disability/barrier field.
4. Synthesize and apply knowledge of field of study

N: Course Content

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

- Demonstrating the ability to analyze real life issues that relate to employment supports and disability/barrier interests
  - Assess current and emerging trends in areas of interest
  - Apply theoretical concepts to issues in the field
- Demonstrating breadth and depth of understanding of a specific area of interest that relates to employment supports. Examples of areas of interest for further research might include but not limited to
  - Funding models
  - Accessibility
  - Technology
  - Modifications and adaptations
  - Self-employment
  - Psychometric testing
  - Case management
  - Fidelity Scale
  - Social Enterprise
  - Cooperatives
- Explore specific application to own field of interest :
  - Create a portfolio of learning
  - Create a learning tool that can be used in practice
  - Create a learning object that can be used in practice

O: Methods of Instruction:

- Lecture
- Case studies
- Videos
- Problem-based learning
- Guest speakers
- Reading Groups
- Mentoring

P: Textbooks and Materials to be Purchased by Students:

**Individually assigned readings and/or books**

Q: Means of Assessment

**This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:**

- **Online contribution**
- **Portfolio**
- **Case studies**
- **Learning object development**

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

**This course is available for PLAR.**

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Course Designer(s):

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Education Council / Curriculum Committee Representative

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Dean: **Jan K. Carrie**

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Registrar