



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
October 2, 2015 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 6      **2.1. UEC draft minutes: September 3, 2015**

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

7 - 19      **3.1. Chemistry**

Changes including total hours: CHEM 110

Review with changes including total hours: CHEM 213, 350

MOTION: To approve the CHEM course outlines as presented.

20 -      **3.2. Child, Youth, and Family Studies**

63      Changes including prerequisites: CYC 210, 220, 268, 340, 341, 410, 423, 425, 467, 468, 469

MOTION: To approve the CYC course outlines as presented.

64 -      **3.3. Education**

72      New course: EDUC 481, Special Topics in K-12 Education I

New course: EDUC 482, Special Topics in K-12 Education II

New course: EDUC 483, Special Topics in K-12 Education III

MOTION: To approve the EDUC course outlines as presented.

73 -      **3.4. Mathematics and Statistics**

77      Review with changes: MATH 112

MOTION: To approve the MATH 112 course outline as presented.

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89

**3.5. Physics**

Changes including pre/corequisites: PHYS 321

Changes including prerequisites and course content: ENPH 310

Changes including course content: ENPH 320

MOTION: To approve the ENPH and PHYS course outlines as presented.

90 -  
95

**3.6. Political Science**

Changes including title and prerequisites: POSC 365, 368

MOTION: To approve the POSC course outlines as presented.

96 -  
100

**3.7. Interdisciplinary Studies**

Course reactivation: IDS 400

MOTION: To approve the IDS 400 course outline as presented.

**4. PROGRAMS**

101 -  
106

**4.1. Arts**

Change to entrance requirements: Bachelor of Arts

MOTION: To recommend approval of the Bachelor of Arts entrance requirement changes as presented.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

107 -  
111

**5.1. Major and minor definitions**

MOTION: To approve the revised definitions of major and minor as presented.

112 -  
117

**5.2. Election of subcommittee members**

Admissions Subcommittee

Transfer Credit Subcommittee

Curriculum Quality Subcommittee

Policy Subcommittee

Screening Subcommittee

**5.3. Admissions Subcommittee report**

118 -  
119

**5.4. Curriculum Quality Subcommittee report**

**5.5. Transfer Credit Subcommittee report**

**5.6. Policy Subcommittee report**

**6. INFORMATION ITEMS**

**6.1. Minor course changes** (outlines will be available at

[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

BIO 403, 414

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VA 332

120 - **6.2. Expedited Program Approval Process**  
122

123 - **6.3. Advanced Medical Office Assistant certificate**  
142

**7. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

September 3, 2015  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Donna Alary, Gurbir Brar, Sue Brigden, Maria Bos-Chan, Rhonda Colwell, Vlad Dvoracek, John English, Darren Francis, Peter Geller, Shirley Hardman, Arlene Leon, Stan Manu, Steven Marsh, David McGuire, Rod McLeod, Theresa Mulder, Sylvie Murray, Samantha Pattridge, Kirsten Robertson, Maureen Wideman, Simon Xi  
**ABSENT:** Heather Comeau, Nancy Goad, Kate McCulloch, Lisa Moy, Eric Spalding  
**GUESTS:** Brenda Fredrick, Lucy Lee, Gabriel Murray  
**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

**2.1.** UEC draft minutes: May 22, 2015

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**3. COURSE OUTLINES**

**3.1. Communications**

Changes including title: CMNS 212/MACS 212

**MOTION:**

To approve the CMNS 212/MACS 212 course outline as presented.

CARRIED

**3.2. Visual Arts**

Changes including title: VA 231

The typical structure of hours included "Student Directed Learning", which was questioned. B. Fredrick (Visual Arts department representative) indicated that these hours could be split between seminar and lab hours instead.

**MOTION:**

To approve the VA 231 course outline as amended:

- Structure of hours:
  - o Seminars/tutorials/workshops: ~~18~~ 22
  - o Laboratory hours: ~~34~~ 38

CARRIED

**4. PROGRAMS****4.1. Computing Science**

New program: Computing Science major

An external reviewer raised the concern that although some courses include teamwork as part of their evaluation, it is not clear that all students will have to take a course where teamwork is required. The Program Working Group identified several courses that include a teamwork component, but this is not specifically mentioned in those course outlines. The course outlines are currently being revised and will include this. UEC agreed to approve the proposal with a stipulation that the courses in question be revised within two years.

**MOTION:**

To recommend approval of the new Computing Science major as presented.  
CARRIED

**MOTION:**

That CIS revise the outcomes of COMP 359, 382, 390, and 420 within two years to reflect the teamwork components presented in the B.Sc. Computing Major proposal.  
CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS****5.1. Curriculum Quality Subcommittee report**

This subcommittee has met several times, and is in the process of drafting two documents. Some items will be coming to the October UEC meetings.

**5.2. Draft regulations for majors and minors**

This document was initiated as a result of a recent request from the School of Business to convert their existing options and concentrations to majors and minors. DQAB has requested that UFV define what constitutes a major and a minor, and specify a minimum number of required upper-level credits. There was some discussion about the proposed regulations and their format. S. Murray and D. Francis will revise this and bring back to UEC for further discussion and approval.

**MOTION:**

That UEC approve the revised definitions of major and minor as presented.  
DEFEATED

**5.3. Admissions Subcommittee report**

There was no report from this subcommittee.

**5.4. Transfer Credit Subcommittee report**

This subcommittee will have a report for UEC later in the semester.

UEC Draft Minutes  
3 Sep 2015

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**5.5. Policy Subcommittee report**

The Policy Subcommittee is currently working on policy 105 (Assignment of Course Credit), policy 101 (Grading System), and policy 99 (English Language Proficiency Requirement).

**6. INFORMATION ITEMS**

**6.1. Draft Regulations for Qualifying Studies**

S. Brigden and D. Francis have been involved in revising this document since it was last presented to UEC.

**6.2. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

VA 232, 331

**6.3. UEC meeting dates for 2015/16**

**6.4. UEC membership for 2015/16**

**7. ADJOURNMENT**

**7.1.** The meeting was adjourned at 11:34 am.

**Memo for Course Changes**

To: UEC

From: David Fenske

Date: May 2015

**Subject: Proposal for revision of CHEM 110**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

The calendar description has been changed to conform to the UFV standard.

The prerequisites format has been updated to conform to the UFV standard.

The learning outcomes have been revised.

The textbook has been updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? n/a
6. What consideration has been given to indigenizing the curriculum? None.
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: n/a
- a. Credit value
  - b. Class size limit
  - c. Frequency of offering

- d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
- 10. Estimate of the typical costs for this course, including textbooks and other materials: \$300



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CHEM 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Introductory Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course covers the principles of chemical kinetics and thermodynamics, redox processes, gas laws, and chemistry of solutions, including solubility and acid-base equilibria. It can be used as a prerequisite for CHEM 113 by students without Chemistry 12.                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | (Chemistry 11 or CHEM 083) and one of the following: (Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, or MATH 085).                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours:</b> 90<br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">45</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>90</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> David Fenske                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> May 1, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> May 22, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Describe the properties of solutions.
2. Apply the concepts of chemical equilibrium to problems involving solutions and gases.
3. Describe the properties of acids and bases.
4. Discuss the difference between strong and weak acids and bases.
5. Explain the purpose of the pH scale and use it to classify weak acids and bases.
6. Use concepts of chemical kinetics to describe the rate law of a reaction.
7. Discuss critically the difference between a first-order and second-order rate chemical reaction.
8. Explain the effect of temperature on the rate of a chemical reaction.
9. Explain how energy, enthalpy, and entropy are related.
10. Apply Hess's Law to solve thermochemical problems.
11. Explain the relationships between the simple and the ideal gas laws.
12. Describe oxidation and reduction processes.
13. Perform basic laboratory operations.
14. Demonstrate the practice of laboratory safety.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures, labs, group problem-solving sessions.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher | Year |
|----------------------------|--------------------------------------|-------------------------------------|-----------|------|
| 1. Tro, N.                 | Principles of Chemistry              | <input checked="" type="checkbox"/> | Pearson   | 2013 |
| 2.                         | UFV Lab Manual for CHEM 110          | <input type="checkbox"/>            |           |      |
| 3.                         |                                      | <input type="checkbox"/>            |           |      |
| 4.                         |                                      | <input type="checkbox"/>            |           |      |
| 5.                         |                                      | <input type="checkbox"/>            |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**
**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 10% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | 20% | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**
**Solutions** Tro, chapter 4

Concentration. Dilution. Electrolytes and Nonelectrolytes.

Arrhenius theory of electrolytic dissociation. Ionic equations. Solution stoichiometry.

**Gases** Tro, chapter 5

Units of pressure. Ideal gas equation. Dalton's Law of partial pressures. Basic principles of Kinetic Molecular Theory of Gases.

**Chemical equilibria** Tro, chapter 14

Reversible reactions. Chemical equilibrium. Equilibrium constant. Reaction quotient. Calculation of equilibrium concentrations.

Factors that affect chemical equilibrium. Le Châtelier's Principle.

**Solubility** Tro, chapter 16

Molecular view of solution process. Enthalpy and entropy of dissolution. Solubility equilibrium. Solubility.

Effect of temperature on solubility of solids and gases. Effect of pressure on solubility of gases.

Solubility product. Solubility calculations. Common ion effect.

**Acids and Bases** Tro, chapter 15

Brønsted-Lowry theory. Conjugate acid-base pairs. Acid-base properties of water. The ion product of water. pH, pOH, and pK<sub>w</sub>. Strong and weak acids and bases. Ionization constants K<sub>a</sub> and K<sub>b</sub>. Relationship between K<sub>a</sub> and K<sub>b</sub>. Acid-base titration. Acid-base properties of salts. Hydrolysis (qualitatively). Buffers.

**Chemical kinetics** Tro, chapter 13

Rate of reaction. Rate laws. Rate constant. First- and second-order reactions. Principles of collision theory. Temperature dependence of the rate constant. Activation energy. Arrhenius equation. Multistep processes. Energy profiles for multistep processes. Intermediates. Rate-limiting step. Catalysis. Energy profiles for catalyzed and uncatalyzed reactions.

**Thermodynamics** Tro, chapter 6

Energy changes in chemical reactions. Exothermic and endothermic reactions.

Hess' Law. Thermochemical calculations.

Energy and enthalpy. Enthalpy changes in chemical reaction. Standard enthalpy of formation and reaction.

Concept of Entropy.

**Redox reactions** Tro, chapters 4 and 18

Oxidation number. Oxidation. Reduction. Half-reactions. Balancing redox reactions (half-reaction method; acidic and basic solutions).

Galvanic cells. Standard reduction potential. Spontaneity of redox processes.

Batteries.

Laboratory experiments will illustrate theoretical material and may include the following experiments:

1. Preparation of Solutions
2. Spectrophotometric Study of an Unknown Copper Compound
3. Thermochemistry: Heats of Reaction
4. Chemical Equilibrium: Equilibrium Investigations and Le Châtelier's Principle
5. Equilibrium: The Determination of  $K_{sp}$  Values
6. Acids, Bases and Buffered Systems
7. Potentiometric Titrations
8. Oxidation-Reduction Titration
9. Investigation of Gas Laws
10. Factors Affecting Reaction Rate

**Memo for Course Changes**

To: UEC

From: David Fenske

Date: April 2015

**Subject: Proposal for revision of CHEM 213**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

Changes were made to update the course outline for the 6-year review.

The calendar description has been changed to conform to the UFV standard.

The learning outcomes have been revised.

The lecture and lab hours were changed to the standard number of 45.

The text was updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes align with Chemistry Program Learning Outcomes (listed in recent program review).
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? n/a
6. What consideration has been given to indigenizing the curriculum? n/a
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: n/a
- a. Credit value
  - b. Class size limit

- c. Frequency of offering
- d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
- 10. Estimate of the typical costs for this course, including textbooks and other materials: \$300



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 07/07/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CHEM 213                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Organic Chemistry I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course examines the properties and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols, and ethers. Emphasis is placed on reaction mechanisms, conformation, stereochemistry, and synthesis. The laboratory provides experience in basic laboratory techniques of chemical synthesis, separation, and analysis.                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | CHEM 114                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: CHEM 211<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 90</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>45</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>90</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>90</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> David Fenske                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> May 22, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> May 1, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Apply prerequisite knowledge of molecular structure and bonding to describe the properties and reactivities of organic molecules.
2. Describe the characteristic properties, reactivities, and syntheses of alkyl halides, alkenes, alkynes, alcohols, ethers, epoxides.
3. Predict and explain the properties of common acids and bases relevant to organic chemistry.
4. Apply basic concepts of stereochemistry and conformational analysis in the study of organic structures and reactions.
5. Design reasonable synthetic reaction sequences to produce given target molecules.
6. Describe selected examples of the relevance of organic chemistry to other scientific fields and to societal issues.
7. Perform selected laboratory techniques of chemical separation and analysis.
8. Perform simple laboratory syntheses and characterizations of organic compounds.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

The course material is delivered through face-to-face lecture sessions, in-class problem solving exercises, and assignments. Weekly laboratory sessions provide hands-on training in chemical separation, characterization, and synthesis techniques.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

|    | Author (surname, initials)                   | Title (article, book, journal, etc.) | Current ed.         | Publisher | Year |
|----|----------------------------------------------|--------------------------------------|---------------------|-----------|------|
| 1. | Solomons, T.W.G., Fryhle, C.B., Snyder, S.A. | Organic Chemistry                    | 11 <sup>th</sup> Ed | Wiley     | 2014 |
| 2. |                                              |                                      |                     |           |      |
| 3. |                                              |                                      |                     |           |      |
| 4. |                                              |                                      |                     |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Laboratory supplies required. Students are encouraged to purchase a set of molecular models.

**Typical Evaluation Methods and Weighting**

|                      |     |              |     |                   |     |            |      |
|----------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:          | 40% | Assignments: | 10% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:       | 10% | Lab work:    | 20% | Field experience: | %   | Shop work: | %    |
| Tests & Assignments: |     | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

**Typical Course Content and Topics**

1. Review of structure, bonding, and functional groups in organic chemistry: SFS Ch 1 and Ch 2 (2.1-2.14)
2. Properties of acids and bases: SFS Ch 3
3. Conformational analysis cyclic and acyclic systems: SFS Ch 4
4. Isomerism and stereochemistry: SFS Ch 5
5. Substitution and elimination reactions: SFS Ch 6
6. Alkenes and alkynes - reactions and synthesis: SFS Ch 7 and 8
7. Radical reactions: SFS Ch 10
8. Alcohols, ethers and epoxides - reactions and synthesis: SFS Ch 11
9. Synthesis of Alcohols from Carbonyl Compounds: SFS Ch 12

**Typical Laboratory Experiments:**

1. Separation of Liquids by Distillation and Gas Chromatography
2. Separation by Liquid-liquid Extraction
3. Purification of Solids by Recrystallization
4. Thin Layer Chromatography and Melting Point Analysis
5. Separation by Column Chromatography
6. Grignard Reaction
7. Rates of Nucleophilic Substitution Reactions
8. Dehydration of Cyclohexanol
9. Reduction of a Ketone to an Alcohol

**Memo for Course Changes**

To: UEC

From: David Fenske

Date: April 2015

**Subject: Proposal for revision of CHEM 350**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☒ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

Six-year review.

As this course has one lecture per week, the number of lecture hours has been modified to be half of the standard number for a two lecture per week course.

The calendar description was updated and shortened to better reflect current content.

The Learning Outcomes have been updated, and will be consistent with those of the upcoming Biochemistry Major.

Delivery methods have been revised to better reflect the current course practices.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The revised learning outcomes align with both the Chemistry Program LO's and those of the upcoming Biochemistry major.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? n/a
6. What consideration has been given to indigenizing the curriculum? None.
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? n/a
10. Estimate of the typical costs for this course, including textbooks and other materials: Although a few texts are recommended, none are currently required. Students may want to purchase lab coats and protective glasses, but these are usually provided by the department. Costs would range from \$0 to \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 07/07/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CHEM 350                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introductory Biochemistry Laboratory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Introduction to biochemical laboratory techniques; lectures provide theoretical background. Topics include spectrophotometry, chromatography, enzyme kinetics, protein and lipid assays, protein characterization, model membrane systems, and lipid-based systems for biomedical applications.                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | CHEM 214 or BIO 320.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: N/A<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                       |             | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours:</b> 67.5<br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">22.5</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>67.5</b></td> </tr> </table> |             | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 22.5 | Seminars/tutorials/workshops |  | Laboratory hours | 45 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>67.5</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 22.5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>67.5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | <b>Maximum enrolment (for information only): 24</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every year                                                                                                                                                                                                                                                                                                                                      |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> David Fenske                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             | <b>Date of posting:</b> May 22, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | <b>Date approved:</b> May 1, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             | <b>Date approved:</b> April 17, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |             |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Explain the theoretical concepts that underlie modern biochemical laboratory techniques.
2. Apply knowledge of molecular structure and function in the context of laboratory experiments and data analysis.
3. Apply the scientific method to laboratory experiments and data analysis.
4. Explain the strengths and limitations of modern biochemical instrumentation.
5. Perform basic laboratory techniques used in modern biochemistry and molecular biology such as spectrophotometry, chromatography, gel electrophoresis, protein and lipid analysis.
6. Communicate newly acquired knowledge through written laboratory reports.
7. Demonstrate technical acumen as it relates to computers, appropriate software, and the organization and analysis of data.
8. Work efficiently and respectfully as a team with other students to complete selected laboratory experiments.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

The course will consist of weekly lectures in which the biochemical basis of the week's experiment will be summarized and discussed. These lectures will include discussions of the structure and function of biomolecules, key metabolic pathways, and relevant experimental techniques. The labs will constitute the main part of the course, and will follow directly from the lectures. Students will hand in written lab reports, one of which will be formal (in the format of a scientific paper), and may do a short presentation explaining a biochemical technique. There will also be a written midterm and final exam.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)      | Current ed.              | Publisher | Year |
|----------------------------|-------------------------------------------|--------------------------|-----------|------|
| 1. Stryer                  | Biochemistry, 8 <sup>th</sup> edition     | <input type="checkbox"/> |           |      |
| 2.                         | and laboratory handout (this may change). | <input type="checkbox"/> |           |      |
| 3.                         |                                           | <input type="checkbox"/> |           |      |
| 4.                         |                                           | <input type="checkbox"/> |           |      |
| 5.                         |                                           | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Use this section for supplies and materials for all sections of this course.

**Typical Evaluation Methods and Weighting**

|                |       |                  |     |                     |       |            |      |
|----------------|-------|------------------|-----|---------------------|-------|------------|------|
| Final exam:    | 25%   | Assignments:     | %   | Midterm exam:       | 12.5% | Practicum: | %    |
| Quizzes/tests: | %     | Lab work:        |     | Field experience:   | %     | Shop work: | %    |
| Formal Report: | 12.5% | Results Reports: | 45% | Other: Presentation | 5%    | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

**Typical Course Content and Topics**

An appropriate number of experiments will be selected from the following list. Topics may change from year to year depending on availability of instrumentation and feedback from previous years.

Check-in & pipetting exercises  
Spectrophotometry  
Gel filtration chromatography  
Proteolytic enzymes  
Enzyme kinetics  
Sequencing of a dipeptide  
Basic liposomology

Other possible experiments may include:

- Purification of a protein or enzyme
- Determination of fatty acid profiles of natural & commercial fats (saturated, unsaturated, and trans fatty acids).
- Carbohydrates and polarimetry
- Characterization of a protein by SDS-PAGE



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 210**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 210                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Professional Practice Issues in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Prof. Practice Issues in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><br>This course explores child and youth care professional practice issues within the context of ethics, professional identity, and interdisciplinary approach. Skills for written and verbal communication are emphasized throughout the course as well as workplace standards for documentation. The course will look at legislation governing child and youth care practice.                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | One of the following: departmentally-approved certificate or diploma, 30 university-level credits, or department head's permission.<br>Note: As of September 2016, prerequisites will change to the following: C+ or better in CYC 101 and one of the following: departmentally-approved certificate or diploma, 30 university-level credits, or department head's permission.                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 200B</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 26 | Seminars/tutorials/workshops |  | Laboratory hours | 13 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 13        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

CYC 210

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Analyze their role as a professional within the context of ethical child and youth care practice
- Identify the responsibilities of a child and youth care practitioner in a team functioning
- Identify appropriate actions based upon documented observations of behaviour within the context of child and youth care practice
- Demonstrate critical thinking skills in professional presentations (oral & written)
- Access legislation and codes of ethics governing child and youth care practice

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, case study, video, small group work and debate, community interaction.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)                                       | Current ed.                         | Publisher                  | Year |
|----------------------------|----------------------------------------------------------------------------|-------------------------------------|----------------------------|------|
| 1. Peterson, M.R.          | At Personal Risk-Boundary Violations in Professional-Client Relationships. | <input checked="" type="checkbox"/> | W.W. Norton & Company Inc. | 2015 |
| 2.                         |                                                                            | <input type="checkbox"/>            |                            |      |
| 3.                         |                                                                            | <input type="checkbox"/>            |                            |      |

**Required Additional Supplies and Materials** (software, hardware, tools, specialized clothing, etc.)

None.

**Typical Evaluation Methods and Weighting**

|                        |     |                                 |     |                   |     |            |    |
|------------------------|-----|---------------------------------|-----|-------------------|-----|------------|----|
| Final exam:            | 20% | Assignments:                    | 15% | Midterm exam:     | %   | Practicum: | %  |
| Quizzes/tests:         | %   | Lab work:                       | %   | Field experience: | %   | Shop work: | %  |
| Observational analysis | 20% | Ethical decision-making debate: | 25% | Article critique: | 20% | Total:     | 0% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Critical thinking, critical reading
- Ethical practice, ethical decision-making and values
- Data collection
- Observational strategies & recording formats
- Reporting strategies
- Client's role on the treatment team
- Professional privilege
- Effects of unethical practice
- A process for ethical decision-making
- Boundary violations
- Working with a team
- Influence of organizations on the practitioner
- Critical writing, professional writing
- Role of professional associations, codes of ethics and legislation
- Professional development



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 220**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2016  
**COURSE TO BE REVIEWED: (six years after UEC approval)** October 2021  
**Course outline form version: 09/15/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|---|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Theoretical Foundations for Child and Youth Care.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Theoretical Foundations for CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br><br>This course introduces theories of planned change, within the context of key perspectives of child and youth care practice. Intentional use of theory for individual, family, and organizational change will be covered, and students will discover their current theoretical orientation.                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of the following: departmentally-approved certificate or diploma, 30 university-level credits, or department head's permission.                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: CYC 200A<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">39</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">6</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 39 | Seminars/tutorials/workshops | 6 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |

CYC 220

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Describe the constructs of several major planned change theories and be able to apply them to CYC practice situations and diverse populations at a beginning level.
- Identify how each change theory studied fits with CYC perspectives and values.
- Evaluate how planned change theory and developmental theories differ
- Describe how diversity, ecological environment, and development influences human behaviour and the choice of planned change theories.
- Describe the key concepts in a systems orientation to personal and organizational change, and how they can be applied to child and youth care practice.
- Articulate the core components of your current theoretical perspective and how they apply to CYC practice.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture, case study, video, small group work and debate, community interaction.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                               | Current ed.                         | Publisher                                  | Year |
|----------------------------|--------------------------------------------------------------------|-------------------------------------|--------------------------------------------|------|
| 1. Smith, E. J.            | Theories of counseling and psychotherapy: An integrative approach. | <input checked="" type="checkbox"/> | Thousand Oaks, CA: Sage Publications, Inc. | 2012 |
| 2.                         |                                                                    | <input type="checkbox"/>            |                                            |      |
| 3.                         |                                                                    | <input type="checkbox"/>            |                                            |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

None.

**Typical Evaluation Methods and Weighting**

|                             |     |                    |     |                   |     |            |      |
|-----------------------------|-----|--------------------|-----|-------------------|-----|------------|------|
| Final exam:                 | 30% | Assignments: essay | 25% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes and journals        | 15% | Lab work:          | %   | Field experience: | %   | Shop work: | %    |
| Other: participation assign | 10% | Other:             |     | Other:            |     | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Introduction to theoretical foundations.
- CYC perspectives.
- Planned Change Theories: Psychoanalytic, Attachment, Adlerian, Person Centred, Behavioural and Cognitive Behavioural, Reality, Feminist, Systemic, Post Modern, Circle of Courage.
- Relationship between a developmental perspective and planned change theories.



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 268**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 268                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Working with Groups and Families in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Intro to Groups & Families in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course focuses on using effective communication skills and helping strategies to work in groups and connect with families. Group and family dynamics will be explored, as will prevention of abuse and neglect. Cycles of family violence will be explored.                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | C+ or better in CYC 267 and one of the following: departmentally-approved certificate or diploma, 30 credits university-level credits, or department head's permission.                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 252B</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>26</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>13</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 26 | Seminars/tutorials/workshops |  | Laboratory hours | 13 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 13        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 268

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Demonstrate an introductory knowledge of group and family dynamics
- Demonstrate how effective communication skills and change theory can be applied in helping relationships with groups and with families
- Demonstrate the knowledge required for developing safe, supportive helping environments
- Demonstrate knowledge of the impact of child abuse and neglect and cycles of family and community violence
- Access information about community services available to children, youth and families

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, class discussion, video demonstration. Lab time (role playing & helping practice), community interaction, practice time.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)      | Current ed.                         | Publisher                         | Year |
|----------------------------|-------------------------------------------|-------------------------------------|-----------------------------------|------|
| 1. Cheal, David            | Canadian Families Today, New Perspectives | <input checked="" type="checkbox"/> | Oxford University, Don Mills, ONT | 2010 |
| 2.                         |                                           | <input type="checkbox"/>            |                                   |      |
| 3.                         |                                           | <input type="checkbox"/>            |                                   |      |
| 4.                         |                                           | <input type="checkbox"/>            |                                   |      |
| 5.                         |                                           | <input type="checkbox"/>            |                                   |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

None

## Typical Evaluation Methods and Weighting

|                                                     |     |                                                 |     |                                      |     |                                 |      |
|-----------------------------------------------------|-----|-------------------------------------------------|-----|--------------------------------------|-----|---------------------------------|------|
| Final exam:                                         | 20% | Assignments:                                    | 20% | Midterm exam:                        | %   | Practicum:                      | %    |
| Quizzes/tests:                                      | %   | Lab work:                                       | %   | Field experience:                    | %   | Shop work: Critical Reflections | 10%  |
| Other: Developmental Group activity Planning in CYC | 15% | Other: Creating Therapeutic Milieu in CYC Pract | 15% | Other: Role of CYC in Family Support | 20% | Total:                          | 100% |

## Details (if necessary):

## Typical Course Content and Topics

- Know various family & parenting styles
- Introduction to group dynamics
- Reflect on personal values as they relate to family and group practice
- Diversity and inclusive practice in CYC
- Using effective communication skills with families & groups
- Creating a therapeutic milieu
- Designing activities
- Awareness of families in crisis
- Child and abuse and neglect/cycles of violence
- Community service delivery.



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 340**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 340                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Developmental Theory in Child and Youth Care Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Developmental Theory in CYC Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>CALENDAR DESCRIPTION:</b><br>This course focuses on the understanding of developmental theory. The content examines the history of eight contemporary theories and relevant implications in practice with children, youth, and their families. The context of the ecological model is used as a unifying construct for considering all work with children, youth and families with this course material.                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Admission to the Bachelor of Arts in Child and Youth Care program, and C+ or better in each of the following: CYC 202, 210, 220, 267, 268, and (PSYC 250 or equivalent).                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 338A</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                  |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 39 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 340

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Be familiar with and able to apply prominent developmental theories to CYC practice;
- Be able to critically analyze a theory's use in a practice context;
- Be able to evaluate the ecological impact for client, family, and community;
- Be able to evaluate their own individual roles in child and youth development;
- Demonstrate effective communication skills, both spoken and written;
- Develop and apply teamwork skills.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

This course is presented using a Multiple Intelligences approach to learning. This means that all students will be able to find their strengths and use them to further their knowledge of Developmental Theory.  
This course utilizes a variety of learning modalities. Instructor lecture, student presentations, ongoing discussions will link theory to everyday CYC practice.  
Case study, video, small group work methods and community interaction will be included. Students are encouraged to become actively involved in the learning process.  
Participation will enhance the integration of theory and practice, and support its application.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                           | Current ed.                         | Publisher                                    | Year |
|----------------------------|----------------------------------------------------------------|-------------------------------------|----------------------------------------------|------|
| 1. Berns, R.M.             | Child, Family, School and Community: Socialization and Support | <input checked="" type="checkbox"/> | Holt, Rinehart & Winston, Inc. Toronto, ONT. | 2001 |
| 2. Crain, W.               | Theories of Development: Concepts and Applications             | <input checked="" type="checkbox"/> | Prentice-Hall, Englewood Cliffs, N.J.        | 2000 |
| 3.                         |                                                                | <input type="checkbox"/>            |                                              |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Additional articles and readings to supplement the text are in the library on 2-hour reserve or will be provided throughout the course.

**Typical Evaluation Methods and Weighting**

|                      |     |                    |     |                   |     |            |      |
|----------------------|-----|--------------------|-----|-------------------|-----|------------|------|
| Final exam:          | 25% | Assignments: Essay | 30% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:       | %   | Lab work:          | %   | Field experience: | %   | Shop work: | %    |
| Other: Presentations | 25% | Other:             | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Developmental Theory—Parts of the Whole
- Ecological Approach: Development in Context
- Psychoanalytic Theory
- Ethological Theory
- Cognitive Theory
- Behavioral Theory
- Social Learning Theory
- Moral Theory
- Maturational Theory
- Humanistic Theory
- The Function, Nature and Nurture of Families



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 341**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 341                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Applying Developmental Theory to Child and Youth Care Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Applying Dev. Theory to CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course focuses on the clinical application of contemporary developmental theory. The content examines the application of eight contemporary theories to the various community agencies, and issues relevant to the field of practice with children, youth, and their families. The course emphasizes program design and professional practice for all work with children, youth, and families.                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | C+ or better in each of the following: CYC 202, 210, 220, 267 268, and 340.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 338B</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                  |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 39 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**CYC 341**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 2 of 2**

**Learning Outcomes**

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

- Be able to apply prominent developmental theories to CYC practice;
- Be able to critically analyze a theory's use in a practice context;
- Be able to evaluate the role of child and youth care on CYC practice;
- See the linkages of community concerns and CYC issues;
- Demonstrate effective communication skills, both spoken and written;
- Develop and apply teamwork skills.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

This course utilizes a variety of learning modalities. Instructor lecture, student presentations, ongoing discussions will link theory to everyday CYC practice.

Case study, video, community interaction and small group work methods will be included.

Students are encouraged to become actively involved in the learning process.

Participation will enhance the integration of theory and practice, and support its application.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                            | Current ed.                         | Publisher                                | Year |
|----------------------------|-----------------------------------------------------------------|-------------------------------------|------------------------------------------|------|
| 1. Berns, R.M.             | Child Family, School, and Community: Socialization and Support. | <input checked="" type="checkbox"/> | Holt, Rinehart & Winston, Inc. Tor. ONT. | 2001 |
| 2. Crain, W.               | Theories of Development: Concepts and Application.              | <input checked="" type="checkbox"/> | Prentice-Hall, Englewood Cliffs, N.J.    | 2000 |
| 3.                         |                                                                 | <input type="checkbox"/>            |                                          |      |
| 4.                         |                                                                 | <input type="checkbox"/>            |                                          |      |
| 5.                         |                                                                 | <input type="checkbox"/>            |                                          |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Additional articles and readings to supplement the text are in the library on 2-hour reserve or will be provided throughout the course.

**Typical Evaluation Methods and Weighting**

|                    |     |               |     |                       |     |            |      |
|--------------------|-----|---------------|-----|-----------------------|-----|------------|------|
| Final exam:        | 30% | Assignments:  | %   | Midterm exam:         | %   | Practicum: | %    |
| Quizzes/tests:     | %   | Lab work:     | %   | Field experience:     | %   | Shop work: | %    |
| Other:Presentation | 30% | Other:Montage | 20% | Other:Research Review | 20% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Synthesis of Developmental Theory
- CYC Issues in the news
- Community link--Child care
- Community link--Schools
- Community links--Peers
- Community links--Media
- Diversity Workshop
- Community impact on development
- Empowerment & advocacy



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 410**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------|----|------------------|--|------------------------|-----|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 410 (also offered as CYC 410A/410B)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Number of Credits:</b> 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">Course credit policy (105)</a> |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Advanced Practice in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Advanced Practice in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                         |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This supervised practicum focuses on application of learning. Students are placed in a professional area of interest to apply case-planning, intervention, and evaluation skills at an advanced level. Professional consultation, clinical functioning, and the integration of theory and practice are emphasized.</p> <p>Note: CYC 410 is a full-year course. CYC 410A is normally offered September to December and CYC 410B follows in January to April. CYC 410B must be taken in the same academic year as CYC 410A. Students must take both to receive credit.</p> |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | Admission to the Bachelor of Arts in Child and Youth Care program and C+ or better in each of the following: CYC 302, 310A, 310B, 320, 321, 340, and 341.                                                                                                                                                                                                                                                                                                                                                |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | CYC 402, 467, 468 469, 423, and 425.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                      |            | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 300</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>50</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>250</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>300</b></td> </tr> </table>                                           |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            | Seminars/tutorials/workshops | 50 | Laboratory hours |  | Field experience hours | 250 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>300</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 50         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 250        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>300</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Maximum enrolment (for information only):</b> 16<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                  |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**CYC 410**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

- Experience working directly with children, adolescents and/or their families;
- Develop an awareness of a variety of child and youth care agencies and programs;
- Relate theory to practice;
- Recognize how to apply case assessment, planning, intervention, and evaluation skills;
- Demonstrate appropriate professional and ethical behavior within an applied setting;
- Experience a high level of supportive supervision concerning clinical and professional functioning;
- Examine the role of the child and youth care worker in relation to other human service professionals;
- Analyze the development learning experience with increasing levels of responsibility and self-direction.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Field placement and seminar.

**Grading system:** Letter Grades: ☐ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher | Year |
|----------------------------|--------------------------------------|-------------------------------------|-----------|------|
| 1. See below               |                                      | <input checked="" type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/>            |           |      |
| 3.                         |                                      | <input type="checkbox"/>            |           |      |
| 4.                         |                                      | <input type="checkbox"/>            |           |      |
| 5.                         |                                      | <input type="checkbox"/>            |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Student practicum handbook – course pack  
Evaluation forms – course pack.

**Typical Evaluation Methods and Weighting**

|                |   |                  |     |                             |     |                    |      |
|----------------|---|------------------|-----|-----------------------------|-----|--------------------|------|
| Final exam     | % | Assignments:     | 10% | Midterm exam:               | %   | Practicum:         | 50%  |
| Quizzes/tests: | % | Lab work:        | %   | Field experience: portfolio | 10% | Shop work: seminar | 10%  |
| Other:         | % | Other: Case plan | 10% | Other: Integrated assign    | 10% | Total:             | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**

- Relevance of context for developing communication strategies, both orally and written;
- Reporting and recording systems and strategies for CYC work with individuals or groups;
- Knowledge regarding case development, evaluating, supervising, and mentoring other practitioners in various activities, environments, and organizations;
- Critical reflection and ethical reasoning in practice with children, youth, and families;
- Personal practice philosophy;
- Ethical implications of various systems of care, prevention, and intervention.



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 423**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------|--|------------------|---|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 423                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">Course credit policy (105)</a> |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Research Methods in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Research Methods in CYC.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course introduces students to ways in which research in the child and youth care field is conducted. Within an applied research context, students will investigate the knowledge and skills necessary to locate, understand, and utilize research relating to the field of CYC. Students will examine and apply basic designs and methodologies within qualitative and quantitative research models.                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Admission to the Bachelor of Arts in Child and Youth Care program or department head's permission.                                                                                                                                                                                                                                                                                                                                                                                                                               |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Student directed learning</td> <td style="text-align: center;">9</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30                                         | Seminars/tutorials/workshops |  | Laboratory hours | 6 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student directed learning | 9 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 423

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Recognize the purposes, procedures, and ethical considerations involved in research
- Examine the strengths and limitations of qualitative and quantitative research models
- Demonstrate understanding of what constitutes knowledge and its evaluation
- Assess the applicability of various research models to particular types of research questions
- Identify the elements of the research process, via the design of a research proposal or project
- Access, use and critically evaluate published research literature
- Generate, shape, and refine research problems
- Evaluate practices in terms of measurement, validity, and reliability
- Explain the rationale behind sampling

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

This course is delivered by a variety of modalities. Instructor lecture, student presentations, ongoing class discussions, community interaction and small group work are the primary forms of learning. Students are encouraged to work together to critique and enhance their work.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

|    | Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher            | Year |
|----|----------------------------|--------------------------------------|-------------------------------------|----------------------|------|
| 1. | Jackson, Winston           | Methods: Doing Social Research       | <input checked="" type="checkbox"/> | Prentice-Hall Canada | 1999 |
| 2. |                            |                                      | <input type="checkbox"/>            |                      |      |
| 3. |                            |                                      | <input type="checkbox"/>            |                      |      |
| 4. |                            |                                      | <input type="checkbox"/>            |                      |      |
| 5. |                            |                                      | <input type="checkbox"/>            |                      |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Additional articles and readings to supplement the text may be provided in the library on 2-hour reserve or in class.

**Typical Evaluation Methods and Weighting**

|                |     |                       |     |                             |     |            |      |
|----------------|-----|-----------------------|-----|-----------------------------|-----|------------|------|
| Final exam:    | 20% | Assignments:          | 15% | Midterm exam:               | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:             | %   | Field experience:           | %   | Shop work: | %    |
| Other:         | %   | Other:Presentation 15 | %   | Other:research proposal 25% |     | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Approaches to methods
- Comparison of qualitative and quantitative methodologies
- Variables, research designs, & ethics
- Sampling, data collection, & data analysis
- Reliability & validity
- Research questions
- Literature reviews
- Statistics
- Research plans
- Program evaluation



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 425**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> CYC 425                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                    | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Full Title:</b> Data Analysis in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Data Analysis in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Calendar Description:</b><br>This course introduces students to data analysis in the child and youth care field, including both theoretical and practical perspectives. The first half of the course is spent considering a variety of quantitative techniques. The remainder of the course explores qualitative analysis and its guiding principles.                                                                                                                                                                                                                                  |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Admission to the Bachelor of Arts in Child and Youth Care program or department head's permission. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | None.                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | None.                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                    |                                                                                                    | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>14</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |                                                                                                    | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Seminars/tutorials/workshops |  | Laboratory hours | 14 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 25                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 14                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 6                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    | <b>Maximum enrolment (for information only):</b> 36                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    | <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                    | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                    | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                    | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |

CYC 425

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Define descriptive and inferential statistics
- Practice statistical calculations commonly used in the CYC field
- Use basic techniques in qualitative analysis
- Explain why qualitative and quantitative analysis is important to CYC
- Demonstrate how to do basic qualitative and quantitative analysis, and know when to do which
- Research design methodologies and analysis, based on the design purpose.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

This course is delivered by a variety of modalities. Instructor lecture, student presentations, ongoing class discussions, community interaction and small group work are the primary forms of learning. Students are encouraged to work together to critique and enhance their work.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

|    | Author (surname, initials)        | Title (article, book, journal, etc.)                  | Current ed.                         | Publisher                                 | Year |
|----|-----------------------------------|-------------------------------------------------------|-------------------------------------|-------------------------------------------|------|
| 1. | Aron, A., Coups, E.J.<br>Aron, E. | Statistics for the Behavioural and Social Sciences.   | <input checked="" type="checkbox"/> | Prentice Hall, Upper<br>Saddle River, NJ. | 2011 |
| 2. | Berg, Lune, H.                    | Qualitative Research Methods for the Social Sciences. | <input checked="" type="checkbox"/> | Pearson, Tor, ONT                         | 2011 |
| 3. |                                   |                                                       | <input type="checkbox"/>            |                                           |      |
| 4. |                                   |                                                       | <input type="checkbox"/>            |                                           |      |
| 5. |                                   |                                                       | <input type="checkbox"/>            |                                           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

None.

## Typical Evaluation Methods and Weighting

|                                    |     |                      |     |                             |     |            |      |
|------------------------------------|-----|----------------------|-----|-----------------------------|-----|------------|------|
| Final exam:                        | %   | Assignments:         | %   | Midterm exam:               | 20% | Practicum: | %    |
| Quizzes/tests:                     | %   | Lab work:            | %   | Field experience:           | %   | Shop work: | %    |
| Other:Qualitative Data<br>Analysis | 40% | Other:Stats Database | 15% | Other:Inferential questions | 25% | Total:     | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

- Qualitative and quantitative analysis in CYC
- Levels of data
- Frequency distributions
- Central tendency, variability & normal Distribution
- Error sampling & probability
- Hypothesis testing & alpha evels
- Pearson Chi-Square
- T-Tests
- Pearson correlation coefficients
- Qualitative philosophy
- Data immersion
- Coding data
- Thematic analysis
- Recontextualizing



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 467**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> CYC 467                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                    | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Full Title:</b> Advanced Skills with Individuals in Child and Youth Care<br><b>Course Short Title (if title exceeds 30 characters):</b> Adv.Skills: Individuals in CYC                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                    | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>This course focuses on the development of skills in working with individual children and youth. Students will apply behavioral change theories in a laboratory environment and receive feedback on their application of interventions in child and youth care practice.                                                                                                                                                                                                                                                                                   |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Admission to the Bachelor of Arts in Child and Youth Care program and C+ or better in each of the following: CYC 302, 310, 320, 321, 340, and 341. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | None.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | None.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 474</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                     |                                                                                                                                                    | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>17</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>22</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |                                                                                                                                                    | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 17 | Seminars/tutorials/workshops |  | Laboratory hours | 22 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 17                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 22                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 6                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                    | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                    | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                    | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                    | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                    | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

CYC 467

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

- Demonstrate the ability to develop and maintain a professional caring relationship that aims to understand, validate, and be responsive to the experience of the individuals they are working with.
- Demonstrate competent use of basic and advanced helping skills within the helping process.
- Be able to write a thorough client report which includes presenting problems and strengths, an assessment of problems and competencies, goal setting, an intervention plan, and evaluation strategies.
- Explore and identify the use of theoretical orientations and be able to discuss in writing the theoretical orientations influencing their personal style.
- Demonstrate self-awareness with respect to their professional development and competence of practice with individuals.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

- Presentation by instructor of key issues and skills
- Demonstration of skills by instructor
- Roleplays, video recordings, guest speaker, and discussion of learning
- Self reflective evaluation and feedback on in-class and videotaped experiences.
- Assignment of reflective questions from weekly reading
- Community Interaction

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

|    | Author (surname, initials)  | Title (article, book, journal, etc.)                    | Current ed.                         | Publisher                     | Year |
|----|-----------------------------|---------------------------------------------------------|-------------------------------------|-------------------------------|------|
| 1. | Hackney, H. and Cormier, I. | The Professional Counsellor: A Process Guide to Helping | <input checked="" type="checkbox"/> | Allyn and Bacon; Toronto, ONT | 2001 |
| 2. |                             |                                                         | <input type="checkbox"/>            |                               |      |
| 3. |                             |                                                         | <input type="checkbox"/>            |                               |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Recommended:** Corey, G. (2001). *Theory and Practice of Counselling and Psychotherapy*, Sixth Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

**Typical Evaluation Methods and Weighting**

|                               |     |                          |     |                           |     |                                         |      |
|-------------------------------|-----|--------------------------|-----|---------------------------|-----|-----------------------------------------|------|
| Final exam:                   | %   | Assignments:             | 10% | Midterm exam:             | %   | Practicum:                              | %    |
| Quizzes/tests:                | %   | Lab work: client file    | 15% | Field experience:         | %   | Shop work: participation and discussion | 15%  |
| Other:video tapes demo skills | 30% | Other:Termination report | 10% | Other: Analysis of skills | 20% | Total:                                  | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- The purpose of counselling
- Stages and skills
- Rapport and relationship
- Assessment
- Goal setting
- Affective, behavioural, cognitive, and systemic interventions
- Termination, referral, and follow-up
- Specific ethical issues - e.g. suicide assessment strategies



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 468**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2016  
**COURSE TO BE REVIEWED: (six years after UEC approval)** October 2021  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 468                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">Course credit policy (105)</a> |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Advanced Skills with Groups in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Advanced Skills with Groups in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Theoretical approaches and techniques related to the planning and management of groups is presented. Content focuses on developing plans to organize and conduct groups for children, youth, and families. You will apply theory through leading group interventions and will receive feedback on your work in a laboratory-style environment.                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Admission to the CYC degree program and C+ or better in each of the following: CYC 302, 310, 320, 321, 340, and 341.                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 465</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20                                         | Seminars/tutorials/workshops |  | Laboratory hours | 25 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 468

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

- Examine and articulate how their individual experiences and roles in groups influence their emerging group leadership style and ability;
- Give evidence of developing leadership style based on previous group experience, learning style and current knowledge base;
- Demonstrate an awareness of core leadership skills for group work with children, youth or families (in practice and through giving peer feedback);
- Articulate a conceptual identification of the experiential model for group facilitation and demonstrate competency using this model (in practice and through giving peer feedback);
- Plan, implement and evaluate a small group session.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Experiential learning, lecture, class discussion, small group work and group facilitation.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

|    | Author (surname, initials)           | Title (article, book, journal, etc.)                                       | Current ed.                         | Publisher                                      | Year |
|----|--------------------------------------|----------------------------------------------------------------------------|-------------------------------------|------------------------------------------------|------|
| 1. | Johnson, D.W. & Johnson, F.P.        | <u>Joining Together: Group Theory and Group Skills</u>                     | <input checked="" type="checkbox"/> | Allyn and Bacon                                | 2003 |
| 2. | Allan, John, A.B. and Nairne, Judith | <u>Class Discussions for Teachers and Counsellors in Elementary School</u> | <input checked="" type="checkbox"/> | The Ontario Institute for Studies in Education | 1993 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

None.

**Typical Evaluation Methods and Weighting**

|                      |     |                             |     |                           |     |                                     |      |
|----------------------|-----|-----------------------------|-----|---------------------------|-----|-------------------------------------|------|
| Final exam:          | 30% | Assignments:                | %   | Midterm exam:             | %   | Practicum:                          | %    |
| Quizzes/tests:       | %   | Lab work: Feedback to peers | 15% | Part in group observation | 10% | Shop work: small group facilitation | 25%  |
| Self-review/critique | 20% | Other:                      | %   | Other:                    | %   | Total:                              | 100% |

**Details (if necessary):**

**Typical Course Content and Topics:**

- Group dynamics
- Experiential learning
- Co-facilitation skills
- Group goals & social interdependence
- Class discussion model
- Communication within groups
- Leadership
- Power
- Decision-making
- Controversy & creativity
- Conflicts of interest
- Valuing diversity
- Leading Learning & discussion groups
- Leading growth & counseling groups
- Team



**Date:** January 30, 2013

**To:** Undergraduate Education Committee, Rosetta Khalideen, Samantha Partridge, Amanda Grimson

**From:** Les Stagg, Department Head, ECE/CYC

**Subject:** Periodic Review of Course Outline resulting in **Minor Changes** for

**CYC 469**

A. Course Revision:

1. Rationale for change:

This is part of the required periodic review of courses.

2. Summary of substantive changes:

Minor wording changes, mostly to clean up language or bring language up-to-date.  
Updating textbook suggestions.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

This is ongoing and will be developed in the next year at the course level.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

Not applicable.

3. What consideration has been given to indigenizing the curriculum.

The ECE/CYC department has been working for years with aboriginal groups in our communities to indigenize our curriculum as we delivered it in various projects. We recognize that we still have further to go in this regard, but see this as an ongoing process.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: No change
- b. Class size limit: No change
- c. Frequency of offering: No change
- d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why?

PLAR is available.

6. Are field trips required for this course? Will the dates be announced in the timetable?  
How are the trips funded?

Not Applicable

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

No additional costs beyond normal.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2016  
**COURSE TO BE REVIEWED: (six years after UEC approval)** October 2021  
**Course outline form version: 09/15/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 469                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Advanced Skills with Families in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Adv. Skills: Families in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course presents conceptual frameworks and models for understanding family functioning and parenting. The child and youth care service settings in which family work occurs are identified; family assessment methodologies and interventions which are appropriate to child and youth care workers in these settings are presented.                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Admission to the Bachelor of Arts in Child and Youth Care program and C+ or better in each of the following: CYC 302, 310, 320, 321, 340, and 341.                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 466</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 27 | Seminars/tutorials/workshops |  | Laboratory hours | 12 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning | 6 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 27        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> February 22, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

CYC 469

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Have a recognition of family systems theory as it applies to CYC practice.
- Have knowledge about the family lifecycle and the impact of culture on the family and the helping relationship.
- Identify family assessment and apply it to personal experience in their family.
- Be knowledgeable about the role of parent education and support and have knowledge of current programing that assists parents.
- Interpret the major theoretical perspectives and accompanying interventions underlying work with families.
- Identify the scope of family work in the discipline of child and youth care.
- Have acquired some skills in applying theory to practice with children, youth, and families.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

This course uses instructor lecture, student presentations, community interaction, and ongoing discussions to enhance students' knowledge about CYC practice with families. Video, case study, instructor demonstrations, and some role-play exercises will assist students in the learning process.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)    | Current ed.                         | Publisher                   | Year |
|----------------------------|-----------------------------------------|-------------------------------------|-----------------------------|------|
| 1. Nichols, M.P.           | <u>The Essentials of Family Therapy</u> | <input checked="" type="checkbox"/> | Allyn and Bacon, Boston, MA | 2001 |
| 2.                         |                                         | <input type="checkbox"/>            |                             |      |
| 3.                         |                                         | <input type="checkbox"/>            |                             |      |
| 4.                         |                                         | <input type="checkbox"/>            |                             |      |
| 5.                         |                                         | <input type="checkbox"/>            |                             |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

None.

**Typical Evaluation Methods and Weighting**

|                     |     |                                        |     |                                      |     |            |      |
|---------------------|-----|----------------------------------------|-----|--------------------------------------|-----|------------|------|
| Final exam:         | 20% | Assignments/presentation               | 20% | Midterm exam:                        | %   | Practicum: | %    |
| Quizzes/tests:      | %   | Parent ed & support assignment/present | 20% | Genogram & family assess assignment: | 40% | Shop work: | %    |
| Other:Participation | 10% | Other: Journal                         | 10% | Other:                               | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Overview of family systems theory;
- The family lifecycle and cultural considerations;
- Parent education and support;
- Family assessment and work with genograms;
- Theories and interventions - Adlerian, multigenerational, structural, strategic, experiential, narrative, solution focused;
- Family work within the context of child and youth care practice.

**Memo for New Course**

To: Chair, UEC

From: Dr. Vandy Britton

Date: April 15, 2015

**Subject: Proposal for New Courses: EDUC 481 Special Topics in Education (1 credit); EDUC 482 Special Topics in Education (2 credits); EDUC 483 Special Topics in Education (3 credits).**

**1. Rationale for new course(s):**

The Teacher Education department in the Faculty of Professional Studies submitted and received an Innovation Fund grant to offer a 4 week Summer Institute in July 2016. The purpose of the Summer Institute is to provide professional development for certified K-12 teachers through offering accredited education courses for a variety of audiences. Credits earned during the Summer Institute are recognized by the Teacher Regulation Branch and Teacher Qualification Service and can be applied towards professional category upgrade. Our prospective audience is threefold: (a) practicing teachers interested in category and pay-scale upgrading; (b) UFV Teacher Education Program alumni seeking additional coursework in relevant K-12 educational topics; and, (c) international teachers who are seeking to inform their teaching practices and looking for opportunities to share their experiences of teaching in their home countries. It is our expectation that this Summer Institute will become a yearly event that responds to the need for ongoing professional development of educators and highlights the innovative work being done in the Teacher Education department at the University of the Fraser Valley. Therefore, it is necessary to develop three Special Topics courses for the purposes of the Summer Institute.

The three courses proposed are EDUC 481 (1 credit); EDUC 482 (2 credits); and, EDUC 483 (3 credits). The Special Topics courses allow for a variety of topics to be taught for 1, 2 or 3 credits. We require these courses to be Special Topics courses for two reasons: (1) to maintain the integrity of a Summer Institute model whereby the courses offered are in direct response to the understood needs of the field and garner interest from a wide variety of educators; and, (2) to retain the flexibility of these 'bucket' courses to, for example, offer EDUC 481C (Special Topics: Learning Outcomes and Differentiated Instruction); EDUC 481D (Special Topics: Literacy in the Urban Classroom); and/or EDUC 481E (Special Topics: Lab Science in the Elementary Classroom), allowing students to take all three offerings and, thus, attain 3 credits. This form of naming and numbering is consistent with other Summer Institutes offered by BC Faculties of Education and approved by the Teacher Regulation Branch of BC.

**2. How this course fits into program(s):**

These courses are not designed to fit into any current Teacher Education Department program. They have been developed in order to meet the needs of the Summer Institute format, as outlined in the Innovation Fund proposal. The courses are only available to UFV TEP alumni (and not current candidates) and certified teachers (locally and internationally). The courses cannot be taken towards credit for any other degrees, diplomas, certificates, or credentials at UFV and are non-transferable.

**3. How the course learning outcomes align with the learning outcome(s) of the program:**

The Teacher Education Program Values (social justice, integration of knowledge and practice, reflective practice, critical mindedness, and pedagogical sensitivity) are inextricably linked to UFV's ILOs. These values will guide the development and selection of courses for the Summer Institute and will be reflected in the instructional approaches and arrangements in coursework as evidenced in the learning outcomes of each course. For students in our Summer Institute, the course design and delivery will evoke critically reflective discussions about their teaching practices and promote inquiry and problem-based learning as methods to address contemporary issues in education. In addition, a potential cohort of internationally-trained teachers working side-by-side with Canadian teachers will help to foster the regional and global connections necessary to develop informed citizens and diversity-sensitive educators.

**4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?**

Not applicable.

**5. Which program areas have been consulted about the course?**

The Teacher Education department endorses the Summer Institute, as does the Dean for the Faculty of Professional Studies. The Innovation Fund has been granted by UFV's Budgets and Financial Planning department.

**6. If a new discipline designation is required, explain why.**

Not applicable.

**7. What consideration has been given to indigenizing the curriculum?**

Indigenizing the curriculum is being addressed in three ways:

- (1) there will be at least one Special Topics course offering devoted to aboriginal education (ie Supporting Aboriginal learners, Indigenizing Your Classroom, etc.);

- (2) orienting faculty who teach in the Summer Institute to the *First Peoples' Principles of Learning* (FNESC document prepared for the BCTF);
- (3) inclusion of a traditional Sto:lo welcome at the launch of the Summer Institute.

**8. If this course is not eligible for PLAR, explain why.**

These courses are not eligible for PLAR because Teacher Certification is a requirement to enroll in the Summer Institute which means that the courses build upon specific and prior credentials. Secondly, because the Summer Institute is not a required set of courses and students elect to enroll in the courses of their choice, prior learning assessment does not factor. Thirdly, the Summer Institute is designed as an opportunity for professional development for in-service educators that brings them into a community of practice with educators from differing educational contexts, roles and responsibilities and, as such, prior learning cannot be used to replace or count for credit towards learning in these courses.

**9. Explain how each of the following will affect the budget for your area or any other area:**

As the Summer Institute was designed as a cost-recovery program, there are no budget implications for the Teacher Education department budget.

- 1. Credit value: no change
- 2. Class size limit: no change
- 3. Frequency of offering: no change
- 4. Resources required (labs, equipment): no change

**10. Are field trips required for this course? How are the field trips funded?**

Not applicable.

**11. Estimate of the typical costs for this course, including textbooks and other materials:**

EDUC 481 (1 credit): Textbooks and Materials: \$50.00

EDUC 482 (2 credit) Textbooks and Materials: \$100.00

EDUC 483 (3 credits) Textbooks and Materials: \$150.00



ORIGINAL COURSE IMPLEMENTATION DATE: July 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|---|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> EDUC 481                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Full Title:</b> Special Topics in K-12 Education I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Special Topics I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Teacher Education                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Calendar Description:</b><br><p>This course varies depending on the interests of the faculty member and the relevant issues in education in B.C. This course explores topics that are either not addressed in other Summer Institute courses or expands in more depth on topics related to the professional development of practicing teachers.</p> <p>Note: The special topic is denoted with a letter designation (e.g. EDUC 481C). Students may take EDUC 481 as many times as they wish, but will not receive credit for the same letter designation more than once. Possible topics denoted by letter designations include: EDUC 481C (Special Topics: Differentiated Instruction); EDUC 481D (Special Topics: Literacy in the Urban Classroom); and/or EDUC 481E (Special Topics: Lab Science in the Elementary Classroom).</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Valid teaching certificate and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>9</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>6</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>15</b></td> </tr> </table>                                                                                                                                                                                                                                                                             |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 9 | Seminars/tutorials/workshops | 6 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, _repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Department / Program Head or Director:</b> Dr. Sheryl MacMath                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> May 15, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                              |  |

EDUC 481

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Examine theory and research in relation to a single topic;
- Connect theory and research to their educational practice;
- Critically reflect on issues and challenges related to the single topic.

Additional outcomes will depend upon the course content and structure.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes      ☒ No, PLAR cannot be awarded for this course because it is part of an elective program and builds on existing knowledge, skills and competencies of certified teachers. Hence, teacher certification is a requirement for admission. This course cannot be audited or challenged.

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

**Grading system:** Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)         | Title (article, book, journal, etc.)                                                                      | Current ed.                         | Publisher      | Year |
|------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------|----------------|------|
| 1. Brownlie, F. and Schnellert, L. | It's All About Thinking: collaborating to support all learners in English, Social Studies, and Humanities | <input checked="" type="checkbox"/> | Portage & Main | 2009 |
| 2.                                 |                                                                                                           | <input type="checkbox"/>            |                |      |
| 3.                                 |                                                                                                           | <input type="checkbox"/>            |                |      |
| 4.                                 |                                                                                                           | <input type="checkbox"/>            |                |      |
| 5.                                 |                                                                                                           | <input type="checkbox"/>            |                |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):** Credit/No Credit evaluation

## Typical Course Content and Topics

Course content will depend upon the topic of the letter designation for this course. For example, EDUC 481D Special Topics in K-12 Education (Literacy in the Urban Classroom) content would include topics such as: "Meeting the Needs of All Learners through Literacy"; "Assessment that Supports Learning"; "Online Literature Circles"; and "Engaging Critically with Text". Assignments for this 1 credit course could include: a reflective writing assignment; and a culminating presentation or paper on a critical analysis of literacy issues and implications for practice.



ORIGINAL COURSE IMPLEMENTATION DATE: July 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> EDUC 482                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in K-12 Education II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Special Topics II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Teacher Education                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br><p>This course varies depending on the interests of the faculty member and the relevant issues in education in B.C. This course explores topics that are either not addressed in other Summer Institute courses or expands in more depth on topics on the professional development of practicing teachers.</p> <p>Note: The special topic is denoted with a letter designation (e.g. EDUC 482C). Students may take EDUC 482 as many times as they wish, but will not receive credit for the same letter designation more than once. Possible topics denoted by letter designations include: EDUC 482C (Special Topics: Digital Literacy); EDUC 482D (Special Topics: Supporting Aboriginal Learners); and/or EDUC 482E (Special Topics: Supporting English Language Learners in the Classroom).</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Valid teaching certificate and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total Hours: 30</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>30</b></td> </tr> </table>                                                                                                          |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>30</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, _ repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>30</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Department / Program Head or Director:</b> Dr. Sheryl MacMath                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> May 15, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |

EDUC 482

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Analyze theory and research in relation to an educational approach;
- Apply theory and research to their educational practice;
- Critically reflect on issues and challenges related to the educational approach;
- Summarize implications for practice based on analysis of research in literature.

Additional outcomes will depend upon the course content and structure.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes     ☒ No, PLAR cannot be awarded for this course because it is part of an elective program and builds on existing knowledge, skills and competencies of certified teachers. Hence, teacher certification is a requirement for admission. This course cannot be audited or challenged.

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

**Grading system:** Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)                  | Current ed.                         | Publisher | Year |
|----------------------------|-------------------------------------------------------|-------------------------------------|-----------|------|
| 1. Rojas, Virginia         | Strategies for Success with English Language Learners | <input checked="" type="checkbox"/> | ASCD      | 2007 |
| 2.                         |                                                       | <input type="checkbox"/>            |           |      |
| 3.                         |                                                       | <input type="checkbox"/>            |           |      |
| 4.                         |                                                       | <input type="checkbox"/>            |           |      |
| 5.                         |                                                       | <input type="checkbox"/>            |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):** Credit/No Credit Evaluation

## Typical Course Content and Topics

Course content will depend upon the topic of the letter designation for this course. For example, EDUC 482E Special Topics in K-12 Education (Supporting English Language Learners in the Classroom) content would include: "Scaffolding Strategies for English Language Learners". In particular, there would be examination of effective vocabulary strategies, reading and writing strategies, cooperative learning strategies and differentiation strategies that could be directly applied in the classroom. Assignments for this 2 credit course could include: a reflective writing assignment; a culminating presentation or paper on a critical analysis of issues facing English Language Learners; and, the development of a personal set of instructional tools to use with English Language Learners.



ORIGINAL COURSE IMPLEMENTATION DATE: July 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> EDUC 483                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in K-12 Education III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Special Topics III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Teacher Education                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br><p>This course varies depending on the interests of the faculty member and the relevant issues in education in B.C. This course explores topics that are either not addressed in other Summer Institute courses or expands in more depth on topics on the professional development of practicing teachers.</p> <p>Note: The special topic is denoted with a letter designation (e.g. EDUC 483C). Students may take EDUC 483 as many times as they wish, but will not receive credit for the same letter designation more than once. Possible topics denoted by letter designations include: EDUC 483C (Special Topics: Assessment in the 21st century); EDUC 483D (Special Topics: Teaching from an Indigenous Worldview); and/or EDUC 483E (Special Topics: Social Justice in K-12 Classrooms).</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Valid teaching certificate and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                                           |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20 | Seminars/tutorials/workshops | 25 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, _ repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Department / Program Head or Director:</b> Dr. Sheryl MacMath                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> May 15, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                               |  |

**EDUC 483**

**University of the Fraser Valley Official Undergraduate Course Outline**

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**Learning Outcomes**

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

- Assess theory and research in relation to a current issue or theme in education
- Integrate theory and research to their educational practice
- Critically reflect on issues and challenges related to the current issue or theme in education
- Evaluate implications for practice based on analysis of research in literature
- Synthesize pedagogical approaches in relation to this issue or theme
- Document pedagogical approaches in relation to this issue or theme.

Additional outcomes will depend upon the course content and structure.

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is part of an elective program and builds on existing knowledge, skills and competencies of certified teachers. Hence, teacher certification is a requirement for admission. This course cannot be audited or challenged.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Methods will be determined by course subject and content, but may include lectures, seminars, and presentations.

**Grading system:** Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher | Year |
|----------------------------|--------------------------------------|-------------------------------------|-----------|------|
| 1. Wiggins And McTighe     | Understanding By Design              | <input checked="" type="checkbox"/> | ASCD      | 2005 |
| 2.                         |                                      | <input type="checkbox"/>            |           |      |
| 3.                         |                                      | <input type="checkbox"/>            |           |      |
| 4.                         |                                      | <input type="checkbox"/>            |           |      |
| 5.                         |                                      | <input type="checkbox"/>            |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):** Credit/No Credit Evaluation

**Typical Course Content and Topics**

Course content will depend upon the topic of the letter designation for this course. For example, EDUC 483C Special Topics in K-12 Education (Assessment in the 21<sup>st</sup> century), content would include: "What is Backwards Design?"; "Thinking Like an Assessor", "Criteria and Validity", "Planning for Learning" and "Teaching For Understanding". Assignments for this 3 credit course could include: a reflective writing assignment; development of a unit plan using the *Understanding by Design* (UbD) methodology; a micro-teach using the UbD methodology; and, a culminating presentation or paper that links research, literature and professional learning to a personal inquiry topic related to assessment.

**Memo for Course Changes**

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Robin Endelman, Interim Math and Stats Department Head

Date: June 5, 2015

**Subject: Proposal for revision of (insert title of course)**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

*The calendar description has been updated as per the learning outcomes.*

*The edition of the textbook has been updated.*

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

*The changes aren't substantial.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*This course is required by all BSc students. These changes won't affect the BSc program.*

5. Which program areas have been consulted about the change(s)?

*None*

6. What consideration has been given to indigenizing the curriculum?

*No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.*

7. If this course is not eligible for PLAR, explain why:

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *No*.
10. Estimate of the typical costs for this course, including textbooks and other materials: *Tuition + textbook (approx. \$190 )*.

**CWC comments and responses:**

- The note regarding equivalency with MATH 116 should probably be retained, unless this course has not been offered for more than five years.

*Reference to MATH 116 is not necessary, as it hasn't been offered in over a decade.*

- Transfer credit section indicates that transfer credit should be requested; if it already exists, this should be "no".

*True, request for transfer credit should be "no". We don't need this course reassessed.*

- Frequency of course offerings: suggest simplifying to "twice a year" or "at least twice a year".

*"At least twice a year" would be acceptable for frequency of course offerings.*

- Learning outcomes #1, 2, 6, and 10 have double verbs that could be simplified. In each case, we suggest deleting the first verb and using interpret, apply, solve, and construct, respectively.

*The double verbs in learning outcomes #1,2,6,10 are not redundant. In each case, the two verbs refer to separate skills that the successful student should have. Different questions on tests and assignments would be used to assess mastery of each. Thus learning outcomes would be discarded if any of these verbs are discarded. We can either leave these four outcomes as they are, or split each one into two separate learning outcomes.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 05/29/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 112                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 4 <u>Course Credit Policy 105</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Calculus II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Mathematics & Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Calculus I is concerned with finding the characteristics of change of a given quantity. In Calculus II, we examine the change in the reverse: if we know the way a quantity changes, can we determine what the quantity is? Topics include techniques of integration; application of the definite integral to various problems such as areas, volumes, average value of a function, and others from the natural and social sciences; approximate integration methods; improper integrals and their applications; an introduction to differential equations; polynomial approximations to functions; and sequences and series.                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Students with credit for MATH 118 cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b> MATH 111 with a C or better                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): MATH 118, MATH 116<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Total Hours:</b> 75<br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Lecture hours</td> <td style="text-align: right; padding: 2px;">75</td> </tr> <tr> <td style="padding: 2px;">Seminars/tutorials/workshops</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Laboratory hours</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Field experience hours</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Experiential (practicum, internship, etc.)</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Online learning activities</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other contact hours:</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px;"><b>Total</b></td> <td style="text-align: right; padding: 2px;"><b>75</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 75 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>75</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><hr/> Maximum enrolment (for information only): 36<br><b>Expected frequency of offerings:</b> At least twice a year |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 75        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Department / Program Head or Director:</b> Cynthia Loten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> May 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> September 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> Summer 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

**Learning Outcomes**

Building upon their knowledge of differential calculus, successful students will be able to:

1. define and interpret the definite integral as a limit of Riemann sums and as an area.
2. explain and apply the Fundamental Theorem of Calculus.
3. demonstrate proficiency in using various techniques of integration.
4. use definite integrals to model and solve problems in a variety of situations.
5. test the convergence of improper integrals.
6. identify and solve separable first order differential equations.
7. model simple real-world situations with first order differential equations.
8. explain the concepts of convergence and divergence of a sequence and of a series.
9. use various tests to determine convergence (absolute and conditional) and divergence of series.
10. identify and construct power series representation of a function and determine its radius of convergence.
11. carry out analyses and calculations both with and without technological support.

In the course of mastering the concepts and techniques of this first year calculus course, the student should develop an appreciation of what mathematics is and how the skills honed through the study of mathematics are useful in other disciplines.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures are interspersed with problem sessions; evaluation includes assignments, midterms, and a three-hour comprehensive final. Graphing calculators will be used. In addition, mathematical software may be used.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)**

The text is chosen by a departmental curriculum committee. Recent text used:

| Author Surname, Initials | Title (article, book, journal, etc.)                                                              | Current Ed.              | Publisher   | Year |
|--------------------------|---------------------------------------------------------------------------------------------------|--------------------------|-------------|------|
| 1. Stewart, J            | Single Variable Calculus, Early Transcendentals                                                   | 7 <sup>th</sup>          | Brooks/Cole | 2012 |
| 2. Stewart, J            | Study Guide for Single Variable Calculus (Optional)                                               | 7 <sup>th</sup>          | Brooks/Cole | 2012 |
| 3. Stewart, J            | Student Solutions Manual for Stewart's Single Variable Calculus: Early Transcendentals (Optional) | 7 <sup>th</sup>          | Brooks/Cole | 2012 |
| 4.                       |                                                                                                   | <input type="checkbox"/> |             |      |
| 5.                       |                                                                                                   | <input type="checkbox"/> |             |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

A graphing calculator (without a computer algebraic system) will be required.

**Typical Evaluation Methods and Weighting**

[An example of student evaluation for this course might be:]

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 10% | Midterm exam:     | 40% | Practicum: | %    |
| Quizzes/tests: | 10% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** The weighting of the various components may vary from instructor to instructor and from year to year, although there must be at least two midterms, and the comprehensive final exam must be worth from 30% to 50% of the final grade. Students must obtain at least 40% on the final exam to pass the course.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**Typical Course Content and Topics**

Exact course content and ordering may vary slightly from year to year but will encompass the following:

I. Integrals:

1. brief review of derivatives and antiderivatives
2. areas and distances
3. definite integrals
4. indefinite integrals and net change theorem
5. approximate integration\* including Riemann sums, trapezoid and midpoint rules and, as time permits, Simpson's rule and/or error analysis
6. improper integrals

- II. Applications: constructing Riemann sums and evaluating integrals in a wide variety of settings, including
  - 1. area
  - 2. volume
  - 3. average value of a function
  - 4. further applications to be chosen from work, arc length, area of a surface of revolution, and other applications from the natural and social sciences
- III. Techniques of Integration:
  - 1. integration by parts
  - 2. integration by substitution (including trigonometric substitutions)
  - 3. trigonometric integrals
  - 4. integration of rational functions by partial fractions
- IV. Differential Equations:
  - 1. direction fields\*
  - 2. Euler's method\*
  - 3. separable equations
  - 4. applications to growth and decay problems\*, including exponential, and logistic models
  - 5. modelling real-world situations with initial-value problems
  - 6. further applications, as time permits\*: Newton's law of cooling and/or predator-prey systems
- V. Infinite Sequences and Series:
  - 1. sequences and series
  - 2. series convergence tests (including divergence test, integral test, ratio test, alternating series test)
  - 3. Taylor series\* and applications and determining interval of convergence
  - 4. polynomial approximations and, as time permits, error estimation

\* While graphing calculators or other technology are used throughout the course, they are particularly useful in helping students explore these concepts.

**Memo for Course Changes**

To: Faculty of Science Curriculum Committee Assistant

From: Derek Harnett, Head, Dept. of Physics

Date: 12/2/2014

**Subject: Proposal for revision of ENPH 310 Electronics I**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☒ Other – Please specify: Typical Course Content and Topics

2. Rationale for change:

At some point during the original course approval process, the calendar notes for ENPH 310 and ENPH 320 were accidentally swapped. Furthermore, the department thinks that some ENPH 310 material should be moved to ENPH 320 and vice versa. In addition, while in the process of preparing for the first ever offering of ENPH 310, the class instructor determined that the PHYS 221 material would actually prepare students better than the PHYS 232 material. (For the needed material in question, MATH 255 serves as an acceptable substitute.)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

N/A

5. Which program areas have been consulted about the change(s)?

None

6. What consideration has been given to indigenizing the curriculum?

For this particular class, we have not identified opportunities for indigenization of course content.

7. If this course is not eligible for PLAR, explain why:

N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

a. Credit value

N/A

b. Class size limit

N/A

c. Frequency of offering

N/A

d. Resources required (labs, equipment)

N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

N/A

10. Estimate of the typical costs for this course, including textbooks and other materials:

\$125



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENPH 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Electronics I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br><p>Construct electronic circuits containing diodes, bipolar junction transistors (BJTs), MOSFETs, and differential amplifiers; analyze the frequency response of a circuit; design and troubleshoot circuits using simulation software. A lecture/lab combination course with a final project.</p> <p>Note: Students with credit for PHYS 332 and PHYS 342 cannot take this course for further credit.</p>                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | PHYS 232.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>PHYS 332 and PHYS 342</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                            |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total Hours: 75</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>30</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>75</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 30 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>75</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 18<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department / Program Head or Director:</b> Derek Harnett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> December 2, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> January 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> August 14, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> January 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                       |  |

ENPH 310

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Analyze and design analog electronic circuits at block level, and construct these circuits using electronic components.
- Manage the devices, tools, and electronics components in a basic electronics laboratory.
- Use software tools to simulate electronic circuits.
- Explain how various basic electronics components work at both a fundamental and a practical level.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, demonstrations, laboratories

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher               | Year |
|----------------------------|--------------------------------------|-------------------------------------|-------------------------|------|
| 1. Sedra/Smith             | Microelectronic Circuits, 7e         | <input checked="" type="checkbox"/> | Oxford University Press |      |
| 2.                         |                                      | <input type="checkbox"/>            |                         |      |
| 3.                         |                                      | <input type="checkbox"/>            |                         |      |
| 4.                         |                                      | <input type="checkbox"/>            |                         |      |
| 5.                         |                                      | <input type="checkbox"/>            |                         |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 20% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: |     | Lab work:    | 20% | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

- Signals and amplifiers
- Diodes and semiconductor physics
- Bipolar Junction Transistors
- Field Effect Transistors
- Operational Amplifiers
- Integrated-circuit amplifiers
- Power amplifier
- Frequency response

**Memo for Course Changes**

To: Faculty of Science Curriculum Committee Assistant

From: Derek Harnett, Head, Dept. of Physics

Date: 12/2/2014

**Subject: Proposal for revision of ENPH 320 Electronics II**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☒ Other – Please specify: Typical Course Content and Topics

2. Rationale for change:

At some point during the original course approval process, the calendar notes for ENPH 310 and ENPH 320 were accidentally swapped. Also, the department felt that some ENPH 310 material should be moved to ENPH 320 and vice versa.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

N/A

5. Which program areas have been consulted about the change(s)?

None

6. What consideration has been given to indigenizing the curriculum?

For this particular class, we have not identified opportunities for indigenization of course content.

7. If this course is not eligible for PLAR, explain why:

N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value  
N/A
  - b. Class size limit  
N/A
  - c. Frequency of offering  
N/A
  - d. Resources required (labs, equipment)  
N/A
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:  
\$125



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENPH 320                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Electronics II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br>Conversion Boolean logic, arithmetic circuits, logic gates, A/D and D/A conversion, sequential digital logic, digital design, and field programmable gate arrays (FPGAs). A lecture/lab combination course with a final project.<br><br>Note: Students with credit for PHYS 362 and PHYS 372 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | ENPH 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>PHYS 362 and PHYS 372</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total Hours: 75</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>75</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 | Seminars/tutorials/workshops |  | Laboratory hours | 30 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>75</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Maximum enrolment (for information only):</b> 18<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Department / Program Head or Director:</b> Derek Harnett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> December 2, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> January 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> August 14, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> January 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |

ENPH 320

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Analyze and design complex digital electronic circuits
- Construct complex electronic circuits using discrete components, field programmable gate arrays (FPGAs), and/or software simulation as appropriate.
- Design and implement an independent project which synthesizes numerous topics from the Electronics I and II courses.
- Communicate to technical and non-technical audiences the purpose, behaviour, and function of the project using authentic forms of the discipline.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, demonstrations, laboratories

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

|    | Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher | Year |
|----|----------------------------|--------------------------------------|-------------------------------------|-----------|------|
| 1. | Morris Mano                | Digital design, 5e                   | <input checked="" type="checkbox"/> | Pearson   |      |
| 2. |                            |                                      | <input type="checkbox"/>            |           |      |
| 3. |                            |                                      | <input type="checkbox"/>            |           |      |
| 4. |                            |                                      | <input type="checkbox"/>            |           |      |
| 5. |                            |                                      | <input type="checkbox"/>            |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

## Typical Evaluation Methods and Weighting

|                                               |     |              |     |                   |     |            |      |
|-----------------------------------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:                                   | 40% | Assignments: | 15% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:                                |     | Lab work:    | 15% | Field experience: | %   | Shop work: | %    |
| Final Project written and oral presentations: | 10% | Other:       | %   | Other:            | %   | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

- Digital systems and binary numbers
- Boolean algebra and logic gates
- Arithmetic circuits
- Sequential logic
- Registers and counters
- Analog/digital conversion
- Digital design using different digital components
- Field Programmable Gate Arrays (FPGAs) and Verilog

**Memo for Course Changes**

To: Faculty of Science Curriculum Committee Assistant

From: Derek Harnett, Head, Dept. of Physics

Date: 12/2/2014

**Subject: Proposal for revision of PHYS 321 Advanced Mechanics**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

This class was up for its six-year review.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No

5. Which program areas have been consulted about the change(s)?

None

6. What consideration has been given to indigenizing the curriculum?

For this particular class, we have not identified opportunities for indigenization of course content.

7. If this course is not eligible for PLAR, explain why:

N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value

N/A

b. Class size limit

N/A

c. Frequency of offering

N/A

d. Resources required (labs, equipment)

N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

N/A

10. Estimate of the typical costs for this course, including textbooks and other materials:

\$125



ORIGINAL COURSE IMPLEMENTATION DATE: June 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 07/07/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PHYS 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Advanced Mechanics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Physics                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Motion in non-inertial reference frames, calculus of variations and Lagrange's equations with and without constraints, Hamilton's equations, rotational moment of inertia, motion of rigid bodies in three dimensions, the symmetric top.                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Note:</b> Students with credit for n/a cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | PHYS 221.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | PHYS 381.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: n/a<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 75</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">75</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>75</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 75 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>75</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 75        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every 2-3 yrs                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Derek Harnett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> December 2, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> August 14, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> January 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> January 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

Apply Coriolis, centrifugal, and azimuthal forces in the analysis of physical systems in which the observer is accelerating.  
 Derive the Euler-Lagrange equations.  
 Solve systems of equations (with and without constraints) using the Lagrangian approach  
 Compute forces of constraint within the Lagrangian formalism.  
 Apply Hamilton's equations to simple systems.  
 Analyze a wide variety of two dimensional rotational motion problems.  
 Calculate the inertia tensor for a three dimensional body.  
 Apply Euler's equations of motion for rigid bodies with and without external torques.  
 Analyze a symmetric top using both Euler's equations and Lagrange's equations.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures, demonstrations, computer simulations, regular assignments

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)         | Current ed.                         | Publisher                | Year |
|----------------------------|----------------------------------------------|-------------------------------------|--------------------------|------|
| 1. Marion & Thornton       | Classical Dynamics                           | <input checked="" type="checkbox"/> | Harcourt Brace           |      |
| 2. John R. Taylor          | Classical Mechanics                          | <input checked="" type="checkbox"/> | University Science Books |      |
| 3. Goldstein               | Classical Mechanics, 2 <sup>nd</sup> edition | <input checked="" type="checkbox"/> | Addison-Wesley           |      |
| 4. Baierlein, R            | Newtonian Dynamics                           | <input checked="" type="checkbox"/> | McGraw-Hill              |      |
| 5. Symon                   | Mechanics, 3rd edition                       | <input checked="" type="checkbox"/> | Addison-Wesley           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 50% | Assignments: | 20% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**Typical Course Content and Topics**

Pseudoforces and non-inertial frames.  
 The 'ma' force, Coriolis force, Centrifugal force and azimuthal force.  
 Calculus of variations with and without constraints.  
 Generalized co-ordinates.  
 Fermat's principal and the least action principle.  
 Relating Lagrange's equation to Newton's 2nd law.  
 Using Lagrange's equations with and without constraints to solve a multitude of problems.  
 Hamilton's equations.  
 Two dimensional rotation dynamics.  
 Inertia tensor.  
 Euler's equations of motion for a rigid body.  
 The symmetric top.

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC)

From: Hamish Telford, Department Head, Political Science

Date: January 9, 2015

Subject: Proposal for Revision of POSC 365 and POSC 368

**Subject: Proposal for revision of (insert title of course)**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: Prerequisites have been loosened to maximize enrolment.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. Which program areas have been consulted about the change(s)?
6. What consideration has been given to indigenizing the curriculum?
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

**CWC comments and responses:**

- PLAR has not been filled out; can PLAR be awarded for this course?

*We discussed the PLAR issue at our department meeting, and we decided that we will not be offering PLAR on our upper level courses. We did not offer PLAR on our new 400 level seminar courses, and we are now extending this policy to our 300 level courses. We thus be grateful if you could indicate that PLAR will not be offered for 365 and 368. I'd be happy to elaborate on our reasons, but as a matter of practicality we have had no PLAR requests in political science in the six years that I have been department head.*

*PLAR cannot be awarded for this course for the following reason(s): The knowledge and modes of thinking developed in the course cannot be gained outside of the academy.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2012  
**REVISED COURSE IMPLEMENTATION DATE:** January 2016  
**COURSE TO BE REVIEWED:** (six years after UEC approval) October 2021  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 365                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> War, Terrorism, and Global Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Global Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><br>The course will explore traditional warfare between states as well as new security threats such as international terrorism and military extremism, cyberterrorism, child soldiers, human and drug trafficking, and environmental threats.                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | POSC 260 (formerly POSC 190) or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i><br><br><b>Maximum enrolment (for information only):</b> 28<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Hamish Telford                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 22, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> February 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

**Learning Outcomes**

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

- Describe the enduring theories, principles, concepts, and issues underlying the practice of security in international relations;
- Describe the changing perspectives of security and the idea of global security;
- Demonstrate an understanding of the relationship between theory and the practice of security at the global level;
- Demonstrate a familiarity with the important literature in the field of security studies, and an ability to assess it critically;
- Draw on theories and analytically develop and articulate their own perspectives on global security issues in a research paper.

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☒ No, PLAR cannot be awarded for this course because: The knowledge and modes of thinking developed in the course cannot be gained outside of the academy.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Methods will vary with instructors, but will typically include lecture, classroom discussion, video presentations, exams, and guest speakers.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                 | Current ed.              | Publisher                         | Year |
|----------------------------|------------------------------------------------------|--------------------------|-----------------------------------|------|
| 1. Alan Collins            | Contemporary Security Studies (Second Third edition) | <input type="checkbox"/> | New York: Oxford University Press | 2013 |
| 2. Crocker Chester et al.  | Managing Conflict in a World Adrift                  | <input type="checkbox"/> | Waterloo: CIGI                    | 2014 |
| 3.                         |                                                      | <input type="checkbox"/> |                                   |      |
| 4.                         |                                                      | <input type="checkbox"/> |                                   |      |
| 5.                         |                                                      | <input type="checkbox"/> |                                   |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Use this section for supplies and materials for all sections of this course.

**Typical Evaluation Methods and Weighting**

|                 |     |                             |     |                   |   |            |      |
|-----------------|-----|-----------------------------|-----|-------------------|---|------------|------|
| Final exam:     | 30% | Assignments:                | %   | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:  | %   | Lab work:                   | %   | Field experience: | % | Shop work: | %    |
| Research Paper: | 40% | Two Critical Review Essays: | 30% | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Week 1: What is Security Studies?  
 Week 2: From Traditional to Critical Approaches  
 Week 3: Critical Approaches to Security  
 Week 4: Beyond Military Dimensions of Security  
 Week 5: Intelligence and coercive diplomacy  
 Week 6: Weapons of Mass Destruction: 'Hot War' or 'Cold War II'  
 Week 7: Terrorism, Transnational Crime, Security in Cyberspace  
 Week 8: Ethnic-based Conflict and Humanitarian Intervention  
 Week 9: "Soft Security": Trade and Human Rights  
 Week 10: International Environmental Challenges  
 Week 11: Security Implications of 'Globalized Diseases'  
 Week 12: The West vs. the Rest? What role for Canada?  
 Week 13: Governing Global Security



**ORIGINAL COURSE IMPLEMENTATION DATE:**

September 2013

**REVISED COURSE IMPLEMENTATION DATE:**

January 2016

**COURSE TO BE REVIEWED:** (six years after UEC approval)

October 2021

**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 368                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Global Issues and Canadian Foreign Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Canadian Foreign Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>This course will explore Canada's response to major global issues, such as humanitarian intervention in foreign conflicts, peacekeeping, international trade, assistance to developing countries, climate change, and Canada's role in international organizations.                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | POSC 260 (formerly POSC 190) or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>32</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>13</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 32 | Seminars/tutorials/workshops | 13 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 28<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 32        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 13        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Hamish Telford                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> May 22, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> April 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> February 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

**Learning Outcomes**

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

- Detail the major developments in the field of Canadian foreign policy
- Identify key scholars in the field and critically describe their contributions
- Critically assess the theoretical approaches to Canadian foreign policy
- Critically analyze the major debates and issues in Canadian foreign policy
- Perform critical reviews of articles/books by key scholars or major issues in Canadian foreign policy

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☒ No, PLAR cannot be awarded for this course because: The knowledge and modes of thinking developed in the course cannot be gained outside of the academy.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Methods will vary with instructors, but will typically include lecture, classroom discussion, video presentations, exams, and guest speakers.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

|    | Author (surname, initials)                     | Title (article, book, journal, etc.)                                                                   | Current ed.              | Publisher                        | Year |
|----|------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------|------|
| 1. | Akuffo, Edward Ansah                           | Canadian Foreign Policy in Africa: Regional Approaches to Peace, Security, and Development. Burlington | <input type="checkbox"/> | VT: Ashgate Publishing Company   | 2012 |
| 2. | Bratt, Duane and Christopher J. Kukucha (eds). | Readings in Canadian Foreign Policy: Classic debates and New Ideas (second edition)                    | <input type="checkbox"/> | Toronto: Oxford University Press | 2011 |
| 3. | Keating, Tom.                                  | Canada and World Order: Multilateralist Tradition in Canadian Foreign Policy                           | <input type="checkbox"/> | Toronto: Oxford University Press | 2013 |
| 4. |                                                |                                                                                                        | <input type="checkbox"/> |                                  |      |
| 5. |                                                |                                                                                                        | <input type="checkbox"/> |                                  |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

None

**Typical Evaluation Methods and Weighting**

|                |     |                                  |     |                   |     |            |      |
|----------------|-----|----------------------------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments:                     | %   | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:                        | %   | Field experience: | %   | Shop work: | %    |
| Participation: | 10% | Theme Essays (Critical Reviews): | 20% | Research Paper:   | 40% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Week 1: Introduction to Canadian Foreign Policy

**Perspectives, Traditions, and Theoretical Approaches**

Week 2: Realism and Liberalism in Canadian foreign policy

Week 3: Critical Approaches: dominant class, gender, and constructivists interventions

Week 4: Domestic and External Sources of Foreign policy

Week 5: Multilateralism and 'Independence'

**Security and Defence Policy**

Week 6: Canada, NATO, and International Security

Week 7: Canada in the UN: Peacekeeping

Week 8: 'Redefining' Security- Human Security, Humanitarian Intervention, and War on Terror

**Economic Policy and International Development**

Week 9: Canada and the global economy; Trade, Investment, and Finance

Week 10: Canada-United States Economic Relations

Week 11: Canada and the European Union

Week 12: Development Assistance, Democracy, and Human Rights

Week 13: Canada and Global Environmental Politics

**Memo for New Course**

To: CACC, CAC, and UEC

From: Alisa Webb

Date: September 12, 2015

**Subject: Proposal for new course IDS 400: Interdisciplinary Seminar**

1. Rationale for new course:

IDS 400 was on the books at UFV through the late-90s and early 2000s before being discontinued. Originally, the course was intended to act as a capstone course, but capstones were not added as required components of degrees. The course fell into disuse and was discontinued.

Arts would like to see the course reactivated. Efforts are underway in the College of Arts to find more ways for students to engage in topics across disciplinary boundaries. Ideally, this option should be available across all levels of the curriculum. ARTS 100, for example, is currently undergoing a revision to make it more attractive to students and to faculty so as to be able to offer an interdisciplinary experience to students at the 100-level. There was consistent support for these initiatives, including the reactivation of IDS 400, at the Arts Heads retreat in 2015.

Additionally, students have started to ask for these kinds of courses. For example, we currently have a student in the Graphic Design program who would like to complete an interdisciplinary project supervised by both Graphic Design and English faculty. IDS 400 would provide an independent study shell for this course. Additionally, ARTS 100, which has not been offered for some time, was well-received by students. In collected feedback over 2 offerings of the course, several students asked for further opportunities to engage in interdisciplinary learning and some were disappointed that no such opportunities existed.

As the College of Arts, anchored by the new BA proposal, moves to make learning more interdisciplinary and integrative for students, shell courses that encourage interdisciplinary collaboration, engagement, and research grow increasingly important.

2. How this new course fits into program(s):

IDS 400 will be recognized towards the BA. Beyond this, Arts Department Heads have begun discussions about the possibility of allowing certain IDS 400 offerings to count towards their major, extended minor, and/or minor requirements, i.e. when their particular discipline was part of the offering.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The BA program outcomes align with the Institutional Learning Outcomes. IDS 400 will require students to demonstrate information competency through interdisciplinary research which requires them to gather, organize, and critically examine academic sources. Students will analyze critically and imaginatively, engaging with multiple disciplinary perspectives in order to address themes and questions. Students will demonstrate effective use of knowledge and will communicate effectively in

writing via written assignments and orally via in-class seminars. IDS 400 students will be asked to develop a question – i.e. initiate an inquiry – and consider that question from multiple perspectives. Given the seminar context, students will be expected to take on an academic leadership role in seminar discussion and will be expected to engage in respectful and professional practices. Finally, in relation to the ILOs, students will also be required to engage in self-reflective learning, considering their dominant disciplinary perspective in relation to other disciplinary theories, methods, and research.

The BA, beyond the ILOs, also stipulates as an outcome that students will integrate their learning. IDS 400 would provide an academic context in which to do this.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

This course will not be required.

5. Which program areas have been consulted about the course?

All departments in the College of Arts.

6. If a new discipline designation is required, explain why:

No new disciplinary designation is needed; IDS 400 was offered in the past.

7. What consideration has been given to indigenizing the curriculum?

IDS 400 reflects an indigenized view of course design. Given the nature of the course, all in the room are learners. While the faculty leading portions of the course are teachers and experts in their fields, they will need to understand how their knowledge on a theme relates to knowledge and ideas from another field. No one in the room, then, will be an expert on the interdisciplinary approach to the subject. Faculty will have as much to learn as students. As part of this, the particular perspective and learning to date of each individual in the room will be respected and honoured. Further, each student will be encouraged to develop his/her own question to consider – an emphasis on facilitating the student's own explorations and reflections. As a seminar, all participants will also need to work towards creating a community of learners in which each is respected.

Course content may also include indigenous ways of knowing and indigenous perspectives.

8. If this course is not eligible for PLAR, explain why:

The course could be eligible for PLAR. Students would need to initiate an inquiry, i.e. establish a question, and then demonstrate achievement of the course learning outcomes through a research paper which blends disciplinary perspectives.

9. Explain how each of the following will affect the budget for your area or any other area:

- a. Credit value: 3

- b. Class size limit: 25

c. Frequency of offering: Dependent on instructor availability and initiative – could be offered as independent study

d. Resources required (labs, equipment): regular classroom

The course would be budgeted within the College of Arts. Talks are underway re: funding the course. The first offering, proposed for January 2016, is externally funded as part of a government initiative. Future offerings would be funded out of the Arts budget. Discussion is underway regarding how faculty workload is compensated. Arts is committed, though, to finding a solution to these questions and to increasing the number of interdisciplinary courses it offers.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Field trips are not required.

11. Estimate of the typical costs for this course, including textbooks and other materials:

Tuition plus \$100-\$150 for books



ORIGINAL COURSE IMPLEMENTATION DATE: January 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED: (six years after UEC approval) October 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Course Code and Number: IDS 400                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Number of Credits: 3 <a href="#">Course credit policy (1.05)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Course Full Title: Interdisciplinary Seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Course Short Title (if title exceeds 30 characters):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Faculty: Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Department (or program if no department): College of Arts Curriculum Committee                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Students adopt an interdisciplinary approach to a particular theme in a seminar setting and engage in an interdisciplinary project.                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | 75 university-level credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Department / Program Head or Director: CACC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Date approved: September 18, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Date approved: September 18, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Campus-Wide Consultation (CWC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of posting: September 25, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Dean/Associate VP: Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Date approved: September 18, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Date of meeting: October 2, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**Commented [AW1]:** This is an interdisciplinary course. The College of Arts will take responsibility for the course. Our hope, though, is that the course could be utilized by Arts and non-Arts areas wishing to undertake this kind of initiative. It makes little sense to create an interdisciplinary shell and not allow its use across the university.

IDS 400

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Adopt multiple perspectives reflective of the diversity of the Fraser Valley, including those of the indigenous peoples of the territory, when considering a theme;
2. Synthesize knowledge, theory, and evidence from two or more disciplines;
3. Evaluate disciplinary approaches;
4. Integrate conflicting insights from two or more disciplines;
5. Draw conclusions by combining learning from more than one field of study;
6. Use methods from more than one discipline; and
7. Produce balanced, interdisciplinary work on a theme.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Facilitating the sharing, building, and connecting of knowledge in a collaborative classroom; inquiry-based learning, in which students develop questions to investigate; presentations; guest lectures; and seminar discussion

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)  | Current ed.              | Publisher            | Year |
|----------------------------|---------------------------------------|--------------------------|----------------------|------|
| 1. Kerr, L. and Dobb, A.   | The Conservative Take on Crime Policy | <input type="checkbox"/> | The Harper Decade    | 2015 |
| 2. Howe, P.                | Citizens Adrift                       | <input type="checkbox"/> | UBC Press            | 2010 |
| 3. Delacourt, S.           | Shopping for Votes                    | <input type="checkbox"/> | Douglas and McIntyre | 2013 |
| 4. Siemiatycki, M.         | The Diversity Gap                     | <input type="checkbox"/> | Ryerson University   | 2011 |
| 5.                         |                                       | <input type="checkbox"/> |                      |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

An example of topics for a course on elections would be:

Overarching theme: Canadian Federal Elections

1. Canadian Federal Elections: Introduction and Overview
2. Diversity and Elections in Canada
3. Aboriginal Peoples in Canada and Elections
4. Communications and Elections
5. Psychology and Elections
6. Political Science and Elections
7. Philosophy and Elections
8. Criminology, Criminal Justice, and Elections



## **MEMORANDUM**

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**To:** UEC  
**CC:** Jacqueline Nolte, Alisa Webb  
**From:** Elaine Newman, Director, Advising Centre  
**Date:** September 11, 2015  
**Re:** Bachelor of Arts degree: Entrance Requirements

---

UEC is asked to consider a recommended change to the Bachelor of Arts entrance requirements.

### **RATIONALE:**

There has been the recent creation and recommendation of adopting a program category called the Qualifying Studies (QS) stream. The QS stream will replace the program paths category. Currently students are placed in program paths if they are not admissible to their program of interest. For example a student who applies to the BA and doesn't meet the entrance requirements is placed in the appropriate study category, i.e.: Arts Studies.

The QS models requirements will have an impact on how students will be able to continue their studies at UFV, and as such it is recommended that the BAPC consider the recommended changes to the Bachelor of Arts entrance requirements.

The proposed QS program is envisioned as follows:

- Students would take courses towards meeting entrance requirements for their desired program; this might include upgrading courses.
- Students would be allowed to take up to 30 university-level credits as a QS student. After 30 credits, they would need to enter a program. They would not be able to continue taking courses as QS students.
- Students would participate in mandatory advising as part of QS to ensure their program plans will help them to get into their intended program of study.
- QS students would need to maintain a grade point average of 2.0 in order to meet the Continuance Policy (92).

At this time, there are two options for students wishing to enter the BA from post-secondary:

|

1. Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
2. Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a GPA of 3.0 or better on all credits attempted

This means that students who meet the minimum continuance requirement of 2.0 for UFV and complete 30 credits as QS students **would not be able to gain entry to the BA**. They would either have to choose an alternate program at UFV (likely General Studies) or they would have to leave the university.

Attached you will find an overview of other BC institutions BA entrance requirements.

The recommended changes to the entrance requirements for the Bachelor of Arts degree are:

1. Clarify language for all options;
2. Reduce the grade required for English 12 or equivalent to match the pre-requisite for English 105 and Communications 155; and
3. Reduce the cumulative GPA required for entrance to the BA for students with post-secondary credits.

#### **CURRENT CALENDAR:**

##### Entrance requirements

Option 1: High school (for students with high school graduation only)

1. BC secondary school graduation or equivalent.
2. A minimum of a B average in English 12 (see Note) and two other [Approved Grade 12 courses](#); or the prerequisite for [ENGL 105](#) and a B average in three [Approved Grade 12 courses](#).

Note: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

##### **Out-of-province applicants**

Students will be considered on the basis of courses equivalent to [Approved B.C. Grade 12 courses](#). See the [Admissions section](#) of the calendar for more information on equivalents to B.C. secondary school graduation.

##### **Out-of-country applicants**

Students who have B.C. secondary school graduation equivalency, meet the prerequisite for [ENGL 105](#) or [CMNS 155](#), and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

**Alternatives to high school graduation**

If you have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisite for [ENGL 105](#) or [CMNS 155](#).

2. One of the following alternatives:

- Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
- Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a GPA of 3.0 or better on all credits attempted.
- A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0, calculated on all courses that could apply towards the diploma or Associate degree.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum cumulative GPA of 2.5 (equated to the UFV grading scheme), calculated on all courses taken.

Note: Students should be aware that all courses taken in the diploma may not apply to the Bachelor of Arts degree.

- Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's [Subsequent Degree policy \(98\)](#). Students may be admitted to, and be permitted to complete, a subsequent degree only if it is in a significantly different area. Subsequent degree applicants must submit a letter of intent, outlining the honours, major, extended minors, or minor program(s) they wish to pursue and the reason(s) for completing the BA degree as a second degree.

Note: Subsequent Degree: All BA general requirements (see BA general requirements) and discipline requirements (see individual disciplines) must be completed as part of the subsequent degree. No more than 75% of the credits required for the subsequent Bachelor of Arts degree may be applied from any previous degree. A minimum of 30 upper-level credits must be completed at UFV.

Students who do not meet these requirements might consider [Open Studies](#).

**Option 3: Combined post-secondary/high school admission**

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have a cumulative GPA of at least 2.33 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

Admission for students currently attending a post-secondary institution will be conditional upon maintaining a cumulative GPA of 2.33 or better in their post-secondary studies prior to their start date in the Bachelor of Arts. Students attending a post-secondary institution other than UFV are required to submit an official transcript showing final grades by May 2 for fall semester, and by October 2 for winter semester. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

**REQUESTED CALENDAR CHANGE:**

Entrance requirements

Option 1: High school (for students with high school graduation only)

1. BC secondary school graduation or equivalent.

2. A minimum of a ~~BC+ average~~ in English 12 ~~or equivalent~~ (see [note](#)) and ~~a minimum of a B average in two other additional Approved Grade 12 courses. ; or the prerequisite for ENGL 105 and a B average in three Approved Grade 12 courses.~~

Note: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

**Out-of-province applicants**

Students will be considered on the basis of courses equivalent to [Approved B.C. Grade 12 courses](#). See the [Admissions section](#) of the calendar for more information on equivalents to B.C. secondary school graduation.

**Out-of-country applicants**

Students who have B.C. secondary school graduation equivalency, meet the prerequisite for [ENGL 105](#) or [CMNS 155](#), and have completed an equivalent average of B (equated to the UFV grading system) in ~~three~~ [two academic Approved](#) Grade 12 ~~subjects-courses~~ will be admissible.

**Alternatives to high school graduation**

If you have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: University entrance (for students who have attended some post-secondary school)

1. ~~Prerequisite for ENGL 105 or CMNS 155A minimum of a C+ in English 12 (or equivalent).~~

2. One of the following alternatives:

- Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a ~~cumulative~~ CGPA of 2.0033 on all credits attempted.

- Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a GPA of 3.0 or better on all credits attempted.

- ~~A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative C~~ GPA of 2.0, calculated on all courses that could apply towards the diploma or Associate degree.

- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum ~~cumulative~~ CGPA of 2.5 (equated to the UFV grading scheme), calculated on all courses taken.

Note: Students should be aware that all courses taken in the diploma may not apply to the Bachelor of Arts degree.

- Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's [Subsequent Degree policy \(98\)](#). ~~Students may be admitted to, and be permitted to complete, a subsequent degree only if it is in a significantly different area. Subsequent degree applicants must submit a letter of intent, outlining the honours, major, extended minors, or minor program(s) they wish to pursue and the reason(s) for completing the BA degree as a second degree.~~

~~Note: Subsequent Degree: All BA general requirements (see BA general requirements) and discipline requirements (see individual disciplines) must be completed as part of the subsequent degree. No more than 75% of the credits required for the subsequent Bachelor of Arts degree may be applied from any previous degree. A minimum of 30 upper level credits must be completed at UFV.~~

Students who do not meet these requirements might consider [Open Studies](#) [Qualifying Studies](#) and/or [a meeting with a UFV academic advisor???](#).

Option 3: Combined post-secondary/high school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have a cumulative GPA of at least 2.~~00~~ 33 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

~~Admission for students currently attending a post-secondary institution will be conditional upon maintaining a cumulative GPA of 2.33 or better in their post-secondary studies prior to their start date in the Bachelor of Arts. Students attending a post-secondary institution other than UFV are required to submit an official transcript showing final grades by May 2 for fall semester, and by October 2 for winter semester. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.~~



# MEMO

To: UEC

From: Darren Francis, Deputy Registrar, Office of the Registrar and Sylvie Murray, Program Development and Quality Assurance Coordinator and

Date: September 21, 2015

Re: Definitions of major, minor, and extended minor

Background: At the September 3 meeting, we presented a motion to clarify definitions of major, minor and extended minors as printed in the Academic Calendar as such:

| Current                                                                                                                                                                                                                                                           | Proposed                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Major — A collection of 12–18 courses in a single subject area.                                                                                                                                                                                                   | Major — A collection of 12–18 courses in a single subject area <u>with a minimum of 30 upper-level credits.</u>                                                                                                                                                                                                                                        |
| Minor — A collection of 7–12 courses in a single subject area. Sometimes you can choose to complete a minor in addition to a major, or another minor, or an extended minor.                                                                                       | Minor — A collection of 7–12 courses in a single subject area <u>with a minimum of 14 upper-level credits.</u> <del>Sometimes you can choose to complete a minor in addition to a major, or another minor, or an extended minor.</del>                                                                                                                 |
| Extended minor — A collection of 10–18 courses in a single subject area. To earn an extended minor, you usually do the same 100- and 200-level courses required for the major, then do the 300- and 400-level courses required for the minor in the same subject. | Extended minor — A collection of 10–18 courses in a single subject area <u>with a minimum of 14 upper-level credits. Typically consists of</u> <del>To earn an extended minor, you usually do the same 100- and 200-level courses required for the major, and then do the 300- and 400-level courses required for the minor in the same subject.</del> |

Since then, we conducted a systematic inventory of the majors, minors and extended minors offered at UFV. The results of this inventory and accompanying observations/recommendations are provided below.

**Motion:** That UEC approve the revised definitions of major and minor as presented.

Major: A collection of 12-18 courses in a single subject area with a minimum of 30 upper-level credits (typically 8-10 courses)

Minor: A collection of 7-12 courses in a single subject area with a minimum of 14 upper-level credits (typically 4-5 courses)

Extended Minor: A collection of 10-18 courses in a single subject area with a minimum of 14 upper-level credits (typically 4-5 courses)

**Inventory of major, minor and extended minors**

| MAJOR                            | LOWER-LEVEL |         | UPPER-LEVEL |         | TOTAL   |         |
|----------------------------------|-------------|---------|-------------|---------|---------|---------|
|                                  | Credits     | Courses | Credits     | Courses | Credits | Courses |
| Anthropology/Sociology           | 18-19       | 6       | 32          | 8       | 50-51   | 14      |
| Biology                          | 58-66       | 14-15   | 30          | 8-10    | 88-96   | 22-25   |
| Chemistry                        | 56-59       | 14      | 30          | 8-10    | 86-89   | 22-24   |
| Economics                        | 29-30       | 9       | 30          | 10      | 59-60   | 19      |
| English                          | 18-24       | 6-8     | 32          | 8       | 50-56   | 14-16   |
| French (with French 12/FREN 102) | 21          | 7       | 32          | 8       | 53      | 15      |
| Geography (BA)                   | 29-30       | 8       | 34-39       | 8       | 63-69   | 16      |
| Geography, Physical (BSc)        | 45          | 10      | 32-33       | 8       | 77-78   | 18      |
| History                          | 18          | 6       | 32          | 8       | 50      | 14      |
| Mathematics (BA)                 | 27-28       | 8       | 30          | 10      | 57-58   | 18      |
| Mathematics (BSc)                | 36-38       | 11      | 30          | 10      | 66-68   | 21      |
| Philosophy                       | 18          | 6       | 30          | 10      | 48      | 16      |
| Physics                          | 28          | 7       | 30-         | 10-     | 58-     | 17-     |
| Political Science                | 18-19       | 6       | 30          | 10      | 48-49   | 16      |
| Psychology                       | 19          | 6       | 30          | 10      | 49      | 16      |
| Sociology                        | 18-19       | 6       | 32          | 8       | 50-51   | 14      |
| Visual Arts                      | 42          | 14      | 42          | 13      | 84      | 27      |

| MINOR                              | LOWER-LEVEL |         | UPPER-LEVEL |         | TOTAL   |         |
|------------------------------------|-------------|---------|-------------|---------|---------|---------|
|                                    | Credits     | Courses | Credits     | Courses | Credits | Courses |
| Anthropology                       | 9           | 3       | 16          | 4       | 25      | 7       |
| Art History                        | 12          | 4       | 16          | 4       | 28      | 8       |
| Biology (BKin)                     | 37-40       | 9       | 14          | 4-5     | 51-54   | 13-14   |
| Biology (BSc)                      | 45-48       | 11      | 14          | 4-5     | 59-62   | 15-16   |
| Business                           | 15          | 5       | 15          | 5       | 30      | 10      |
| Chemistry                          | 40-43       | 9       | 14          | 4       | 54-57   | 13      |
| Communications                     | 12          | 3       | 12-16       | 4       | 24-28   | 7       |
| Computer Information Systems       | 20          | 6       | 15          | 5       | 35      | 11      |
| Computing Science                  | 33          | 9       | 15          | 4-5     | 48      | 13-14   |
| Creative Writing                   | 12          | 4       | 16          | 4       | 28      | 8       |
| Criminal Justice                   | 12          | 4       | 15          | 5       | 27      | 9       |
| Economics                          | 12-14       | 4       | 15          | 5       | 27-29   | 9       |
| English                            | 12-18       | 4-6     | 16          | 4       | 28-34   | 8-10    |
| Fashion                            | 12          | 4       | 15          | 5       | 27      | 9       |
| French (with French 12/FREN 102)   | 12          | 4       | 20          | 5       | 32      | 9       |
| Geography (BA)                     | 13-15       | 4       | 16          | 4       | 29-31   | 8       |
| Geography, Physical                | 20          | 5       | 16          | 4       | 36      | 9       |
| Graphic & Digital Design           | 12          | 4       | 15          | 5       | 27      | 9       |
| History                            | 9           | 3       | 16          | 4       | 25      | 7       |
| Kinesiology (BA & BGS)             | 17-20/21    | 5-6     | 16-18       | 5-6     | 36      | 11      |
| Kinesiology (BSc & BGS)            |             |         |             |         | 37      | 11      |
| Mathematics (BA & BGS)             | 17-18       | 5       | 15          | 5       | 27-28   | 10      |
| Mathematics (BCIS)                 | 26-28       | ~7      | 68          | 22      | 94-96   | 29      |
| Mathematics (BSc)                  | 35-39       | 10      | 15          | 5       | 50-54   | 15      |
| Mathematics, Statistics (BA & BGS) | 18-19       | 5       | 15          | 5       | 33-34   | 11      |
| Mathematics, Statistics (BSc)      | 30-32       | 8       | 15          | 5       | 45-47   | 13      |
| Media & Communication Studies      | 12          | 4       | 15          | 4       | 27      | 8       |
| Philosophy                         | 12          | 4       | 15          | 5       | 27      | 9       |
| Physics                            | 33          | 9       | 14          | 5       | 47      | 14      |
| Political Science                  | 9           | 3       | 15          | 5       | 24      | 15      |
| Sociology                          | 9           | 3       | 16          | 4       | 25      | 7       |
| Theatre                            | 15          | 5       | 16          | 4       | 31      | 9       |
| Visual Arts                        | 12          | 3       | 15          | 5       | 27      | 15      |

| EXTENDED MINOR                    | LOWER-LEVEL |         | UPPER-LEVEL |         | TOTAL   |         |
|-----------------------------------|-------------|---------|-------------|---------|---------|---------|
|                                   | Credits     | Courses | Credits     | Courses | Credits | Courses |
| Anthropology                      | 18          | 6       | 16          | 4       | 34      | 10      |
| Art History                       | 21          | 7       | 16          | 4       | 37      | 11      |
| Biology (BA)                      | 44-48       | 11      | 15          | 4-5     | 59-63   | 15-16   |
| Computer Information Systems      | 30          | 8       | 18          | 6       | 48      | 14      |
| Creative Writing                  | 18          | 6       | 16          | 4       | 34      | 10      |
| Criminal Justice                  | 18          | 6       | 15          | 5       | 33      | 11      |
| English                           | 18-24       | 6-8     | 16          | 4       | 34-40   | 10-12   |
| Fashion                           | 21          | 7       | 15          | 5       | 36      | 12      |
| French ((with French 12/FREN 102) | 18          | 6       | 20          | 5       | 38      | 11      |
| Geography                         | 22          | 6       | 16          | 4       | 38      | 10      |
| Graphic & Digital Design          | 21          | 7       | 15          | 5       | 36      | 15      |
| History                           | 18          | 6       | 16          | 4       | 34      | 10      |
| Mathematics (BA)                  | 27-28       | 8       | 15          | 5       | 42-43   | 13      |
| Mathematics, Statistics (BA)      | 28          | 8       | 15          | 5       | 43      | 13      |
| Media & Communication Studies     | 18          | 6       | 15          | 4       | 33      | 10      |
| Philosophy                        | 18          | 6       | 15          | 5       | 33      | 11      |
| Political Science                 | 15          | 5       | 15          | 5       | 30      | 10      |
| Psychology                        | 19          | 6       | 15          | 5       | 34      | 11      |
| Sociology                         | 18-19       | 6       | 16          | 4       | 34-35   | 10      |
| Theatre                           | 24          | 8       | 16          | 4       | 40      | 12      |
| Visual Arts                       | 21          | 7       | 16          | 6       | 37      | 13      |

**Majors:****Observations:**

- The current definition is “a collection of 12-18 courses”.
- No program includes only 12 courses; the minimum across all programs is 14 courses
- The maximum of 18 courses is exceeded by Biology and Chemistry, which is probably due to the way the requirements for the majors are presented in relation to the BSc requirements; Economics exceeds the maximum by 1 course; Visual Arts by 9.
- All majors have a minimum of 30 upper-level credits; the minimum # of u-l courses is variable, dependent on credit value of courses and of groupings (e.g., Political Science)

**Recommendation:**

- Keep minimum of courses to 12 to encourage smaller majors
- Keep maximum to 18 as per existing definition (rationale: not to encourage larger majors)
- Continue to measure upper-level minimum in credits, and keep at 30 (rationale: gets around the problem with varying credit value of courses; reflects most programs)
- **Adopt:** “A collection of 12-18 courses in a single subject area with a minimum of 30 upper-level credits (typically 8-10 courses)”

**Minors:****Observations:**

- The current definition is “a collection of 7-12 courses”
- no program includes fewer than the minimum of 7
- several programs exceed the maximum number of courses: Biology, Chemistry, Computing Science, Mathematics for BSc and BCIS, Math, Statistics for BSc, Physics, Political Science, and Visual Arts
- only one program (CMNS) has a minimum of 12 upper-level credits; most have a minimum of 14-16

**Recommendation:**

- **Adopt:** “A collection of 7-12 courses in a single subject area with a minimum of 14 upper-level credits (typically 4-5 courses)” – would require change to CMNS minor

**Extended Minors:****Observations:**

- The current definition is “a collection of 10-18 courses in a single subject area. ... typically consists of the same 100- and 200-level courses required for the major and the 300- and 400-level courses required for the minor in the same subject.”
- definition matches existing programs in terms of number of courses, but many extended minors have no corresponding majors (Art History, CIS, Creative Writing, Crim Justice, GDD, MACS), some that do don't carry the same number of lower-level courses; same in relation to minors.
- The minimum # of upper-level credits across all extended minors is 15

**Recommendation:**

- **Adopt:** “A collection of 10-18 courses in a single subject area with a minimum of 14 upper-level credits (typically 4-5 courses)”



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

### **PROCEDURES**

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#### **Process**

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- One International Education representative
- Two additional members, including at least one advisor

#### **Chair**

The UECAS will determine a chair each September.



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

### **PROCEDURES**

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#### **Process**

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

#### **Chair**

The TCS will determine a chair each September.



## **UEC CURRICULUM QUALITY SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The Curriculum Quality Subcommittee is a subcommittee of the Undergraduate Education Committee.

**Purpose:**

The purpose of this committee is to

- Articulate components of quality curriculum that is informed by relevant university and external standards and practice.
- Consult with faculty councils and the wider UFV community about the guidelines as required.
- Prepare a draft guidelines document for discussion and approval at all levels (UEC, APPC, Senate).
- Identify additional tools and resources for developing and assessing quality curriculum with the goal of fostering a culture of commitment to quality

### **PROCEDURES**

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The subcommittee will meet once per month until its work is complete.

The subcommittee will follow the key principles and curriculum considerations listed below as much as possible:

**Key principles:**

- The guidelines should provide a resource; a guide rather than a rule.
- UEC should be seen not as an obstacle to curriculum approval, but instead as an opportunity for good discussion and advice on good practices related to quality curriculum.
- Guidelines should connect to other assessment mechanisms, such as the program review process.
- The guidelines must be complementary to existing external curriculum assessments (such as those administered through the Industry Training Authority or the Canadian Association for Social Work Education, for example).

**Some curriculum considerations include the following:**

- Curriculum consists of more than just content/concepts; the presentation and methodology must also be considered in any discussion of quality.
- Curriculum should be designed in accordance with the needs of the discipline/field, and should include transferable skills (often referred to as the "hidden curriculum").
- All course and program elements should be connected through outcomes, learning activities, assessment, etc.; students should be able to see why they are doing what they are doing, and how it connects to the bigger picture.
- Curriculum must demonstrate the accountability of instruction to students, potential employers, colleagues, administration, etc.

The subcommittee will be dissolved after the curriculum quality guidelines are approved. Every three years, the subcommittee will be reconstituted for the purpose of reviewing and revising the guidelines.

## **MEMBERSHIP**

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Membership of the subcommittee will include the following:

- Faculty representatives: at least one from each faculty (8 members)
  - Faculty of Humanities (1)
  - Faculty of Social Sciences (1)
  - Faculty of Applied and Technical Studies (1)
  - Faculty of Professional Studies (1)
  - Faculty of Science (1)
  - Faculty Access and Continuing Education (2 – one from Access and one from CE)
  - Faculty of Health Sciences (1)
- Teaching and Learning representative (1)
- Advisor (1)
- Program Development Office (1)
- Vice-Provost & AVP Academic and Deans' caucus representative (1)
- Student representative (1)
- UEC Secretariat/Calendar editor (1)
- University Librarian (1)



## **UEC POLICY SUBCOMMITTEE**

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### **PURPOSE**

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The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### **TERMS OF REFERENCE**

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1. Review Senate Governance Committee requests for policy reviews.
2. Consult with relevant stakeholders where necessary to draft policy revisions.
3. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
4. Identify policies in need of revision and propose policy reviews when appropriate.
5. Initiate policy reviews when directed by UEC to do so.

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IR representative
- One Dean
- One UEC at large member\*

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)



## **UEC SCREENING SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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1. Review all course and program proposals for clarity, completeness, and adherence to procedures.
2. Confirm whether a change is minor or major.
3. Determine whether proposals are consistent with current academic policies.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

### **PROCEDURES**

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1. Review all course and program proposals according to the Terms of Reference.
2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Revised proposals are to be resubmitted to Faculty Council and then the UEC Screening Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Screening Subcommittee and communicated to the proponent and Faculty Council.
3. After proposals have been approved by the UEC Screening Subcommittee, they will be posted for Campus-Wide Consultation.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2014

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member\*
- UEC Advisor\*\*
- CFO/SBC representative

\* Two-year term, renewable. Please note that in the first year of this subcommittee, the UEC Faculty member will have a one-year term to ensure staggered rotation of members.

\*\*Two-year term, renewable.

### **Guiding Principles of Program Curriculum**

#### **Core Values:**

A student's education is a holistic journey that encompasses in-class and out-of-class experiences. Good curriculum acknowledges and fosters these connections as we prepare students to meet their goals.

#### **Program curriculum should be:**

- Aligned – Course outcomes, activities, and assessment are aligned to program outcomes, and program outcomes are aligned to ILOs.
- Learner centred – Curriculum should be holistic and relational, it should consider the whole person, and it should address concepts such as citizenship and personal growth.
- Learning centred – The focus should be on authentic learning rather than on instruction.
- Accessible, in that it
  - Respects and honours people's differing backgrounds, cultures, and experiences so they are not barriers to success, but are a foundation and support for each student's success. This reflects UFV's commitment to internationalization, indigenization, and access.
  - Provides admission and transfer options that will enable student success in the program.
  - Ensures courses are offered frequently enough to allow timely student completion.
- Flexible, in that it provides
  - Options for PLAR.
  - Flexible and transparent pathways through course plans to facilitate completion.
  - Careful consideration of prerequisites to ensure student success rather than present unnecessary barriers.
- Connected to extra-curricular experiences – Curriculum is intentionally designed to make evident to students connections between their learning and other experiences.
- Progressive and scaffolded – Courses in a program build on or complement one another and increase in complexity from one level to the next.
- Rigorous, meeting credential-level standards as recognized system-wide, and striving for excellence .
- Current, relevant, and forward-thinking, in that programs
  - Adapt to the newest research, technical tools, and trends.
  - Connect to professional communities.
- Creative and innovate in anticipating students' future needs.
- Fostering lifelong learning.

- Reflective of UFV's identity and core values as expressed in its Strategic Plan, Education Plan, Strategic Enrolment Management Plan, and Institutional Learning Outcomes.

Course curriculum, when considering the course as a stand-alone unit, should be:

- Outcome-driven – Course outcomes should be clearly articulated and should inform the course design.
- Intentional and aligned – Activities and assessments are scaffolded and clearly lead to achievement of the course outcomes.
- Learning centered – A course should allow for multiple means of expression, representation, and engagement (multimodal). A course should have three levels of interaction – between student and professor, student and student, and student and content. Finally, it should use authentic assessment.
- Flexible – Courses should allow for student choices in areas such as due dates, types of assessment, weighting, etc. where possible.
- Accessible – A course should be designed to be offered normally at least every other year.
- Current, relevant, and forward-thinking.
- Creative and innovative in content and delivery.
- Acceptable to meet external/professional standards when relevant.




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**APPC MEMORANDUM**

APPC Chair: Eric Davis

Phone: 4630

APPC Assistant: Janice Nagtegaal

Phone: 4084

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**TO:** Rod McLeod, Undergraduate Education Committee Chair**FROM:** Eric Davis, Academic Planning and Priorities Committee Chair**DATE:** September 24, 2015**RE:** For Information – Revised Procedures for the Expedited Program Approval Process

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**Background:**

Procedures for the Expedited Program Approval Process were put in place in June 2014, and revised in November 2014 to simplify the process. Subsequently two programs went through the process, revealing further need for simplification and clarification. The changes proposed here are intended to simplify the process and make it run smoother without losing any of the scrutiny needed for quality assurance.

The major changes are as follow:

- Removal of UEC Screening Subcommittee for verification that the proposal is complete: recommended by the Screening Subcommittee. The purpose of verification by the PDO is also clarified. UEC reviews the package and recommends for approval in step 6.
- Analysis of budgetary implications (as approved by Dean and Budget Office) is included in the proposal package, therefore can be removed as a distinct step
- University-wide notification: this step is added to ensure that all areas are informed; managed by the PDO with the assistance of the UEC Assistant; posted for 5 business days
- Campus Wide Consultation is moved to after review by UEC Screening Subcommittee; given addition of university-wide notification above, the proposal is now sent to CWC for information only with the understanding that any comments made in a timely fashion would inform UEC, APPC, and Senate decision.
- Addition of “The program proposal from an exempt Department goes to SBC for information”: reflects decision by SBC to exempt Continuing Education from SBC review.
- Step 7: makes explicit that APPC Expedited Review Standing Subcommittee sends the proposal to APPC for information

**Approval Authority:** As per policy 21, procedures in support of the expedited process are under the authority of APPC, in consultation with the Office of the Vice-Provost. Any procedures developed will consider the roles of other Senate Standing Committees in the course and program approval process. Guidelines and templates will be administered by the Chair, Vice-Chair, and Assistant of APPC by unanimous decision.

At its September 23, 2015 meeting, the Academic Planning and Priorities Committee approved the revised procedures to the Expedited Program Approval Process.

**Attachment:**

1. *Procedures for Expedited Program Approval – revised 2015-09-23*

## Procedures for Expedited Program Approval

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### Part I: Determination of whether a program meets the criteria for Expedited Approval Process

1. **Formation of PWG and development of proposal:** Dean of the program area approves a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed.  
  
The PWG must consult with academic areas potentially affected by, or with expertise on, the proposed new program.
2. **Program Development Office (PDO) verification:** The PDO verifies that the proposal package (including budgetary analysis, as approved by Dean and Budget Office) is complete and in compliance with UFV and Ministry guidelines for approval of new programs.
3. **Faculty/College Council and Dean:** The proposal package is submitted to the Faculty/College Council and Dean for review and approval.
4. **University-wide notification:** All academic and relevant service areas are notified of the proposed program and are given five business days to respond. The purpose of the notification is to ensure that implications that the new program may have for other academic units, programs, and services are identified. Comments received and the PWG's responses are included in the proposal package.
5. **Vice-Provost and APPC approves for Expedited review:** The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

The Vice-Provost makes one of the following recommendations:

- a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
- b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

The Vice-Provost's recommendation is submitted to the APPC chair and vice-chair for confirmation.

The Dean may appeal a recommendation not to follow the expedited process (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.<sup>1</sup>

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<sup>1</sup> APPC Expedited Review Standing Subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculties/College.

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## Procedures for Expedited Program Approval

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### **Part II: Review of Program Proposal under the Expedited Approval Process**

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed.

6. **UEC Screening, CWC, UEC and Senate Budget Committee:** The proposal package is submitted to UEC Screening Subcommittee who reviews it prior to submission to campus-wide consultation for information and to UEC for recommendation to APPC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee also for recommendation to APPC. (Senate Budget Committee may exempt specific Departments from review under the expedited process. The program proposal from an exempt Department goes to SBC for information.)
7. **APPC:** APPC Expedited Review Standing Subcommittee receives UEC's and, when applicable, SBC's recommendation and makes a recommendation to Senate. The program proposal goes to APPC for information.
8. **Senate:** The Senate reviews the proposal, along with the APPC Expedited Review Standing Subcommittee's, UEC's, and, when applicable, SBC's recommendations, for approval.
9. **External Approval:** If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).

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approved September 2015

# MEMO



To: UEC, APPC, Senate  
From: Dr. Sylvie Murray, Program Development and Quality Assurance Coordinator  
Cc: Dr. Eric Davis, Provost and Vice-President, Academic; Dr. Peter Geller, Vice Provost and Associate Vice-President, Academic; Dr. Sue Brigden, Dean of Faculty of Access and Continuing Education; Liana Thompson, Director of Continuing Education  
Date: September 16, 2015  
Re: Advanced Medical Office Assistant Certificate  
Attachments: Revised Program Proposal Sept 3; Revised Calendar Copy Sept 3; Revised course outlines MOA23, MOA24, MOA26

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At its June 19, 2015 meeting, the Board of Governors approved the Advanced Medical Office Assistant Certificate (pending approval by Senate).

At its June 20, 2015 extraordinary meeting, Senate passed the following motion:

THAT Senate approve the new Advanced Medical Office Assistant certificate with the expectation that Continuing Education would review the titles, course outlines, and course texts, and with the understanding that the program must still be reviewed by the Ministry of Health and be subject to any changes they may require.

Changes requested by Senate were approved by Peter Geller, Acting Provost and Vice-President Academic, and Rod McLeod, Chair of UEC, on June 25. (See p. 2 for summary of changes.)

The proposal was submitted to the Ministry of Advanced Education for review by the Ministry of Health on June 26. The Ministry of Health requested clarification regarding use of the word "coaching" and scope of role. Based on the proposal and additional information, and revisions made by UFV, the Ministry of Advanced Education supported UFV proceeding with delivery of the program on July 31, 2015. Revisions have been made to the Program Proposal, Course Outlines, and Calendar copy to reflect the changes requested by Ministry of Health (see p. 3 for summary of changes).

These revisions have been approved by the Provost and Vice-President Academic on September 16 and are submitted here for information.

**Revisions to AMOA certificate proposal as requested by Senate, June 25:**

## Proposal:

- pp. 5-7, removed the word “Advanced” and replaced with (MOA) Level 2 in course titles for MOA20, MOA21, MOA22, MOA24 and MOA28
- adjusted course descriptions for MOA20, MOA 21, MOA22, MOA24, MOA26

## Calendar Copy:

- removed the word “Advanced” and replaced with (MOA) Level 2 in course titles for MOA20, MOA21, MOA22, MOA24 and MOA28

## Course Outline: MOA20

- removed “Advanced” from course title and replaced with “(MOA) Level 2”
- adjusted course description to “Students will expand their use of specialized”
- updated text to most recent edition

## Course Outline: MOA21

- removed “Advanced” from course title and replaced with “(MOA) Level 2”
- adjusted course description to “Students will advance their understanding”
- updated text to most recent edition

## Course Outline: MOA22

- removed “Advanced” from course title and replaced with “(MOA) Level 2”
- removed the word “comprehensive” from course description
- updated text to most recent edition

## Course Outline: MOA23

- updated text to most recent edition
- corequisite changed from “na” to “none” (editorial)

## Course Outline: MOA24

- removed “Advanced” and replaced with “(MOA) Level 2”
- adjusted course description to “Students will learn techniques, procedures and tests used to assist a physician in a medical office. Examples would be taking vital signs, urinalysis, pregnancy tests, include set up and assisting with clinics and specialized equipment use.”
- updated both texts to most recent edition

## Course Outline: MOA26

- added missing word “help” to second sentence

## Course Outline: MOA28

- removed “Advanced” and replaced with “(MOA) Level 2”

## Course Outline: MOA 30

- corrected course titles in “Typical Course Content”

**Revisions to AMOA certificate proposal as requested by Ministry of Health, September 5:****Program Proposal**

- Page 3. Changed sentence to read “This 150-hour certificate program includes a combination of theory, advanced administration, staff leadership, patient support, and clinical support skills.” It removes the previous use of the words “patient coaching” in the sentence.
- Page 4. Removed sentence “Some examples of the clinical procedures that AMOAs perform include taking and recording vital signs, changing bandages, urine testing, setting up equipment for clinics, eye testing, and testing and recording blood pressure.” By removing the sentence it reinforces the statement in the previous sentence “In this advanced role, AMOAs will perform basic clinical procedures under the direction of the physician”
- Page 4. Removed “patient coaching” from the sentence and replaced with “patient support in their self-management of chronic disease”
- Page 5. Replaced course description of MOA 23 to match with the official course outline (as approved by Senate)
- Page 6. Modified second sentence of course description. From: “Examples would be taking vital signs, urinalysis, pregnancy tests, include set up and assisting with clinics and specialized equipment use.” To: “Examples would be taking vital signs, performing basic clinical measurements and testing (e.g., urinalysis and pregnancy tests), setting up and assisting with clinics and specialized equipment use, all under the direction of the physician.” Clarifies that basic clinical procedures are performed under the direction of the physician.
- Page 6: Replace “Patient Coaching” by “Patient Support” in the course title of MOA26
- Page 8: Replace “Patient Coaching” by “Patient Support” in the course title of MOA26

**Calendar Copy**

- Changed program/calendar description to match the statement that AVED/Ministry of Health approved, “The program equips students with the skills they will need to assist a physician in a greater capacity. This includes theory, advanced administration, staff leadership, patient support, and clinical support skills. This program is perfect for experienced MOAs who are seeking career advancement and an advanced skill set.”
- Replace “Patient Coaching” by “Patient Support” in the course title of MOA26

**Course Outline – MOA 23**

- In the Typical Course Content and Topics section, changed to words “patient education” to “patient support”

**Course Outline – MOA 24**

- Change calendar description to “Examples would be taking vital signs, performing basic clinical measurements and testing (e.g., urinalysis and pregnancy tests), setting up and assisting with clinics and specialized equipment use, all under the direction of the physician.”

**Course Outline – MOA 26**

- Change title from “Communication and Patient Coaching” to “Communication and Patient Support”



**UFV NON-DEGREE  
PROGRAM PROPOSAL**

Advanced Medical Office Assistant Certificate

**UNIVERSITY OF THE FRASER VALLEY**

Continuing Education

Faculty of Access and Continuing Education

September 3, 2015

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*Advanced Medical Office Assistant certificate program, submitted for Expedited Approval, June 24, 2015,  
revised September 3, 2015*

**Name of Institution:**

University of the Fraser Valley

**Title of Program:**

*Advanced Medical Office Assistant (AMOA)*

This innovative curriculum will optimize the assistant role of a working Medical Office Assistant, increase proficiency and confidence when performing clinical or administrative duties and improve clinical care and efficiency.

**Credential to be awarded to graduates:**

*Certificate, Type B*

**Length of Program**

150 hours.

This certificate program will be delivered in a hybrid format over a four month period and includes face to face and online study. Face to face classes will be scheduled during evening and weekend hours to accommodate working professionals.

**Rationale for the credential:**

The proposed AMOA certificate program aligns well with UFVs strategic goals and program priorities in that it was created from a community partnership to address a local employment need, it is entrepreneurial, and it is accessible to working professionals thanks to its delivery method and schedule.

Family Medical Practices are continuing to experience increased demand coupled with a lack of time and resources. To allow for practice optimization, offices require an advanced skill set from their experienced MOAs. This 150-hour certificate program includes a combination of theory, advanced administration, staff leadership, patient support, and clinical support skills. This advanced skill set will help to improve office efficiency and patient care.

**Program Working Group**

|                                                                               |                                                                                 |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Chair, Program Working Group:<br>Jill Harrison, Manager, Continuing Education | Email: <a href="mailto:Jill.Harrison@ufv.ca">Jill.Harrison@ufv.ca</a>           |
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| Patti Scott, Instructor MOA, President, MOAA                                  | Email: <a href="mailto:Patti.Scott@ufv.ca">Patti.Scott@ufv.ca</a>               |
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| Michelle Favero, Executive Director, Abbotsford F.P.                          | Email: <a href="mailto:mfavero@divisionsbc.ca">mfavero@divisionsbc.ca</a>       |
| Bohdan Zajcew, Siena consulting                                               | Email: <a href="mailto:bohdan@sienaconsulting.ca">bohdan@sienaconsulting.ca</a> |
| Heather Hurtubise, Instructor Nursing Unit Clerk                              | Email: <a href="mailto:Heather.Hurtubise@ufv.ca">Heather.Hurtubise@ufv.ca</a>   |
| Liana Thompson, Director, Continuing Education                                | Email: <a href="mailto:Liana.Thompson@ufv.ca">Liana.Thompson@ufv.ca</a>         |

*Advanced Medical Office Assistant certificate program, submitted for Expedited Approval, June 24, 2015, revised September 3, 2015*

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**EXECUTIVE SUMMARY:**

The Continuing Education department seeks approval of the proposed non-credit Advanced Medical Office Assistant (AMOA) Certificate Program. In collaboration with the Abbotsford Division of Family Practice, Continuing Education has developed this program to meet an identified need in the community. The communities in the Fraser Valley have many older physicians that are planning on retiring and cutting back which creates increasing numbers of unattached patients. Additionally the landscape of our healthcare system is changing rapidly and the demands on the physicians and the medical offices are rapidly increasing. The role of the AMOA is to add efficiency and increase productivity to the medical practice and provide an opportunity for physicians to lighten their work days and practice longer. The end goal is to ensure that all people who wish to have a family doctor will have one in the Fraser Valley.

**PROGRAM DESCRIPTION:****Goals and objectives of the new program**

The goal of the AMOA certificate program is to enhance the MOA's role and expand their ability to assist the physician. Advanced Medical Office Assistants will free up physician time, assist with ordering supplies, ensure accurate billing and develop a more efficient office environment. In this advanced role, AMOAs will perform basic clinical procedures under the direction of the physician.

**Target audience for this program**

The target audience for this program are MOA graduates who are aspiring to greater responsibilities within the medical office practice.

**Avoiding unnecessary duplication in the system**

Currently there are no advanced medical office assistant programs running. As the landscape of family practice continues to change there will be an increased demand for MOA's who have advanced skills and training. Although MOA programs that are offered at other institutions include the instruction of clinical skills, this proposed program includes additional learning outcomes that are suitable for students that have experience in the MOA role and are looking to assume a higher level of responsibility in the offices that they serve. These advanced skills include leadership, teambuilding, data collection responsibilities, patient support in their self-management of chronic disease, and direct physician support. Our community consultants view the role of an AMOA as very different from the MOA role and as a result the differences in roles requires a unique and advanced skill set.

Throughout our consultative process, the committee (and industry practitioners) agreed that the scope of practice for this role is strictly a support role and will not encroach upon the practice of regulated health care professionals. In order for the AMOA to best support the regulated health care professional (Physician) the AMOA will need to understand the context and terms associated with the care. For example, if the Physician wishes to administer oxygen to a patient and asks the AMOA for support, the AMOA needs to know what equipment is required, where it is located, and how to care for and set up the equipment. The AMOA role is a supportive role and their work is always performed under the direction of the physician.

Anticipated enrollments are for 2 cohorts per year with 20 participants in each module.

*Advanced Medical Office Assistant certificate program, submitted for Expedited Approval, June 24, 2015, revised September 3, 2015*

**Labour market demand**

UFV was approached by the Abbotsford Division of Family Practice to develop the Advanced Medical Office assistant program to meet an identified need in the community. Currently there are no courses being offered in a post-secondary environment although the Langley Division of Family Practice has developed some just in-time training. There is a need for a formal and credentialed training program.

**CURRICULUM:**

The program focuses on meeting the following employment-related learning outcomes. Upon successful completion of the AMOA certificate program the learner will be able to:

1. Apply ethical practice and confidentiality principles
2. Use excellent communication skills with both patients and physicians
3. Understand medical terminology, anatomy and physiology
4. Assist with management of 'Chronic Disease Management'
5. Create a medication profile
6. Run lists of patients from EMR database
7. Perform clinical testing
8. Assist with minor office procedures, flu clinics and patient education

**Courses****HLTH - MOA20: Medical Terminology (MOA) Level 2 (10 hours)**

Students will expand their use of terminology of medicine, including the pronunciation and spelling of terms to describe medical circumstances and situations.

**HLTH – MOA21: Anatomy and Physiology (MOA) Level 2 (10 hours)**

Students will advance their understanding of major anatomical features and systems of the body and the common pathologies which can adversely affect these systems.

**HLTH – MOA22: Pharmacology (MOA) Level 2 (10 hours)**

This course is a study of drugs with instruction on their action on the human organism as well as their toxicities and their method of administration. Particular emphasis will be placed on the observations incumbent on medical staff and the problems of drug administration.

**HLTH – MOA23: Chronic Disease Management (15 hours)**

This course will prepare the student to utilize a chronic disease management (CDM) system, understand a system of shared care, and learn ways to help patients and their families in end-of-life care. In collaboration with specialists and community healthcare providers, the GP and medical office assistant contributes to the care of patients suffering with life-limiting and chronic illnesses.

**HLTH – MOA24: Clinical Procedures (MOA) Level 2 (20 hours)**

Students will learn techniques, procedures and tests used to assist a physician in a medical office. Examples would be taking vital signs, performing basic clinical measurements and testing (e.g., urinalysis and pregnancy tests), setting up and assisting with clinics and specialized equipment use, all under the direction of the physician.

*Advanced Medical Office Assistant certificate program, submitted for Expedited Approval, June 24, 2015, revised September 3, 2015*

**HLTH – MOA25: Patient History and Education (10 hours)**

Students will know the importance and accuracy of assisting with collecting a proper history to assist the physicians. They will learn how to record the pertinent data and what data is most important. They will participate when directed in patient education and assist with connecting patients to appropriate supports in the community as directed by the physicians.

**HLTH -MOA26: Communications and Patient Support (10 hours)**

Students will explore their role in communication with others in the medical office. Students will study human behavior and learn techniques to improve customer (patient) relations and to help the patients gain the knowledge, skills, tools and confidence to become active participants in their health care.

**HLTH - MOA27: Leadership, Supervision, and Team-Based Care (10 hours)**

MOA's work with and often supervise diverse teams which requires leadership and collaborative practice. Students will gain a better understanding of themselves through an exploration of their personal attributes, transferable skills, and learning styles. The role of an MOA in a team-based practice will also be considered.

**HLTH - MOA28: Medical Billing (MOA) Level 2 (15 hours)**

Students are introduced to enhanced medical billing and guidelines provided by the Society of General Practitioners (SGP), General Practitioners Services Committee (GPSC) and Medical Services Plan (MSP). They use the BC Medical Association Guide to Fees and WorkSafe BC, the Insurance Corporation of BC (ICBC), and medical legal billing requirements.

**HLTH – MOA29: Emerging Best Practices (15 hours)**

The topics in this course will vary as they reflect current and emerging best practices for Advanced Medical Office Assistants. Topics may include technology, practice optimization and evaluation, health promotion, and responding to developing health-related themes.

**HLTH – MOA30: Capstone (25 hours)**

Students will complete multifaceted assignments in a work setting that asks students to refine, integrate, and apply the knowledge they acquired in the AMOA certificate program by using critical thinking and self-reflection.

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revised September 3, 2015*

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*Advanced Medical Office Assistant*

| <b>Course Number (HLTH)</b> | <b>Course Title</b>                          | <b>Contact Hours</b> |
|-----------------------------|----------------------------------------------|----------------------|
| MOA20                       | Medical Terminology (MOA) Level 2            | 10                   |
| MOA21                       | Anatomy and Physiology (MOA) Level 2         | 10                   |
| MOA22                       | Pharmacology (MOA) Level 2                   | 10                   |
| MOA23                       | Chronic Disease Management                   | 15                   |
| MOA24                       | Clinical Procedures (MOA) Level 2            | 20                   |
| MOA25                       | Patient History and Education                | 10                   |
| MOA26                       | Communications and Patient Support           | 10                   |
| MOA27                       | Leadership, Supervision, and Team-Based Care | 10                   |
| MOA28                       | Medical Billing (MOA) Level 2                | 15                   |
| MOA29                       | Emerging Best Practices                      | 15                   |
| MOA30                       | Capstone                                     | 25                   |
|                             | <b>Total hours</b>                           | <b>150</b>           |

**PROGRAM CONSULTATION AND EVALUATION:**

Other provincial post-secondary institutions consulted about the program

No other post-secondary institutions were consulted. There are currently no Advanced Medical Office Assistant certificate programs running in BC.

**Other consultations**

- Abbotsford Division of Family Practice
- Langley Division of Family Practice
- Sienna consulting
- Practicing MOA's
- Health-related Instructors (CE)
- Members from the [Medical Office Assistants' Association of BC](#)

Divisions of family practice are community-based groups of family physicians working together to achieve common health care goals. Divisions work collaboratively with community and health care partners to enhance local patient care and improve professional satisfaction for physicians.

Beginning in 2009 in three prototype communities, the Divisions of Family Practice initiative expanded and there are now 34 divisions representing 230 communities, including a division *Advanced Medical Office Assistant certificate program, submitted for Expedited Approval, June 24, 2015, revised September 3, 2015*

that targets physicians in remote and rural areas of the province.

The Divisions of Family Practice initiative is funded by a joint committee of the provincial government and Doctors of BC.

#### Student Loan Program Eligibility

The program meets the Student Loan Program Eligibility requirements as outlined at [www.bcsap.bc.ca](http://www.bcsap.bc.ca)

#### Adequate depth and breadth of ongoing review and evaluation.

The AMOA certificate program will be reviewed under Policy 189, Academic Program and Unit Reviews.

#### Safety and other risk management

There are no safety or risk management factors to consider for this program

#### ADMISSION AND TRANSFER:

Student applications for program admission are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. Program prerequisites include one of the following:

- Successful completion at the post-secondary level of a Medical Office Assistant certificate program that includes a practicum and two years of current employment as a Medical Office Assistant
- or
- Three years of medical administrative experience, current employment in a medical office, and a letter of recommendation from their medical office employer.

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

#### Program Laddering

At this time there is no UFV laddering available.

*Advanced Medical Office Assistant certificate program, submitted for Expedited Approval, June 24, 2015, revised September 3, 2015*

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**Calendar Copy Template****1. Faculty and department of program**

Faculty of Access and Continuing Education

**2. Website** *(department, or program-specific if applicable)*

[https://www.ufv.ca/continuing\\_studies/](https://www.ufv.ca/continuing_studies/)

**3. Program title/credential**

Advanced Medical Office Assistant

**4. Associated degree program** *(for major, minor, or extended minor only)*

n/a

**5. Program introduction/calendar description**

The program equips students with the skills they will need to assist a physician in a greater capacity. This includes theory, advanced administration, staff leadership, patient support, and clinical support skills. This program is perfect for experienced MOAs who are seeking career advancement and an advanced skill set

**6. Entrance requirements**

- a) Successful completion at the post-secondary level of a Medical Office Assistant certificate program that includes a practicum and two years of current employment as a Medical Office Assistant.
- or
- b) Three years of medical administrative experience, current employment in a medical office, and a letter of recommendation from their medical office employer.

**7. When to apply** *(either specific intake or continuous application, if applicable)*

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See Continuous Application process *(calendar link)* for more information.

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

**8. How to apply**

Sample text:

1. Apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs *(calendar link)* section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

**9. Basis for admission decision** *(specify either competitive or non-competitive admission)*

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

**10. Fees and additional costs** *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

For current program fees and refund policies, please refer to [ufv.ca/amo](http://ufv.ca/amo).

**11. Program duration and total number of credits**

150 hours, scheduled in part time and full time schedules. This certificate program will be offered in a hybrid delivery format over a four month period and includes face to face and online study. Face to face classes will be scheduled during evening and weekend hours to accommodate working professionals.

**12. Location** *(if applicable)*

Clearbrook Centre

**13. Program outline** *(courses to be completed)*

| Course Number | Course Title                                 | Contact Hours |
|---------------|----------------------------------------------|---------------|
| MOA20         | Medical Terminology (MOA) Level 2            | 10            |
| MOA21         | Anatomy and Physiology (MOA) Level 2         | 10            |
| MOA22         | Pharmacology (MOA) Level 2                   | 10            |
| MOA23         | Chronic Disease Management                   | 15            |
| MOA24         | Clinical Procedures (MOA) Level 2            | 20            |
| MOA25         | Patient History and Education                | 10            |
| MOA26         | Communications and Patient Support           | 10            |
| MOA27         | Leadership, Supervision, and Team-Based Care | 10            |
| MOA28         | Medical Billing (MOA) Level 2                | 15            |
| MOA29         | Emerging Best Practices                      | 15            |

|       |             |     |
|-------|-------------|-----|
| MOA30 | Capstone    | 25  |
|       | Total hours | 150 |

**14. Specializations or options of the program** *(if applicable)*

n/a

**15. Program regulations** *(standard policies apply unless superseded by program-specific regulations)***a. Continuance and probation**

Students whose grade point average (GPA) falls below 2.0 will be required to withdraw from the program.

**b. Course repetition****c. Readmission****d. Residency**

All courses must be taken at UFV.

**e. Graduation requirements**

Students must successfully complete each course with an 80% to be eligible for graduation

**f. Maximum length of time to complete program**

Students must complete the program within three (3) years. Courses may be delivered online and face to face (classes are scheduled during the evenings and weekends) and in hybrid format.


**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**
**COURSE TO BE REVIEWED:** (six years after UEC approval)

**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|---|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> HLTH MOA23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Course Full Title:</b> Chronic Disease Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Calendar Description:</b><br><br>This course will prepare the student to utilize a chronic disease management (CDM) system, understand a system of shared care, and learn ways to help patients and their families in end-of-life care. In collaboration with specialists and community healthcare providers, the GP and medical office assistant contributes to the care of patients suffering with life-limiting and chronic illnesses.                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Admission into the Advanced Medical Office Assistant certificate program.                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                               | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">5</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">10</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>15</b></td></tr> </table> | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Seminars/tutorials/workshops | 5 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>15</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Maximum enrolment (for information only):</b> 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date approved:</b> 04/24/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Date approved:</b> 08/05/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> 04/24/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |   |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |

HLTH MOA23

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

Upon completion of this module students will be able to:

- develop a chronic disease management plan with the patient
- facilitate workshops to educate patients in self-management of the disease process

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Instructional Methods: a combination of lecture, forum online activities, and self-directed learning

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)                                             | Title (article, book, journal, etc.)                                     | Current ed.                         | Publisher                  | Year |
|------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------|----------------------------|------|
| Lorig,K.,Holman,H.,<br>1. Sobel,D.,Laurent,D.,<br>Gonzalez,V.,Minor,M. | Living a Healthy Life with Chronic Conditions (4 <sup>th</sup> Edition). | <input checked="" type="checkbox"/> | Bull Publishing<br>Company | 2012 |
| 2.                                                                     |                                                                          | <input type="checkbox"/>            |                            |      |
| 3.                                                                     |                                                                          | <input type="checkbox"/>            |                            |      |
| 4.                                                                     |                                                                          | <input type="checkbox"/>            |                            |      |
| 5.                                                                     |                                                                          | <input type="checkbox"/>            |                            |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Use this section for supplies and materials for all sections of this course.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 40% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Unit 1: chronic diseases  
 Unit 2: management of chronic diseases and patient resources  
 Unit 3: patient support in self-management of chronic diseases  
 Unit 4: student research and demonstration



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HLTH MOA24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Clinical Procedures (MOA) Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students will learn techniques, procedures and tests used to assist a physician in a medical office. Examples would be taking vital signs, performing basic clinical measurements and testing (e.g., urinalysis and pregnancy tests), setting up and assisting with clinics and specialized equipment use, all under the direction of the physician.                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Admission into the Advanced Medical Office Assistant certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours:20</b><br><b>Typical structure of instructional hours: (Ensure contact/online hours are made clear)</b> <table border="1"> <tr><td>Lecture</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td>20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>20</b></td></tr> </table> |           | Lecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>20</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>20</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only):</b> 20                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> 24/04/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> 08/05/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> 24/04/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

HLTH MOA24

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

Upon successful completion of this module, students will be able to:

- demonstrate clinical exams performed in a physician's office
- administer techniques and tests utilized in medical offices
- set up and assist with procedures in clinics

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes      ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Instructional Methods: a combination of lecture, group activities, and self-directed learning

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)                             | Title (article, book, journal, etc.)                                   | Current ed.                         | Publisher                       | Year |
|--------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------|---------------------------------|------|
| 1. Kroenberger, J., Southard-Durham, L., & Woodson, D. | Comprehensive medical assisting. 4 <sup>th</sup> Edition               | <input checked="" type="checkbox"/> | Lippincott, Williams, & Wilkins | 2013 |
| 2. Kroenberger, J., Southard-Durham, L., & Woodson, D. | Comprehensive medical assisting – Study Guide. 4 <sup>th</sup> Edition | <input checked="" type="checkbox"/> | Lippincott, Williams, & Wilkins | 2013 |
| 3.                                                     |                                                                        | <input type="checkbox"/>            |                                 |      |
| 4.                                                     |                                                                        | <input type="checkbox"/>            |                                 |      |
| 5.                                                     |                                                                        | <input type="checkbox"/>            |                                 |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Use this section for supplies and materials for all sections of this course.

## Typical Evaluation Methods and Weighting

|                            |     |                                    |     |                   |     |            |      |
|----------------------------|-----|------------------------------------|-----|-------------------|-----|------------|------|
| Final exam:                | 30% | Assignments:                       | %   | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests:             | %   | Lab work:                          | %   | Field experience: | %   | Shop work: | %    |
| Focused problem write ups: | 25% | Final comprehensive physical exam: | 30% | Other:            | %   | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Unit 1: EMR software, create and maintain records  
 Unit 2: medical aseptic hand washing and alcohol-based hand rub  
 Unit 3: testing and recording body temperature, pulse, respiration rate, and blood pressure  
 Unit 4: foot care  
 Unit 5: inventory and equipment maintenance  
 Unit 6: safety procedures - fire extinguisher and eye wash use  
 Unit 7: therapeutic communication and patient interviews  
 Unit 8: comprehensive physical


**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**
**COURSE TO BE REVIEWED:** (six years after UEC approval)

**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HLTH MOA26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Communication and Patient Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Students will explore their role in communication with others in the medical office. Students will study human behavior and learn techniques to improve customer (patient) relations and to help the patients gain the knowledge, skills, tools and confidence to become active participants in their health care.                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission into the Advanced Medical Office Assistant certificate program.                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 10</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">10</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>10</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>10</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>10</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 20<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> 24/04/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> 08/05/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> 24/04/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**HLTH MOA26**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 2 of 2**

**Learning Outcomes**

Upon completion of this module students will be able to:

- maintain and enforce patient confidentiality
- effectively communicate with staff and patients in routine office duties and in times of crisis
- participate and encourage team work in a health care setting
- evaluate how diversity affects patients/and caregivers in a health care setting

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Instructional Methods: a combination of lecture, group activities, and self-directed learning

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1.                         | Course pack                          | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Use this section for supplies and materials for all sections of this course.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 50% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Unit 1: communication styles  
 Unit 2: forms of communication  
 Unit 3: barriers to communication  
 Unit 4: conflict management and negotiation  
 Unit 5: feedback