



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
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,**

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: