



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
October 30, 2015 - 10:00 AM
B133

AGENDA

~~~~~

Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 7      **2.1. UEC draft minutes: October 2, 2015**

MOTION: To approve the minutes as presented.

**3. COURSE OUTLINES**

8 - 19

**3.1. 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.

20 -  
63

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

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

MOTION: To approve the CYC course outlines as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

64 -  
65

**4.1. Curriculum Quality Subcommittee report**

**4.2. Admissions Subcommittee report**

**4.3. Transfer Credit Subcommittee report**

**4.4. Policy Subcommittee report**

**5. INFORMATION ITEMS**

Page

- 5.1. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
GEOG 396/SOC 396/GDS 310  
GEOG 398/SOC 398/GDS 311

66      **5.2.** Kinesiology and Physical Education department name changed to Kinesiology  
department

67 -      **5.3. Procedures for Program Suspension**  
68

**6. ADJOURNMENT**



## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

October 2, 2015  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

---

**PRESENT:** Donna Alary, Maria Bos-Chan, Heather Compeau, John English, Darren Francis, Nancy Goad, Shirley Hardman, Arlene Leon, Stan Manu, Steven Marsh, David McGuire, Rod McLeod, Lisa Moy, Sylvie Murray, Samantha Patridge, Kirsten Robertson, Maureen Wideman, Simon Xi  
**ABSENT:** Sue Brigden, Rhonda Colwell, Vlad Dvoracek, Peter Geller, Kate McCulloch, Eric Spalding  
**GUESTS:** Ian Affleck, Cody Beshara, Hamish Telford, Alisa Webb  
**RECORDER:** Amanda Grimson

#### **1. APPROVAL OF THE AGENDA**

- 1.1. Item 3.2, Child, Youth, and Family Studies, was withdrawn by the department and will be resubmitted.

#### **2. APPROVAL OF UEC MINUTES**

- 2.1. UEC draft minutes: September 3, 2015

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### **3. COURSE OUTLINES**

##### **3.1. Chemistry**

Changes including total hours: CHEM 110

Review with changes including total hours: CHEM 213, 350

It was suggested that grade 12 courses be added to the prerequisites for CHEM 110, as some students (particularly transfer students) may have Math 12 but not Math 11 on their student records. Cory Beshara (Chemistry department representative) indicated that the department typically waives the Math 11 prerequisites for students with Math 12 anyway.

The Learning Outcomes for CHEM 350 relating to report-writing and teamwork were queried, as these are not included in the course content. C. Beshara indicated that these are components of the course even though they are not specifically stated, but the department will revise and resubmit the outline.

**MOTION:**

To approve CHEM 110 and amended and CHEM 213 outlines as presented:

UEC Draft Minutes  
2 Oct 2015

---

- CHEM 110 prerequisites: One of the following: (Chemistry 11, Chemistry 12, or CHEM 083) and one of the following: (Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher).

CARRIED

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

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

This item was withdrawn by the department and will be resubmitted.

**3.3. Education**

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.

CARRIED

**3.4. Mathematics and Statistics**

Review with changes: MATH 112

The department was asked to modify several of the Learning Outcomes that contained multiple verbs. Ian Affleck (Mathematics and Statistics department head) will revise these outcomes and send to the UEC Screening Subcommittee for final approval.

**MOTION:**

To approve the MATH 112 course outline as amended, pending revision of learning outcomes #1, 2, 6, and 10 and approval by the UEC Screening Subcommittee.

CARRIED

**3.5. Physics**

Changes including pre/corequisites: PHYS 321

Changes including prerequisites and course content: ENPH 310

Changes including course content: ENPH 320

There were some questions about the learning outcomes for these courses; they will be postponed until someone from the department can address the concerns.

**MOTION:**

To approve the ENPH and PHYS course outlines as presented.

DEFEATED

**3.6. Political Science**

Changes including title and prerequisites: POSC 365, 368

UEC Draft Minutes  
2 Oct 2015

---

Changes to the Learning Outcomes for POSC 365 were suggested; Hamish Telford (Political Science department head) agreed to the changes.

**MOTION:**

To approve the POSC 368 course outline as presented, and the POSC 365 course outline as amended:

- Learning Outcome #3: ~~Demonstrate an understanding of~~ **Critically analyze**
- L.O. #4: ~~Demonstrate a familiarity with~~ **Critically assess** the important literature in the field of security studies, ~~and an ability to assess it critically.~~
- L.O. #5: ~~...in a research paper.~~

CARRIED

**3.7. Interdisciplinary Studies**

Course reactivation: IDS 400

**MOTION:**

To approve the IDS 400 course outline as amended:

- College of Arts will be listed as the faculty, rather than Humanities or Social Sciences.
- Addition of note indicating that the course is available for use by departments.

CARRIED

**4. PROGRAMS**

**4.1. Arts**

Change to entrance requirements: Bachelor of Arts

**MOTION:**

To recommend approval of the Bachelor of Arts entrance requirement changes as amended:

- Out of country applicants: two ~~Approved~~ **academic** Grade 12 courses

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Major and minor definitions**

Revisions were made as a result of the discussion at last month's UEC meeting. The Communications minor is the only current program that does not include the recommended minimum number of credits. This minor requires 12 upper-level credits rather than 14, although most students complete at least 14 anyway. (Last year only three students graduated from this minor with fewer than 14 upper-level credits.) The Communications department has indicated that the minor will be changed to meet the new standards.

The calendar glossary should be updated to reflect these definitions.

**MOTION:**

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

CARRIED

**5.2. Election of subcommittee members**

**Admissions Subcommittee**

- Registrar or designate: Darren Francis
- Two UEC members: Maria Bos-Chan, Sue Brigden
- One International Education representative: Karen Davies
- Two additional members, including at least one advisor: Simon Xi, Heather Compeau

**Transfer Credit Subcommittee**

- Registrar or designate: Darren Francis
- Two UEC members: Peter Geller, Donna Alary
- At least one additional faculty member: Stan Manu, Maria Bos-Chan
- One advisor: Karen Cooper

**Curriculum Quality Subcommittee**

The membership of this subcommittee will remain the same, with the exception of Stan Manu, who will be replaced due to schedule conflicts.

**Policy Subcommittee**

- UEC Chair: Rod McLeod
- Registrar or designate: Elaine Harris
- Two UEC Faculty members: Samantha Pattridge, Lisa Moy
- UEC Advisor: Simon Xi
- IR representative: Donna Alary
- Dean: John English
- UEC member at large: Sue Brigden

**Screening Subcommittee**

- UEC Chair: Rod McLeod
- Registrar or designate: Darren Francis
- UEC Assistant: Amanda Grimson
- UEC Faculty member: Eric Spalding
- UEC Advisor: Rhonda Colwell
- CFO/SBC representative: Mark Brosinski

**5.3. Admissions Subcommittee report**

There was no report from this subcommittee.

**5.4. Curriculum Quality Subcommittee report**

This item was postponed to the next meeting due to lack of time.

**5.5. Transfer Credit Subcommittee report**

There was no report from this subcommittee.

**5.6. Policy Subcommittee report**

There was no report from this subcommittee.

UEC Draft Minutes  
2 Oct 2015

---

**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  
VA 332

**6.2. Expedited Program Approval Process**

**6.3. Advanced Medical Office Assistant certificate**

**7. ADJOURNMENT**

**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><br>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.<br><br>Note: Students with credit for PHYS 332 and PHYS 342 cannot take this course for further credit.                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <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><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;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: center;">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: center;"><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 310

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 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

Page 2 of 2

## 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: Students with credit for n/a cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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="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;"> <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), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 210 – Professional Practice Issues in Child and Youth Care**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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 CYC professional practice within the context of ethics, professional identity, and interdisciplinary approach. Skills for communication are emphasized throughout the course as well as workplace standards for documentation. Legislation governing CYC practice is reviewed.                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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 220 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 30, 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
- Discuss 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

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 220 – Theoretical Foundations for Child and Youth Care**

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: **course content and topics**

2. Rationale for change:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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.<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: 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>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>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>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>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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><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 30, 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
- Explain how diversity, ecological environment, and development influences human behaviour and the choice of planned change theories.
- Discuss 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
- Cognitive Behavioural,
- Reality,
- Feminist,
- Systemic,
- Post Modern,
- Circle of Courage.

Relationship between a developmental perspective and planned change theories.

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 268 – Introduction to Working with Groups and Families in Child and Youth Care**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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, family, and community services will be explored within the context of milieu. 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 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 268

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:

- Demonstrate an introductory knowledge of group and family dynamics
- Express how effective communication skills and change theory can be applied in helping relationships with groups and with families
- Describe the knowledge required for developing safe, supportive helping environments
- Relate 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:                                           | 10% | Field experience:                        | % | Shop work: Critical Reflections | %    |
| 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

- 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.

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 340 – Developmental Theory in Child and Youth Care Practice**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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 contemporary theories and relevant implications in practice. The context of the ecological model is used as a unifying construct for considering all work with children, youth and families.                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <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                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PSYC 250 or equivalent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <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><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 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>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 30, 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:

- Apply prominent developmental theories to CYC practice;
- Critically analyze a theory's use in a practice context;
- Evaluate the ecological impact for client, family, and community;
- Assess their own individual roles in child and youth development;
- Demonstrate effective communication skills, both spoken and written;
- Develop 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, 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. | 2012 |
| 2. Crain, W.               | Theories of Development: Concepts and Applications             | <input checked="" type="checkbox"/> | Prentice-Hall, Englewood Cliffs, N.J.        | 2010 |
| 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

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 341 – Applying Developmental Theory to Child and Youth Care Practice.**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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. Theories are applied to community agencies, and issues relevant to the field of practice. 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 30, 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:

- Apply prominent developmental theories to CYC practice;
- Critically analyze a theory's use in a practice context;
- Evaluate the role of child and youth care on CYC practice;
- Assess the linkages of community concerns and CYC issues;
- Demonstrate effective communication skills, both spoken and written;
- 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. | 2012 |
| 2. Crain, W.               | Theories of Development: Concepts and Application.              | <input checked="" type="checkbox"/> | Prentice-Hall, Englewood Cliffs, N.J.    | 2010 |
| 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

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 410 – Advanced Practice in Child and Youth Care.**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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 CYC 410A &amp; CYC 410B 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): <b>CYC 410A &amp; CYC 410B</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 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 30, 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:

- Assess the experience of working directly with children, adolescents and/or their families;
- Distinguish a variety of child and youth care agencies and programs;
- Relate theory to practice;
- Apply case assessment, planning, intervention, and evaluation skills;
- Demonstrate appropriate professional and ethical behavior within an applied setting;
- Appraise the 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: X ☐ 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 Field Manual -- online  
Evaluation forms -- online

**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.

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 423 – Research Methods in Child and Youth Care**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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 research in the CYC field is conducted. Students will investigate the knowledge and skills necessary to locate, understand, and utilize applied research. Basic designs and methodologies within qualitative and quantitative research models are examined.                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <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: right;">30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">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: right;">9</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><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 30, 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:

- Describe the purposes, procedures, and ethical considerations involved in research
  - Examine the strengths and limitations of qualitative and quantitative research models
  - Demonstrate what constitutes knowledge and its evaluation
  - Assess the applicability of various research models to particular types of research questions
  - Evaluate practices in terms of measurement, validity, and reliability
  - Explain the rationale behind sampling
- 
- Generate, shape, and refine research problems

**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 | 2006 |
| 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

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 425 – Data Analysis in Child and Youth Care**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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 CYC field, including theoretical and practical perspectives. The first half of the course is spent considering a variety of quantitative techniques. The remainder 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" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td style="text-align: right;">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 style="text-align: right;">6</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><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<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 30, 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
- Differentiate 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

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 467 – Advanced Skills with Individuals in Child and Youth Care**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Skills with 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> |  |
| 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>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 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 467

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:

- 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.
- Evaluate competent use of basic and advanced helping skills within the helping process.
- 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.
- 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"/> | Pearson, Canada | 2012 |
| 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

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 468 – Advanced Skills with Groups in Child and Youth Care**

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: **Course content and topics.**

2. Rationale for change:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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<br><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 conduct groups for children, youth, and families. Students will lead groups, and receiving feedback on your their in a laboratory-style environment.                                                                                                                                                                                                                               |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <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 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"> <tr> <td>Lecture hours</td> <td>15</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>45</b></td> </tr> </table> |                                                                                                                                                    | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops |  | Laboratory hours | 30 | 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><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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> 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 30, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

CYC 468

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:

- Articulate how their individual experiences and roles in groups influence their emerging group leadership style and ability;
- Demonstrate a developing leadership style based on previous group experience, learning style and current knowledge base;
- Formulate a practice of core skills for group work with children, youth or families
- Synthesize components of the experiential model into group facilitation
- Implement a small group session.
- Validate constructive feedback
- Facilitate a debrief 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. Forsyth, Donelson       | <u>Group Dynamics</u>                | <input checked="" type="checkbox"/> | Wadsworth | 2013 |

**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
- Team
- Communication within groups
- Leadership
- Power
- Decision-making
- Controversy & creativity
- Conflicts of interest
- Valuing diversity
- 
- 
-

### **Memo for Course Changes**

To: **Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass**

From: **Maple Melder Crozier, Department Head, Child, Youth, and Family Studies (CYFS)**

Date: **October 6, 2015**

Subject: **Proposal for revision of CYC 469 – Advanced Skills with Families in Child and Youth Care**

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:

**Required by 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):

**No substantial changes. Changes are to update wording, textbooks, or forms.**

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

**No, so no affect.**

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

**None outside CYFS.**

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

**The Child, Youth, and Family Studies Department faculty work to weave elements of indigenous culture into our curriculum in assignments and examples, as we have learned from Aboriginal leaders with whom we have worked.**

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)

**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:

**\$150.00.**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 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> 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><p>This course presents conceptual frameworks and models for understanding family functioning and parenting. The CYC service settings in which family work occurs are identified; family assessment methodologies and interventions which are appropriate to CYC workers in these settings are presented.</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, 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>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>27</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>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>6</td> </tr> <tr> <td><b>Total</b></td> <td><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>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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><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 30, 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:

- Summarize family systems theory as it applies to CYC practice.
- Explain the family lifecycle and the impact of culture on the family and the helping relationship.
- Apply family assessment models to personal experience in their family.
- Appraise the role of parent education and support in current family programming 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.
- Integrate theory with practice in work 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"/> | Pearson   | 2013 |
| 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.

**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.

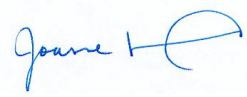
Course curriculum, when considering the course as a stand-alone unit, should be:

- 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.



**MEMORANDUM**

**TO:** Dr. Eric Davis, VP Academic & Provost

**FROM:** Joanne MacLean, Dean, Faculty of Health Sciences 

**DATE:** September 21, 2015

**SUBJECT:** Department of Kinesiology & Physical Education Name Change

---

The department of Kinesiology & Physical Education (KPE) voted to change their departmental name to ***Kinesiology*** at Retreat held September 1, 2015.

The following rationale for the name change was provided by KPE department head Dr. Alastair Hodges:

KPE is undertaking curriculum changes. The department approved plan is to offer one degree (B.KIN.) with two majors: Exercise Science and Active Health. The department agreed that the term "Kinesiology" is a broadly encompassing term that includes both these majors as well as other sub-disciplines including physical education, making the inclusion of the term "physical education" in the department name redundant. Further, it was agreed that the term "physical education" in the department name is misleading to students as we do not offer a degree, major, or specialization in physical education.

Members of the Faculty of Health Sciences unanimously approved the name change at Faculty Council held September 21<sup>st</sup>, 2015.

I fully support the requested change and believe that it will serve our current and future students by aptly and thoroughly describing the coursework and activities engaged in the department. The name ***Kinesiology*** is well understood by faculty and students, and represents the standard in institutions across Canada.

I request that you engage the remaining procedural steps in the approved name change for a department, ultimately bringing the matter to Senate and the Board of Governors. I shall be pleased to provide further information or clarification as necessary.

Thank you.



---

**APPC MEMORANDUM**

APPC Chair: Eric Davis  
Phone: 4630

APPC Assistant: Janice Nagtegaal  
Phone: 4084

---

**TO:** Rod McLeod, Undergraduate Education Committee Chair

**FROM:** Eric Davis, Academic Planning and Priorities Committee Chair

**DATE:** October 13, 2015

**RE:** For Information – Procedures for Program Suspension

---

**Background:**

The Program Discontinuance Policy (222) was approved by the Board of Governors in January 2015 and the Academic Planning and Priorities Committee approved procedures for the Review and Approval of Program Discontinuance.

Procedures for Program Suspension (defined in the policy as “temporary suspension of the intake of new students into a program”) have now been approved by the Academic Planning and Priorities Committee on September 23, 2015.

As per the policy, procedures in support of the Program Discontinuance policy will be developed, maintained, and communicated by APPC. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of APPC.

The procedures are attached for your information.

**Attachments:**

1. *Procedures for Program Suspension*

**Policy 222: Program Discontinuance****Procedures Program Suspension**

Program Discontinuance policy (number 222) defines program suspension as temporary suspension of the intake of new students into a program.

The decision to temporarily suspend admission to academic programs is initiated by the relevant Dean(s) in consultation with the respective unit (school, department, or program committee responsible for administering the program), the Associate Vice-President, Research, Engagement & Graduate Studies in the case of graduate programs, and is subject to the considerations stipulated below.

The decision to temporarily suspend admission to academic programs must be approved by the Provost and communicated to Senate, relevant standing committees (UEC or GSC, SBC and APPC), and the Board for information.

Ideally, the decision to suspend a program will be made and communicated at least four months before the usual start date of the program.

**Considerations**

1. Suspension may be for a variety of reasons, including:
  - a. Insufficient resources
  - b. Low enrollment demand
  - c. Declining employment opportunities for graduates
  - d. Curricular issues
  - e. Inability to provide appropriate educational environment and/or supports
  - f. Decline in quality or the inability to meet required program outcomes
  - g. The program is being reviewed for renewal or restructuring
2. Suspension is for a maximum period of two academic years. After this period the program is automatically reinstated unless a new proposal is submitted to either (a) continue the suspension for an additional two-year term or (b) discontinue the program. Suspension can be renewed only once.
3. Proposals to suspend admissions must present the rationales in a clear and comprehensive manner and consultation with stakeholders must take place prior to the recommendation being approved. When timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances.
4. Proposals to suspend admissions must include a plan, where appropriate, to accommodate students who are already enrolled in the program, or to otherwise mitigate the effects of the suspension.
5. Once a decision to suspend a program has been made and approved by the Provost, the Dean will advise the stakeholders of the suspension and implement a communication process