



EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2004**

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

X

 New Course _____

C: **CCSD 1150** **D: Teaching and Learning: Foundations** August 0
E: 3 **September 2004**

Subject & Course No

M: Course Objectives / Learning Outcomes

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

1. **Use a decision making process for effective support**
 - **Thinks critically when planning support**
 - **Gathers information using a variety of methods**
 - **Records and evaluates progress**
 - **Describes strategies for implementing and revising plans**
2. **Describe CCS & others role in teaching & learning processes & methods**
 - **Describes roles & participation of inclusive support network members in planning**
 - **Describes role when implementing support**
3. **Describe a variety of factors which influence teaching and learning**
 - **Identifies factors across domains, environments & life stages**
 - **Recognizes own learning preferences**
 - **Recognizes others preferred learning methods**
4. **Develop individualized teaching & learning plans**
 - **Writes clear objectives in observable terms**
 - **Writes clear & complete task analysis**
 - **Identifies prerequisite skills**
 - **Develops clear recording mechanism**
5. **Use a variety of observation & recording techniques**
 - **Describes a range of observation & recording methods**
 - **Matches technique to purpose and setting**
 - **Employs and models respectful language**
 - **Recognizes own biases and filters**
6. **Demonstrate basic teaching techniques**
 - **Identifies a variety of approaches for teaching single steps of a task**
 - **Identifies a variety of approaches for teaching whole tasks**
 - **Discusses techniques for providing and fading assistance**
 - **Discusses the importance of flexibility and revising teaching strategies**

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

1. **Teaching and learning are interdependent processes which are integral roles of classroom and community support practitioners. Teaching is the act of providing opportunities for learning; learning is the adaptation to changes in situations, information and interactions.**
2. **Teaching and learning are lifelong activities which occur across all life domains and environments.**
3. **Individuals are unique in how they teach and learn. Classroom and community support practitioners can enhance the teaching and learning processes by identifying, recognizing,**

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. § Quizzes § Plan 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: