



## **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 

<b>X</b>
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**New Course**

**C:** **CCSD 1150**

**D:** **Teaching and Learning: Foundations**

August 0  
**September 2004**  
**E: 3**

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,**

<b>P:</b> Textbooks and Materials to be Purchased by Students <b>T.B.A.</b>		
<b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. § <b>Quizzes</b> § <b>Plan Development</b> § <b>Self-Assessment</b>		
<b>R:</b> Prior Learning Assessment and Recognition: <b>This course is open for PLAR</b>		
Course Designer(s): <b>Rosemary Love</b>		Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>		Registrar: