



# Course Information

**A: Division:** Applied Programs **Date:** 6 October 1993  
**B: Department:** Child, Family and Community Studies **New Course:** X  
**Program:** Child and Youth Care Counsellor, Community Social Service Worker, Community Support Worker, Early Childhood Education, Visual Language Interpreter Training **Revision of Course Information Form:**

**C: CFCS 262** **D: Community Practice: School-based** **E: 3**  


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**Subject & Course No.** **Descriptive Title** **Semester Credit**

<b>F: Calendar Description:</b> This course explores the roles and responsibilities of practitioners working in school communities. Students will have opportunities to reflect on philosophical, organizational and daily aspects of schools. The course will focus on collaborative approaches for enhancing the school experience for all learners.	<b>Summary of Revisions:</b> (Enter date & section) Eg. Section C,E,F																																																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>G: Type of Instruction:</b></td> <td style="width: 10%; text-align: center;"><b>Hours per Week</b></td> <td style="width: 10%; text-align: center;"><b>per Semester</b></td> <td style="width: 5%;"></td> <td style="width: 45%;"></td> </tr> <tr> <td>Lecture/Practice</td> <td style="text-align: center;">60</td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Laboratory</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Seminar</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Clinical Experience</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Field Experience</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Practicum</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Shop</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Studio</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Student Directed Learning</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td style="text-align: center;">Hrs.</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>TOTAL</b></td> <td style="text-align: center;">60</td> <td></td> <td style="text-align: center;"><b>HOURS</b></td> <td></td> </tr> </table>	<b>G: Type of Instruction:</b>	<b>Hours per Week</b>	<b>per Semester</b>			Lecture/Practice	60		Hrs.		Laboratory			Hrs.		Seminar			Hrs.		Clinical Experience			Hrs.		Field Experience			Hrs.		Practicum			Hrs.		Shop			Hrs.		Studio			Hrs.		Student Directed Learning			Hrs.		Other			Hrs.		<b>TOTAL</b>	60		<b>HOURS</b>		<b>H: Course Prerequisites:</b>  <b>I: Course Corequisites:</b>  <b>J: Course for which this Course is a Prerequisite:</b>  <b>K: Maximum Class Size:</b>  30
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<b>L: College Credit Transfer</b>  College Credit Non-transfer	<b>M: Transfer Credit:</b> <b>Requested:</b> <b>Granted:</b> <b>Specify Course Equivalents or Unassigned Credit as Appropriate:</b>  U.B.C. S.F.U. U. Vic. Other:																																																												

Rosemary Love  
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 (ROSEMARY LOVE) **COURSE DESIGNER(S)**  
 B. Meller  
 \_\_\_\_\_  
**DIRECTOR/CHAIRPERSON**

\_\_\_\_\_  
**DIVISIONAL DEAN**  
 P.H. Orger  
 \_\_\_\_\_  
**REGISTRAR**

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**N: Textbooks and materials to be purchased by students  
(Use Bibliographic Form):**

T.B.A.

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**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. Schools are communities with history, culture and climate. Knowledge of the history and current trends in education enhances practitioners' effectiveness.
2. Clarity about roles and responsibilities is a key to effective practice, however, roles are often situation specific. Practitioners' work under a variety of titles including classroom aides, child and youth care workers, teacher's assistants, special education assistants, integration aides and alternate program workers.
3. The primary responsibility of practitioners' is to support students in the learning and social aspects of school life. Roles may also include being a resource to the class, providing personal care, facilitating social interactions and supporting students' behaviour.
4. Collaboration, teamwork and clear communication are critical to practitioners in the school.
5. Practitioners are actively involved in planning, implementing and monitoring students' activities. Effective practice includes supporting students emotionally and socially, understanding teaching and learning principles, and ways to adapt materials, settings etc.
6. Practitioners use their observation and recording skill to enhance the experiences of the learners they support. Reflection on their own school experience and awareness of their personal values can influence their perceptions observations, interpretations and actions.

## **Evaluation:**

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.

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